



SOCIAL WORK

Bachelor of Social Work Program

Student Handbook

2025-2026

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
DEPARTMENT OF SOCIAL WORK

BACHELOR OF SOCIAL WORK PROGRAM STUDENT HANDBOOK

***2025-2026**

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Check out the BSW Program on the World Wide Web at
<http://www.jsu.edu/socialwork/>

The BSW Program at Jacksonville State University is nationally accredited by
The Council on Social Work Education

***This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this handbook, those who use the handbook should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the internship coordinator, or other appropriate individuals in the Social Work Program.**

INTRODUCTION

While its roots are as a State Normal School with a purpose of preparing students for careers in teaching, Jacksonville State University (JSU) has developed into a modern regional university serving Northeast Alabama on a 318-acre campus with 58 buildings. It is the public, regional institution of higher education in its service region of east north central Alabama; JSU's purpose is to provide access to higher education to individuals in its service region. In addition, the University operates off-campus centers: JSU-Gadsden, Anniston, Ft. Payne, and Heflin, and is a leader in online education for several of its academic programs, especially at the graduate level. Through its programs of teaching, research, and service, Jacksonville State University has served the region and state for more than one hundred and thirty years.

JSU MISSION

Jacksonville State University, as a learning-centered community, provides distinctive educational, cultural and social experiences to prepare students to be competent, ethical professionals and engaged, responsible, global citizens.

LEARNING-CENTERED COMMUNITY

At Jacksonville State University, a public, regional comprehensive institution, we believe that students, faculty, and staff comprise a community of learners. We believe it is important for learners to take responsibility for their learning, which means presenting a willingness to learn, being proactive in the acquisition of knowledge, and behaving with integrity and honesty in the learning environment. We believe that learning takes place when learners are engaged, assumptions are challenged, expectations are shared, and relationships are built around the purpose of learning.

Jacksonville State University promotes a learning environment with relevant programs of study supported by current technologies, opportunities for experiential learning and other high impact practices, and flexibility in the learning process. Faculty will use various methods of teaching to meet different learning preferences and will set learning outcomes that emphasize the application of knowledge, ensuring that graduates are prepared with skills necessary for careers in a global marketplace.

JSU STRATEGIC PLAN FRAMEWORK

Reach

As a thriving learning community, we depend on a strong financial foundation based on diverse student enrollment, a spirit of generosity, and a culture of accountability.

Commitment 1

As the higher education landscape is challenged with access and competition, we will commit to advance JSU's financial strength, enrollment goals, and the overall success of students.

Goals

1. Inclusive Enrollment

Attract, enroll, and support undergraduate and graduate students with unique experiences from across the region, state, and globe.

Objectives

1. Attract students with diversified backgrounds, experiences, and educational goals by developing innovative educational offerings and financial resources.
2. Increase the enrollment of undergraduate and graduate students.
3. Provide quality support services to undergraduate and graduate students.

2. Spirit of Generosity

Create a dynamic culture of philanthropy to inspire generosity.

Objectives

1. Embed philanthropy and service into all aspects of campus.
2. Encourage stakeholders to use their professional and social networks to garner additional support for JSU.
3. Increase fundraising from private sources.

3. Culture of Accountability

Cultivate an environment that promotes and encourages effectiveness, efficiency, innovation, informed practices, optimization, value communication, and transparency while continuously measuring our progress and seeking to expand our financial resources.

Objectives

1. Establish and ensure financial stewardship and fiscal responsibility.
2. Review and evaluate current procedures and research best practices to increase efficiency and promote innovation across all areas.
3. Increase and promote transparency through improved communication regarding internal decision-making and processes.

Engage

As a university, we ensure the vibrancy of our campus, community, and region through the benefit of belonging, mutual relationships, and power of place.

Commitment 2

Create symbiotic partnerships that impact the university learning environment, providing additional opportunities for the exchange of ideas, experiential learning, and community engagement, while allowing university members to give back to the community.

Goals

1. Benefit of Belonging

Improve the accessibility of a safe, equitable, diverse campus supportive of all campus and community members.

Objectives

1. Expand the opportunities for campus connections through co-curricular events, organizations, and partnerships.
2. Create environments to encourage campus and community members to connect and learn from each other.
3. Provide an accessible community that promotes full participation of diverse members and ensures equity through responsive environments.

2. Mutual Relationships

Strengthen partnerships to improve quality of life through collective impact.

Objectives

1. Increase reciprocal partnerships and level of campus and community engagement to achieve mutually beneficial initiatives.
2. Sustain and enrich the quality of relationships with JSU stakeholders (i.e., alumni, employers, local and state governments, parents, potential students).

3. Power of Place

Ensure a vibrant and successful campus and community that will be attractive to a diverse population.

Objectives

1. Make a visible, significant societal impact in JSU's region through outreach and events in various sectors (arts, athletics, economics, education).
2. Celebrate the people, experiences, and environments that make JSU unique.

Discover

As educators, we do not provide the answers. We provide experiences, environments, and expectations that allow learners to discover the answers.

Commitment 3

In an age of rapid educational change and innovation, we will continue to advance our capacity for creating diverse, meaningful, and accessible learning opportunities that prepare all learners (faculty, staff, students, community members) for success.

Goals

1. Experiences

Provide learning experiences that connect learners with real-world knowledge, skills, and opportunities.

Objectives

1. Expand the use of High-Impact Learning in undergraduate and graduate programs.
2. Expand the utilization of technology to support students, faculty, and staff.
3. Develop formal mentorship programs (e.g., faculty to faculty, staff to staff, student to student, faculty to student).

2. Environments

Create and provide new learning environments characterized by modern facilities, technological enhancements, active learning, and engaging instruction.

Objectives

1. Increase the number of flexible, technology-enhanced learning spaces that promote active teaching and learning.
2. Continuously evaluate campus academic and non-academic spaces to renovate and/or build new facilities as needed.
3. Provide learners access to active learning opportunities, engaging instruction, sustainable training, and professional development.
4. Increase utilization of existing learning spaces on campus.

3. Expectations

Promote and assess critical thinking, essential employability skills, diversity and inclusion, and successful degree completion in all learning experiences and environments.

Objectives

1. Enhance efforts to ensure student success.
2. Transform teaching and learning across programs and experiences.
3. Cultivate a diverse, equitable and inclusive community.

JSU's Bachelor of Social Work program strongly supports these initiatives.

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HISTORY OF BSW PROGRAM AT JSU

Jacksonville State University began offering social work classes in 1979. In 1981, Dr. Rebecca Turner and Dr. Mark Fagan were hired to develop the curriculum necessary to offer a minor in Social Work, which included the Field Instruction component that made it possible for the students to work with local agencies. Dr. Fagan, along with Dr. Rodney Friery, Assistant Professor of Sociology, wrote and submitted a Federal Title III Grant proposal to develop a major in Social Work. This grant provided funding for five years. Ms. Donna Smith was hired in 1984 as the Field Coordinator.

Approval of the BSW Degree at JSU was applied for with the Alabama Commission on Higher Education (ACHE) in 1986. This original request was denied by ACHE. President Harold McGee, along with the Dean of the College of Arts and Sciences, J. E. Wade, Dr. James Reeves, and Dr. Bill Carr invested additional time into a revised request to seek approval from ACHE. The BSW degree was officially approved in November 1987. In April 1988, the first class to graduate with a BSW Degree consisted of fifteen students. Initial Accreditation from the National Council on Social Work Education (CSWE) was granted in 1992. The initial accreditation was granted for four years with retroactive accreditation status effective back to April 1988. Dr. Rebecca Turner became the initial BSW Program Director in 1988 and subsequently became the Department Head for Sociology and Social Work in 1990. Ms. Gail Childs was hired as the departmental secretary in 1991, and Dr. Mark Fagan was promoted to Full Professor in 1992.

In 1995, Mr. James Powe was hired to be an agency-based Field Supervisor at the Alabama Department of Human Resources (DHR) in Calhoun County. At this time, DHR began providing stipends to BSW students who completed their field instruction at DHR. CSWE Reaffirmation of Accreditation was granted in 1996. Ms. Kim Womack was hired in 1997 as a BSW Program faculty member. New instructors, Ms. Dee Barclift and Ms. Robyn Snider joined the BSW Program faculty in 1998. Ms. Snider was a member of the inaugural BSW graduating class.

Dr. Mark Fagan was promoted to BSW Program Director in 1998 and in 1999 became the Acting Department Head for Sociology and Social Work. This position became permanent in 2002 and the BSW program successfully obtained CSWE Reaffirmation of Accreditation in 2004 and 2012.

Ms. Charlene Stephens became the BSW Program secretary and Dr. Maureen Newton joined the BSW Program faculty in 1999. Mr. Jonathan Adams, a JSU BSW alumnus, was hired in 2001 as an Agency-Based Field Instructor for Etowah County DHR. In 2003, Dr. Nancy Francisco Stewart became a BSW Program faculty member.

In 2005 Ms. Donna Smith retired, and Ms. Robyn Snider was appointed as the BSW Field Coordinator. Mr. Jonathan Adams assumed the teaching duties vacated by Ms. Snider. Ms. Julie Nix was hired as the new Agency-Based Field Instructor for Etowah County DHR. Also in 2005, Dr. Maureen Newton was promoted to Associate Professor and awarded tenure. Dr. Jenny Savage joined the faculty in 2006. She and Dr. Nancy Francisco Stewart were awarded tenure and promoted to Associate Professor in 2009.

Dr. Maureen Newton was promoted to full professor in 2011 and was appointed as the BSW Program Director in 2012 and later promoted to be the Department Chair in 2014. Dr. Maureen Newton now serves as the Dean of the College of Social and Behavioral Sciences. Ms. DaRhonda Hicks became the BSW Program Secretary in 2016 and is now Department Secretary. Ms. Karen Phillips and Dr. Kimber Wickersham joined the faculty in the fall of 2017. In 2018, Dr. Kimber Wickersham was appointed as MSW Program Coordinator, and Kim Whorton was appointed as the BSW Program Coordinator. Additionally, in 2018, Mr. Sean Creech joined the social work program. Dr. Jody Long joined the JSU Social Work Program in August 2019. In 2020, Dr. Taylor Ellis, Dr. Dominique Maywald, Ms. Francesca Guida-Hall, and Ms. Kim Nelson joined the faculty. In 2022, Ms. Tekeisha Goggins joined the faculty, and Ms. Jacqueline Callender became the Social Work Office Assistant. In 2023, Sean Creech received his DSW and left his full-time teaching position to become the Director of Disability Resources for JSU. In 2024, he became the Assistant Vice Provost for Learning Support Resources and continues to teach at least one class per semester as an adjunct instructor in our MSW Program. Dr. Kimber Wickersham became the Department Head in January 2024.

In July 2024, Ms. Kim Whorton, Ms. Robyn Snider, and Ms. Karen Phillips retired. That same year, Ms. Julie Nix was appointed as the Internship Coordinator, and Ms. Stephanie Griffin joined the faculty as an instructor. In August 2024, Jonathan Adams became the BSW Program Coordinator and Dr. Taylor Ellis became the MSW Program Coordinator.

In September 2024, Ms. Kim Whorton, Ms. Robyn Snider, and Ms. Karen Phillips returned as working retirees in adjunct positions. Ms. Snider also serves as our Title IV-E Simulation Lab Coordinator, Ms. Whorton as the Marketing and Recruitment Specialist for the College of Social and Behavioral Sciences, and Ms. Phillips provides Internship Supervision for those students in placements without a licensed social worker.

The BSW Program currently has approximately 175 majors, over 100 Internship Agencies, a student Social Work Club, and a chapter of Phi Alpha, the Social Work Honor Society. The program at JSU is one of the largest BSW Programs in the state. There are student stipends available each year to students doing their internships.

ADMINISTRATIVE STRUCTURE OF THE SCHOOL

The Department of Social Work is an autonomous unit within the College of Social and Behavioral Sciences. It is administered by the Department Head, who has delegated authority for certain educational and administrative tasks to individuals and committees within the Department. The administrative team of the Department consists of the Department Head, MSW Program Coordinator, BSW Program Coordinator, the Internship Coordinator, faculty, and staff.

The MSW and BSW Program Coordinators share in the overall management of the MSW and BSW programs. The Internship Coordinator oversees the operation of internships by implementing and enforcing internship policies. See the internship handbooks for current internship policies and procedures.

BSW PROGRAM MISSION STATEMENT

The mission of the social work program at Jacksonville State University is to provide students with knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, public service, and professional social work practice.

The mission of the Bachelor of Social Work (BSW) degree program at Jacksonville State University is to prepare generalist practitioners with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, and service to advance individual and societal well-being. The BSW program succeeds through partnerships of service and a central focus of being a regionally responsive, community-based, and practice-centered program.

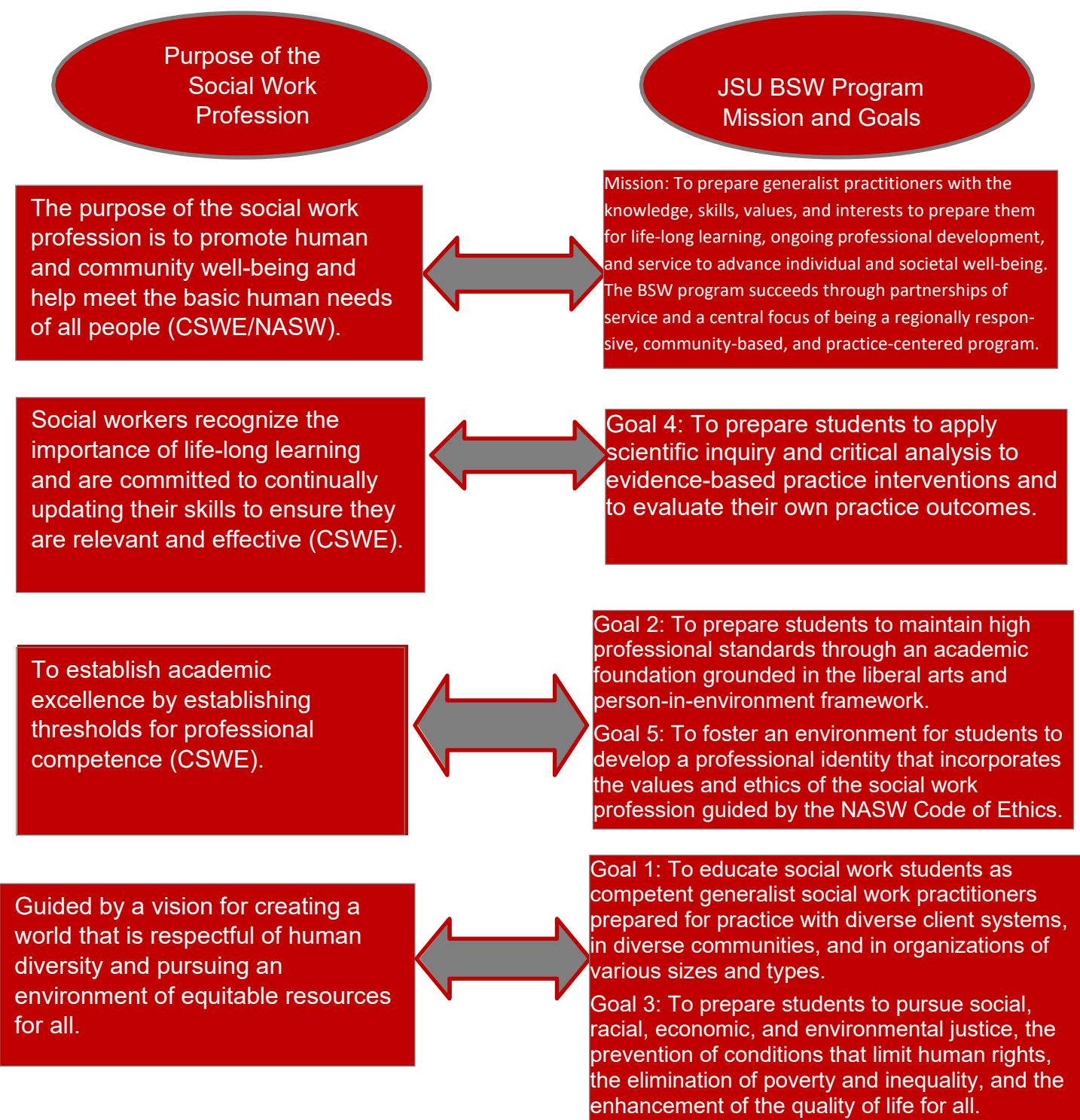
BSW PROGRAM GOALS

The JSU BSW Program has five program goals that are derived from the program's mission. Below we identify the program goals and the relationship between the program's mission and goals.

1. To educate social work students as competent generalist social work practitioners prepared for practice with diverse client systems, in diverse communities, and in organizations of various sizes and types.
2. To prepare students to maintain high professional standards through an academic foundation grounded in the liberal arts and person-in-environment framework.
3. To prepare students to pursue social, racial, economic, and environmental justice, the prevention of conditions that limit human rights, the elimination of poverty and inequality, and the enhancement of the quality of life for all.
4. To prepare students to apply scientific inquiry and critical analysis to evidence-based practice interventions and to evaluate their own practice outcomes.
5. To foster an environment for students to develop a professional identity that incorporates the values and ethics of the social work profession guided by the NASW Code of Ethics.

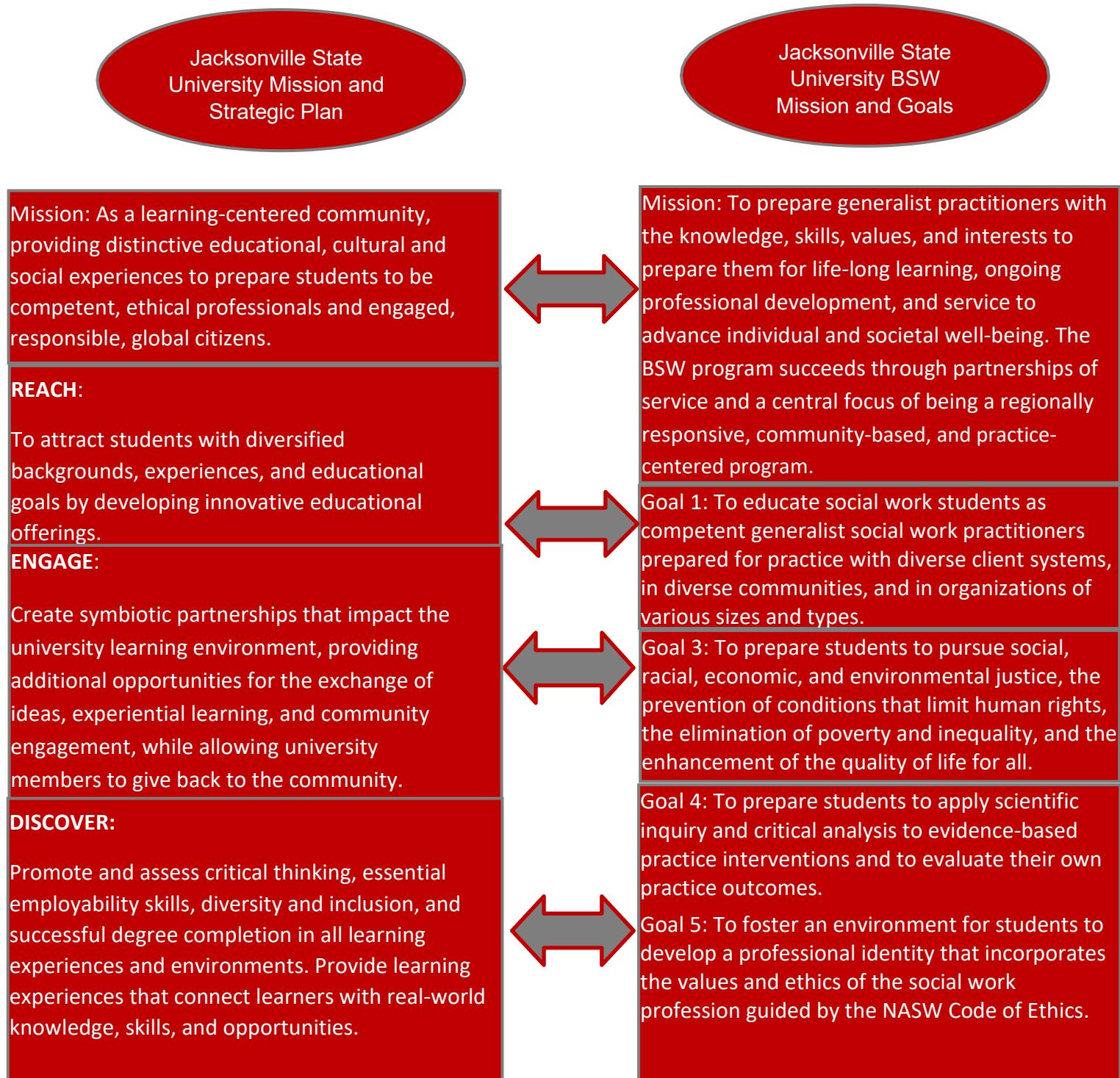
The chart below demonstrates how the program's mission and goals is consistent with the profession's purpose and values:

Professional Purpose and Relationship to Program Mission and Goals



BSW PROGRAM MISSION AND GOALS AND RELATIONSHIP TO UNIVERSITY MISSION AND STRATEGIC PLAN

Below is a chart demonstrating how the mission of the BSW program is aligned with the mission and goals of JSU:



BSW PROGRAM STUDENTS' RIGHTS AND RESPONSIBILITIES

Students are regularly encouraged to meet with BSW program faculty and staff to discuss programmatic and/or curricular issues of interest and/or concern. The social work program also subscribes to the University's statements of student rights and responsibilities as discussed in the JSU Student Handbook. These rights are listed below.

For further information, review the [JSU Student Handbook](#)

Student Rights and Responsibilities

- I. Students enjoy the same basic rights and are bound by the same responsibilities to respect the rights of others, as are all citizens.
 - It is assumed that the student as a citizen has the rights of freedom of speech, freedom of the press, freedom of peaceful assembly and association, freedom of political beliefs, and freedom from personal force and violence, threats of violence and personal abuse.
 - The student as a citizen has a right to be considered equally for admission to, employment by, and promotion within the campus in accord with the provisions against discrimination in the general law.
 - It is held that Jacksonville State University is no sanctuary from the general law and, furthermore, that the campus is a community of growth and fulfillment for all, rather than a setting described in the concept of *in loco parentis*.
- II. All students have responsibilities and rights based upon the nature of the educational process and the requirements of the search for truth and its free presentation. These rights and responsibilities include:
 - Each student has the freedom, dependent upon level of competence, to teach, to learn, and to conduct research and publish findings in the spirit of free inquiry.
 - Each student has the right to pursue normal curricular and extracurricular activities, including freedom of movement.
 - Students have the right to expect that records maintained on them contain only information which is reasonably related to the educational purposes or health and safety of the individual or others. Furthermore, it is assumed that the student has the right to protection from unauthorized disclosure of confidential material contained in university records.
 - Students have the right to reasonable and impartially applied rules, designed to reflect the educational purposes of the institution and to protect the safety of the campus.
 - Students have the right to recourse if another member of the campus is negligent or irresponsible in the performance of his or her responsibilities or if another member of the campus represents the work of others as his or her own.
 - Students who hold opinions about basic policy matters of direct concern to them have the right to have them heard and considered at appropriate levels

of the decision-making process. It should be noted that students who have a continuing association with the institution and who have substantial influence have an especially strong obligation to maintain an environment supportive of the rights of others.

II. The University has rights and responsibilities which include but are not limited to the following:

- The university has the right and an obligation to present and debate public issues.
- The University has a right to prohibit individuals and groups who are not members of the University community from using its name, its finances, and its physical operating facilities for commercial or political activities.
- The University has the right to prohibit students from using its name, its finances, and its physical and operating facilities for commercial activities.

Social Work Program Student Rights and Responsibilities

The social work program further recognizes the rights and responsibilities of social work students to participate in the BSW program through involvement with the student social work organization and to organize groups and participate in campus activities that address social work concerns and/or that address special needs which they have as individuals or as a group.

Students also have the rights and responsibilities to participate in formulating and modifying policies that affect academic and student affairs. This activity primarily occurs at two levels. At the university level, students are encouraged to participate in the student government association, as well as campus organizations and committees.

At the program level, students are encouraged to participate in formulating and modifying policies that affect academic and student affairs, including, but not limited to, the following opportunities:

- the social work student organization (meets at least once per semester)
- JSU student exit survey (completed the semester of graduation)
- serving on faculty search committees (when searches occur)
- right to attend faculty candidate teaching demonstrations (when searches occur)
- completing course evaluations each semester (EvaluationKit online survey)
- direct access with program faculty and administrators (ongoing)
- assist in planning and volunteering for student orientation sessions (as needed)
- plan and participate in service learning and volunteer activities (as available)
- Mid-term course evaluations for process improvement

Students (individually or as a group) also have the right to:

- voice concerns about personal or program issues using both formal and informal methods (example: formal appeals or complaints or informal discussions with faculty/staff)
- expect reasonable access to faculty/staff for advisement and assistance in planning their academic program

- an education that provides them with the opportunity for entry-level generalist social work practice

Student responsibilities include, but are not limited to:

- becoming familiar with the BSW program policies and procedures as explained in the BSW Program Handbook
- attending class when required and participating in all classes. The social work program requires attendance of a minimum of 80% of classes when they take place in the traditional classroom setting
- communicating effectively and appropriately with faculty, staff and peers
- behaving in a manner consistent with the University Policies and Procedures AND the NASW Code of Ethics in all relationships in the BSW program
- honesty-in communicating with faculty, staff and peers, completing coursework and other aspects of the educational experience in the social work program

Students who are encountering problems in their academic program are invited to discuss them with a faculty member, BSW Program Coordinator, Department Head, or other appropriate JSU personnel. These student/faculty conferences can result in, but are not limited to a reduced course load, campus tutoring services, study skills course(s) and/or guidance, counseling and/or testing through the JSU Disability Resources and Counseling and Career Services Center, etc.

JSU Policies of Non-Discrimination

1) **Notification of Non-Discrimination**

Jacksonville State University has filed with the Federal Government an Assurance of Compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and the Regulation issued thereunder, to the end that no person in the United States shall, on the ground of age, religion, race, color, sex, disability, veteran's status, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity sponsored by this institution. Under this Assurance, this institution is committed not to discriminate against any person on the ground of age, religion, race, color, sex, disability, veteran's status, or national origin in its admission policies and practices or any other policies and practices of the institution relating to the treatment of students and other individuals, including the provision of services, financial aid, and other benefits, and including the use of any building, structure, room, space, material, equipment, facility, or other property. Any person who believes himself/herself, or any specific class of individuals, to be subjected to discrimination prohibited by Title VI or the Act and Regulation issued thereunder may, by himself/herself or a representative, file a written complaint with the United States Commissioner of Education or with this institution, or both.

2) Notification of Non-Discrimination on the Basis of Disability

Jacksonville State University has filed with the Federal government an Assurance of Compliance with Section 504 of the Rehabilitation Act of 1973 as amended.

The university does not discriminate on the basis of disability, and no qualified disabled person shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity.

The ADA/504 coordinator is Elizabeth Morrow, emorrow@jsu.edu, (256) 782-5282, 120 Salls Hall. Students seeking accommodations should contact Office of Disability Resources at (256) 782-5020 and disabilityresources@jsu.edu or visit the Student Success Center, 2nd Floor, Houston Cole Library.

3) Notification of Non-Discrimination on the Basis of Sex

JSU does not discriminate on the basis of sex in the educational programs or activities that it operates. JSU is required, by Title IX of the Education Amendments of 1972 and Department of Education regulations to implement Title IX, not to discriminate in such a manner. This requirement to not discriminate in educational programs and activities extends to employment by the university and to admission thereto. Questions regarding Title IX and the implementation of regulations should be referred to JSU's Title IX Coordinator, to the Assistant Secretary of Education for Civil Rights, or to both. For more information about the Title IX grievance procedure, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment and how JSU will respond to such complaints, please visit our Title IX website at www.jsu.edu/titleix or contact our Title IX Coordinator:

Title IX Coordinator
301-A Angle Hall
(256) 782-5769
titleix@jsu.edu

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Washington, D.C. 20202-1100
(800) 421-3481

Title IX Gender-Based and Sexual Misconduct Policy

Jacksonville State University (JSU) is committed to maintaining a safe, inclusive campus community and all members of the JSU community are expected to adhere to the requirements of the law, to the standards set forth in [JSU's Sex-Based Harassment and Misconduct Policy](#), and to other JSU codes of conduct. To report a concern: [Click Here](#)

BSW Policy on Non-Discrimination

The Social Work Program is committed to a policy of nondiscrimination in all aspects of its program activities. The program respects and values diversity and does not discriminate on any basis including the following: race, color, gender, age, creed or religion, ethnic or national origin, disability, political orientation, or sexual orientation.

BSW Program Overview

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. (NASW *Code of Ethics*)

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

Generalist Social Work Practice

The NASW Code of Ethics provides the ethical foundation for generalist social work practice, emphasizing respect for human diversity and a strong commitment to social and economic justice. Generalist social work reflects the profession's dual mission: to support individual well-being and to promote systemic social change.

At Jacksonville State University, the generalist practice model builds on the CSWE definition by integrating the following core elements:

- **Research-Informed and Evidence-Based Practice:** Generalist social work uses research-guided knowledge to determine appropriate interventions across all levels of practice—micro (individuals and families), mezzo (groups and organizations), and macro (communities and policy).
- **The Planned Change Process:** Grounded in a liberal arts foundation and guided by social systems theory and ecological perspective, generalist social workers engage in a structured process that includes engagement, assessment, planning, intervention, evaluation (of practice and self), and termination. This model ensures a holistic and contextually aware approach to client systems.
- **Strengths-Based and Empowerment-Oriented Practice:** Generalist practitioners operate from a strength's perspective, recognizing and building on client and community capacities. Empowerment is central, equipping both practitioners and clients to become active participants in addressing and transforming social systems.

The preparation for generalist social work practice enables graduates of the program to be prepared for a broad array of introductory social work practice settings. Employers who seek graduates with BSW degrees are agencies serving the elderly, hospitals, community planning agencies, juvenile agencies, prisons, public and private child welfare agencies, state and federal planning agencies, private industry, health care organizations, and school systems.

In preparing the social work graduate for entry-level generalist practice, the BSW Program prepares students for successful professional careers. The BSW Program emphasizes the need for lifelong learning and encourages students to participate in continuing education opportunities. This is accomplished in several ways including providing those opportunities at the university; attending and participating in local, state, and regional meetings, conferences, and workshops; attending and participating in national meetings, workshops, and conferences; and encouraging student involvement in volunteer work in social service agencies.

BSW Educational Competencies

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base. The nine core competencies are listed below.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and

affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social Workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social Workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advocate human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and the interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in

social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze, outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

ADMISSION TO THE BSW PROGRAM

To gain admission into and progress through the BSW Program at JSU, a student must meet certain standards deemed necessary by the faculty and certain ethical requirements recommended by the National Association of Social Workers. These abilities and ethical considerations include, but are not limited to, **abiding by the National Association of Social Workers' Code of Ethics and achieving competence in areas defined by the Council on Social Work Education.**

The National Association of Social Workers' Code of Ethics identifies core values on which the social work mission is based, summarizes ethical principles that reflect the profession's core values, establishes a set of specific ethical standards that guide social work practice and provides the basis on which the public can hold a practitioner accountable.

Summary of NASW Code of Ethics:

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work

is attention to the environmental forces that create, contribute to, and address problems in living.

Ethical Principles and Core Values

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

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

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. *In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers and are mandated by the National Association of Social Workers. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession and (6) social workers' ethical responsibilities to the broader society.

If these ethical standards or educational competencies cannot be achieved by the student, unassisted or with the provision of reasonable accommodation, the university reserves the right to deny admission or to advise the student to consider an alternative academic major and seek proper counseling.

To see a full description of these ethical standards, see the following: [NASW Code of Ethics](#).

Academic Requirements for Program Admission:

Admission to the BSW Program requires the following:

- passage of at least 48 semester hours (including MS 110 or higher and MS 204),
- a 2.25 overall GPA and a 2.5 Social Work GPA,
- a grade of "C" or better in SW 230 (Introduction to Social Work),
- successful completion of SW 390

Students enrolled in SW 390-Social Work Practice I are eligible to obtain the application for admission to the program from the Social Work Program Secretary in Room 309 Brewer Hall or the instructor for SW 390. Submit completed applications to the Program secretary after completing SW 390. Students who are denied admission and remain eligible are encouraged to complete the application as soon as they meet the requirements and return it to the secretary for the BSW Program in Room 309 Brewer Hall. Acceptance to the Social Work Program is a requirement before taking SW 391, 448, 449, and 450. Students must maintain a 2.50 GPA in Social Work and a 2.25 GPA overall to graduate. The completed Application for Admission to the Bachelor of Social Work Degree Program becomes part of the student's admission file.

The BSW Program Coordinator and/or Admissions Committee may take any of the following actions regarding a completed application for admission:

- (A) acceptance into the program,
- (B) conditional acceptance, or
- (C) denial of admission.

Acceptance into the program generally means the student has presented evidence of meeting the minimum requirements for admission to the BSW Program. Conditional acceptance may be for academic or non-academic reasons.

Students may be denied admission to or terminated from the BSW Program for, but not necessarily limited to, any of the following non-academic reasons which are personal or professional:

1. Overtly expressed attitudes, values, and behaviors in opposition to or contrary to those found in the NASW Code of Ethics;
2. Evidence of chemical, alcohol, or drug abuse;
3. Personality, emotional, attitudinal, or personal issues or difficulties which may or actually impair performance, interactions, and relationships with classmates, faculty, agency staff, and/or clients;
4. Dishonesty, including lying, cheating, or plagiarizing in course work and/or Internship; and
5. Evidence of certain criminal or unlawful activity.

Students are provided with written notice of the BSW Program Coordinator and/or Admissions Committee's actions. In the case of conditional acceptance, specific conditions which must be met before the student can be admitted to the program are provided. In the event acceptance is denied, the Committee's decision may be appealed. Re-application for admission to the program is possible. When re-application is possible, the student is notified in writing of that possibility. Those denied admission are not guaranteed readmission after appeal.

The BSW Program Coordinator and/or Admissions Committee reviews the records of all social work students admitted to the BSW Program regarding continued enrollment and readiness for Internship during the semester before enrollment in SW 448 (Social Work Practice III), SW 449 (Internship), and SW 450 (Internship Seminar). Action taken by the BSW Program Coordinator and/or Admissions Committee regarding any student is reflected in the student's BSW file. Any information relevant to a student's continued enrollment may be placed in the student's BSW file by members of the faculty or staff.

Students who are considering earning a degree in social work and who have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. Agencies and organizations that provide Internship placements for social work students may require a criminal background check prior to agreeing to provide Internship.
2. Agencies employing social workers may also require criminal background checks prior to hiring employees.
3. Alabama and most other states licensure laws for social workers inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination.

The BSW Program does not award academic credit for life or work experience under any circumstances. There are no exceptions to this policy.

Background Checks and Criminal History

A criminal conviction history does not automatically disqualify you from admission to the BSW program, nor is a background check required as part of the admissions application process. **However, before you apply to study social work at Jacksonville State University, you should be aware that all students accepted into the BSW program must be eligible for internship placement, and for required coverage under the College's professional liability insurance policy, as well as individual liability insurance.**

A criminal history may limit or possibly prevent a student's eligibility for internship placement. Successful completion of an internship placement is required in order to complete the BSW degree. Many agencies used for internship placement require a background check and/or drug screening as a condition of placement or employment. It is possible that some agencies may not accept a student for an internship placement with certain criminal history backgrounds or a positive drug screen. Applicants to the BSW Program who have concerns about previous criminal history are encouraged to discuss their concerns with the BSW Program Coordinator prior to admission or enrollment.

Admission to the BSW Program does not automatically guarantee an internship placement. After being admitted to the BSW Program, students are assessed for their eligibility for an internship by participating in a comprehensive, interactive process with the Internship Coordinator. **As part of this assessment, students must disclose all relevant ethical violations or legal convictions before the pre-placement process can begin.** Details and instructions for disclosure are included in the BSW Program Manual.

If you graduate with a BSW degree, it is also possible that a criminal history could limit or prohibit one's ability to obtain social work licensure in Alabama or other states, for example in, a specialized credential (such as school social work), or employment in the field of child welfare. The Alabama Board of Social Work Examiners (ABSWE), which licenses social workers in Alabama, evaluates all social work license applications with a prior conviction history on a case-by-case basis to determine the applicant's ability to practice with safety to the public. For more information, please visit <http://socialwork.alabama.gov/>

Guidelines for Using Social Media

Social media platforms, such as Facebook, X, Instagram, YouTube, LinkedIn, SMS/texting, blogs, etc., are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the [NASW Code of Ethics](#) when using social media

communication tools, whether using a personal site(s), agency site(s), or University site(s).

Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues, and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities, such as advancing social justice issues, advocating for vulnerable populations, and promoting your professional identity, versus using these sites to maintain contact with friends and family. Your professional image, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the internship agency and physical setting of an office.

As social workers, we must be cognizant that the legal, ethical, and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media while protecting yourself, your internship site, your clients, the School of Social Work, and the profession.

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing social media accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site.

Be aware that if you do not employ any privacy settings on your social media site, your profile is public, and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates, and see who you’ve friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

- *What privacy and confidentiality concerns should I consider when texting, emailing and/or using social media?*

With the proliferation of hand-held devices such as smart phones, tablets, iPads, smart watches, etc., accessing the Internet and connecting with others is literally in the palm of our hands. Text, email, and social media sites are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools.

There is huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your internship placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas. Observe all state and federal regulations such as FERPA and HIPAA, as well as Agency and University Policy(ies).

Be aware: Employers and volunteer organizations are more frequently requesting passwords and permissions to see what is behind your privacy settings. You have the right to refuse permission. However, doing so may be a consideration in whether or not you are offered opportunities to work with them. Further, allowing organizations to see everything may also be hazardous to future opportunities. Make sure you know what's "out there."

PREPARING FOR INTERNSHIP AND SOCIAL MEDIA: As you get started in your internship placement, it may be helpful to explore the following questions with your internship instructor and/or task supervisor.

1. Does your internship site have a policy on the use of social media communication tools? If so, review the policy with your internship instructor. If not, what expectation does the agency have regarding the use of social media during internship hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

To help facilitate these conversations, consider the following topics for discussion with your internship instructor and/or agency supervisor.

What are the agency guidelines regarding the use of Facebook, LinkedIn, etc., and who can you "friend"?

- *Can I check my personal social media accounts during internship hours?*

In general, your time in your internship and the resources provided to you in your internship placement are to be used for internship-related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause, or position

without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

- *I can't find anything in the Code of Ethics that specifically mentions social media, so does that mean the Code of Ethics does not apply?*

Absolutely not! The NASW Code of Ethics provides a variety of standards that social workers should consider when engaging in the use of social media. Here are a few examples of the Codes applicability to social media.

- Standard 1.06 states that “social workers should not engage in dual or multiple relationships...in which there is a risk of exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries” (1.06c) The Code goes on to note that “dual or multiple relationships can occur simultaneously or consecutively” (1.06c) Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.
- Standard 1.07(i) states that “social workers should not discuss confidential information in any setting unless privacy can be ensured.” We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don’t post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.
- Standard 4.03 states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your internship site, your clients, the Social Work Program or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.
- Also, see [Standards for Technology in Social Work Practice](#) for additional standards regarding social media policies provided by NASW and ASWB.

What should I do next?

Take some time to review these guidelines with your social media accounts and seek to identify other ethical standards that are applicable in your practice setting. As a social

work student, you are continually developing a professional identity, and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Agency Internship Instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families, so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

Tips to maintain a positive online presence:

- Clean up your digital dirt. Remove any pictures, content, or links that can send the wrong message to employers. Ask yourself, "How do I show up in the world?" Try a Google search on yourself periodically to see what comes up.
- Remember the internet is a public domain. They are called social networking sites for a reason. It is becoming commonplace for employers to do an online search for candidates before making job offers. A good guideline is to not put anything out on a social networking site that you would not want to see on the front page of the paper.
- Use social networking sites to your advantage. Maintain your online profile by portraying an image consistent with how you want to be perceived. Your profile is a way for you to demonstrate to employers your communication skills using proper grammar and spelling. Convey your professional image by choosing your photo and your screen name carefully.
- Using social networking sites may not be for you. If using social media tools is not fun for you and it just feels like more work, that is O.K. These tools are not for everyone. If you are just going through the motions of putting something out there to have a presence, do not do it. Your lack of enthusiasm and lack of passion will show through, and that is NOT the image you want to portray.
- Be thoughtful about your posts. There is no expectation of privacy when using social media. Consider what could happen if a post becomes widely known and how that may reflect on both you, the Social Work Program, the practicum agency and/or the University. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it at a conference or to a member of the media, consider whether you should post it online. If you are unsure about posting something or responding to a comment, seek advice from your supervisor, Agency Internship Instructor, or the Internship Coordinator.
- Refrain from listing personal information, such as home address, cell phone number, or intimate details about your personal life.
- Turn off automatic location information on social media posts.
- Limit or avoid check-in platforms like Foursquare that make it easy to find a person's location.
- Do not post when you are going on vacation or out of town, that lets people know your home may be empty.

BSW Program Requirements

Students completing the BSW will be prepared for entry-level generalist social work practice. The BSW degree requires 120 hours including meeting all university and program general education requirements. The GENERAL STUDIES REQUIREMENTS FOR THE BSW DEGREE total 60 hours:

Area I. Written Composition—Enhance Path: EH 105/115 and EH 106/116 or Traditional Path: EH 101 and EH 102=6 hrs.

Area II. Humanities and Fine Arts—1 Literature Course from the following (EH 201, 202, 203, 204, 219, 220, 231, and 232); EH 141; and one course from the arts (ART 111, 112, 130, 202, EH 251, FLM 230, MU 233, or THR 242), and one Humanities & Fine Arts elective = 12 hrs.

Area III. Natural Sciences and Mathematics—MS 110 or higher, One Biology and lab (BY 101 or 102 and BY 103 or 104) and one additional Natural Science and lab (CY 105, 107, 106, 108, GL 241, 243, 242, 244, GY 250, 252 GY 251, 253, PHS 201, 203, or PHS 202, 204) = 11 hrs.

Area IV. History, Social, and Behavioral Sciences—1 History Series (HY 101 and 102; 111 and 112; OR 201 and 202); PSY 201; and SY 221=12 hrs.

Area V. Pre-professional, Major, and Elective Courses Select from [CJ 101](#) Introduction to Criminal Justice (3), [EC 221](#) Principles of Microeconomics (3), [EC 222](#) Principles of Macroeconomics (3), [HPE 109](#) Concepts of Wellness (3), [HPE 212](#) Personal and Community Health (3), [PSC 100](#) Introduction to American Government (3), [PSC 102](#) Introduction to State and Local Government (3), and [SY 223](#) Social Problems (3) and 10 hours of General Electives=25 hrs.

The requirements for a BSW degree include 39 semester hours of required social work courses and 15 hours of social work electives. The following social work courses are required: SW 230, 332, 350, 360, 380, 381, 390, 391, 448, 449, and 450. Introduction to Social Work (SW 230) is a prerequisite to all required social work courses except SW 360 (Cultural Diversity and Social Justice).

Students complete their remaining 15 hours in social work by taking five social work elective courses from the following: SW 200, 300, 306, 333, 335, 336, 338, 339, 340, 343, 344, 353, 370, 371, 392, 395, 399, 441, 442, 443, 445, 446, and 447.

The following social work electives do not require SW 230 as a prerequisite, SW 200, 300, 306, 344, 370, 371, 392, and 395. Students working on a BSW degree are not required to have a minor in another academic discipline; however, they may choose one if they desire to do so.

SOCIAL WORK MAJORS MUST EARN A “C” OR BETTER IN ALL SOCIAL WORK COURSES. A minimum GPA of 2.50 in Social Work and 2.25 overall GPA is required to graduate with a degree in social work.

BSW Recommended Course Sequencing

| Freshman | | |
|--|--------------|--------------|
| FALL | | HOURS |
| Jax MIX Communication: EH Composition Sequence | | 3 |
| Jax MIX Expression: Fine Arts | | 3 |
| Jax MIX Inquiry: Biology with lab | | 4 |
| Jax MIX Experience: History Sequence | | 3 |
| <u>SSC</u> First Year Experience | | 0 |
| <u>101</u> | | |
| | Hours | 13 |
| SPRING | | |
| Jax MIX Communication: EH Composition Sequence | | 3 |
| <u>EH 141</u> Speech (Jax MIX Communication) | | 3 |
| Jax MIX Inquiry: Science | | 4 |
| Jax MIX Experience: History | | 3 |
| <u>PSY</u> Principles of Psychology (Jax MIX Experience) | | 3 |
| <u>201</u> | | |
| | Hours | 16 |
| Sophomore | | |
| FALL | | |
| Jax MIX Expression: Literature | | 3 |
| <u>MS 110</u> Finite Mathematics (or higher excluding <u>MS 204</u> - Jax MIX Communication) | | 3 |
| <u>CS 201</u> Introduction to Information Technology | | 3 |
| <u>SW 230</u> Introduction to Social Work | | 3 |
| Select one Pre-Professional Course ¹ | | 3 |
| | Hours | 15 |
| SPRING | | |
| Jax MIX Expression | | 3 |
| <u>SY 221</u> Introduction to Sociology (Jax MIX Experience) | | 3 |
| <u>MS 204</u> Basic Statistics | | 3 |
| <u>SW 360</u> Cultural Diversity and Social Justice | | 3 |
| General Electives | | 4 |
| | Hours | 16 |
| Junior | | |
| FALL | | |

| | |
|--|------------|
| Social Work Electives | 3 |
| General Electives | 6 |
| Select two (2) Pre-Professional courses: ¹ | 6 |
| Hours | 15 |
| SPRING | |
| <u>SW 350</u> Social Work Research (WI) | 3 |
| <u>SW 380</u> Human Behavior and Social Environment I | 3 |
| <u>SW 390</u> Social Work Practice I | 3 |
| Social Work Electives | 6 |
| Hours | 15 |
| Senior | |
| FALL | |
| <u>SW 332</u> Social Policy and Services (WI) | 3 |
| <u>SW 381</u> Human Behavior and Social Environment II | 3 |
| <u>SW 391</u> Social Work Practice II | 3 |
| Social Work Electives | 6 |
| Hours | 15 |
| SPRING | |
| <u>SW 448</u> Social Work Practice III | 3 |
| <u>SW 449</u> Internship | 9 |
| <u>SW 450</u> Internship Seminar | 3 |
| Hours | 15 |
| Total Hours | 120 |

¹

Select from CJ 101 Introduction to Criminal Justice (3), EC 221 Principles of Microeconomics (3), EC 222 Principles of Macroeconomics (3), HPE 109 Concepts of Wellness (3), HPE 212 Personal and Community Health (3), PSC 100 Introduction to American Government (3), PSC 102 Introduction to State and Local Government (3), and SY 223 Social Problems (3).

TOTAL HOURS: 120 for the BSW Degree

BSW PROGRAM COURSE DESCRIPTIONS

200. Interprofessional Education: Ethics and Communication (3). This course provides an introduction and rationale of Interprofessional Education as described in the WHO framework and the development of the skills and competencies required to operate effectively in multidisciplinary teams. The course will examine the foundations of ethics as it applies to ethical decision-making by various disciplines in healthcare. It also provides students with first-hand experience on dealing with cases and scenarios requiring shared knowledge and working with students of the other health care disciplines. NU 200, HPE 200, and SW 200 are cross-listed, and only one may be taken for credit.

230. Introduction to Social Work (3). Designed to assist the student who is considering Social Work as a career. Fundamental concepts of Social Work, client systems, fields of practice, history, and the current status of Social Work are presented.

300. Interpersonal Skills and Human Relations (3). This course examines interpersonal skills and helping relationships. The course is designed to help students better understand themselves and their personal and professional relationships. Critical thinking skills, problem-solving techniques, and conflict resolution tactics are emphasized.

306. Stress, Coping, and Resilience (3). This course explores the biopsychosocial and spiritual aspects of stress, including different types of stress, consequences of stress, differences in perceived stress, strategies for coping, and holistic methods for improving coping and resilience in response to challenging life events. Grades: Pass/No credit.

323. Social Work in School Settings (3). Prerequisites: SW 230. This course will present knowledge and critical skills related to evaluation of educational programs and policies for preschool, elementary, secondary, and higher education settings, functioning under public and private auspices. The primary focus of the course will be acquiring knowledge and skills for culturally responsive practice, including assessment, interviewing, and engagement with students and families within educational settings.

332. Social Policy and Services (3). Prerequisites: SW 230, SW 380, and SW 390. Current social policies and programs are presented and analyzed. Information on influencing policy formulation in the administrative, legislative, and judicial arenas is emphasized. (Writing Intensive Course)

333. Family and Child Welfare Services I (3). Prerequisites: SW 230. An exploration of the history of child welfare service in this country, as well as current trends in this field of Social Work. Foster care, adoption and protective services will be viewed in a historical perspective ending with an evaluation of current policy and future implications for Social Work practice in child welfare areas.

335. Social Work in Health Care (3). Prerequisites: SW 230. This course explores social work practice in various health care settings such as hospitals, health maintenance organizations, long-term care facilities, and home health care agencies. The psychosocial aspects of working with clients (patients) and the range of intervention strategies available to social work practitioners will be discussed.

336. Crisis Intervention (3). Prerequisites: SW 230. This course provides content in crisis theory and intervention strategies. May be used as an elective in social work.

338. Social Work Practice in Mental Health (3). Prerequisites: SW 230. This course is designed to teach the identification, symptomatology, and current trends in the treatment of mental illness. Emphasis will be placed on the diagnosis and treatment of dysfunctional cognitive, emotive, and behavioral disorders.

339. Communication in Social Work Practice (3). Prerequisites: SW 230. An exploration of the historical development and current trends in both verbal and written forms of social work communication. Students will gain understanding in the development of effective presentations; psycho-social assessments; memorandums; proposals, progress notes; agendas; minutes; and other types of communication needed to be effective social work practitioners.

340. Substance-Use and Addictive Disorders in Social Work Practice (3). Prerequisites: SW 230. This course presents the current trends related to addictions and substance use disorders, including causes and consequences, and the role of social work. Treatment interventions and social ramifications will be explored.

343. Family and Child Welfare Services II (3). Prerequisite: SW 230. This course examines contemporary theory, practices, and services in the field of child welfare and social services for children and families. Emphasis will be placed on supportive, supplementary, and substitute care services in child welfare, including skills and knowledge most helpful in case management with children and families.

344. Community Engagement and Leadership (3). The course is designed to help students come to a personal understanding of community service and leadership through learning based on volunteer service experiences, readings, group discussion and interaction, and critical reflection. This course includes the examination of pervasive social issues occurring locally, nationally, and globally. As part of this course, students are required to complete a minimum of 40 volunteer service-learning hours in a community and/or social service setting to be approved by the instructor. Students will be introduced to skills and issues relevant to various helping and human service professions.

350. Social Work Research (3). Prerequisites: SW 230, MS 204, and CS 201. This course will focus on the application of theories and skills of social research to social work practice with individuals, groups, organizations, and communities. It is

recommended this course be taken soon after SW 230. Students can use the skills and knowledge developed in this course to better complete the research assignments in the advanced social work courses. (Social Work Majors only.)

353. Forensic Social Work (3). Prerequisite: SW 230. This course provides an examination of social work roles within the realm of the criminal justice and legal system. The course will focus on the knowledge, skills, ethics, and competencies necessary for working with diverse populations within these settings. Topics will include, but are not limited to, forensic social work practice within the child welfare system, mental health system, juvenile justice system, domestic violence, etc.

360. Cultural Diversity and Social Justice (3). Content is presented that promotes understanding, affirmation, and respect for people from diverse backgrounds. Content focuses on how prejudice, discrimination, and exclusion affect the experiences of members of diverse groups.

365. Perspectives on Poverty (3). This course explores the heritage of poverty in the United States and the implications of the myths, facts, and social policies that influence and affect individuals, families, and communities. The course emphasizes the complex causes and prevalence of poverty and explores poverty research and models to eradicate or prevent poverty.

370. Aging and Human Development (3). An examination of aging in the United States. Primarily a sociological perspective but deals with the psychological and biological aspects of aging, as well as contemporary demographic, economic, and political trends. (SW 370 is cross listed with SY 370, but only one course can be counted for credit.)

371. Perspectives on Death and Dying (3). An examination of the attitudes of differing cultures and subcultures toward death, which encourages students to supplement relevant readings by discussing personal attitudes toward death and dying. Current research in this topic will be explored by lectures, films, and reading. By better understanding death and dying, students can explore in this course opportunities for growth and for improving the quality of life. (SW 371 is cross listed with SY 340, but only one course can be counted for credit.)

380. Human Behavior and Social Environment I (3). Prerequisites: SW 230 and Natural Sciences Requirements. Information about the stages of the human life cycle from birth through old age is presented. Attention is given to the biological and social factors of human development.

381. Human Behavior and Social Environment II (3). Prerequisites: SW 230 and SW 380. Recommended Prerequisite: SW 350. The focus is on the following social systems: family, group, organization, community, culture, and society. Human behavior within

these systems and the behavior of these systems as entities are studied. (Social Work Majors only.)

390. Social Work Practice I (3). Prerequisite: SW 230. Generalist social work practice, ethics and values of the social work profession, and basic helping skills will be studied. Students will begin to acquire generalist social work practice skills and an identity with the social work profession. (Social Work Majors only.)

391. Social Work Practice II (3). Prerequisites: SW 230 and SW 390 and admission to the BSW Program. Generalist practice skills will be developed for work with families and groups. Family assessments and interventions, and group practice issues will be reviewed. (Social Work Majors only.)

392. Cognitive Theories in Social Work Practice (3). The process of how emotions work and how humans can learn to behave more rationally in dealing with anger, anxiety, and depression are reviewed.

395. Case Management (3). This course will assist students to develop skills in assessment, consulting, teaching, modeling, and advocacy to enhance the optimum social functioning of clients. Attention will be paid to the ways in which social workers can utilize practice models to pursue policies, services, and resources in a variety of social service settings.

399. Study Tour (3). Prerequisites: SW 230. Topics, excursions, and requirements determined by department. May be duplicated for credit; however, only three (3) credits may be applied toward any major or minor. Infrequently scheduled and subject to minimum and maximum numbers. Advanced deposit required.

441, 442, 443. Independent Study (3). Prerequisites: SW 230, Approval of Instructor, and Department Head required. Students with advanced standing explore areas of special interest with individualized instruction from a faculty member. (Social Work Majors only.)

445, 446, 447. Special Topics in Social Work (1). Prerequisites: SW 230, Approval of Instructor, and Department Head required. This course focuses upon a selected area of social work practice and/or education. The course capitalizes on a timely topic, research activity, or experimental alternative to existing courses, etc. Directed Study. (Social Work Majors only.)

448. Social Work Practice III (3). Prerequisites: All other courses for the BSW degree and admission to Internship Instruction Placement. Generalist practice knowledge, values, and skills will be studied and developed for work with and in organizations, communities, and large social systems. Must be taken concurrently with SW 450 (3) and SW 449 (9)

449. Internship Placement (9). Prerequisites: All other courses for the BSW degree and admission to Internship Placement. Internship in a social service agency for 450 hours of supervised practice accompanied by a seminar (SW 450) and a practice course (SW 448).

450. Internship Seminar (3). Prerequisites: All other courses for the BSW degree (except SW 448 and SW 449) and admission to Internship Placement. Class meets once a week. Must be taken concurrently with SW 448 and SW 449.

ACTIVITIES TOWARD BSW COMPLETION

1. Students are admitted to JSU and receive electronic access to the [JSU Catalogue](#) and [JSU Student Handbook](#).
2. Once a student declares Social Work as their major, they will be sent an invitation via email which will give them access to the BSW Shell in CANVAS LMS where they can find an electronic copy of the BSW Program Handbook and faculty contact information, as well as be notified of any program announcements.
3. Each student is assigned to an [Academic Advisor](#) when they are admitted to JSU.
4. Students meet with their Academic Advisor each semester to review progress toward completing degree requirements and obtain approval for their next semester's course schedule.
5. Students take SW 230-Introduction to Social Work and a grade of "C" or better is one requirement for admission into BSW Program.
 - a. During SW 230, social work students are assigned to a Professional Advisor/Faculty Mentor and will meet with them for professional advisement.
 - b. Thereafter, students will meet with their professional advisor at least annually to discuss their plans for post-graduation.
 - c. Students may contact or request additional meetings with professional advisors as needed to ask questions and/or address concerns. Professional advisors are available every semester, including summer.
 - d. Professional advisors may also request additional meetings with students to address any problems or concerns related to progression through the program.
6. Students apply for admission to the BSW Program upon successful completion of SW 390, Practice I and all additional requirements and begin to complete the social work curriculum requirements.
7. Student applications are reviewed by the BSW Program Coordinator and/or Admissions Committee for a decision (students must have completed at least 48 hours, have at least an overall GPA of 2.25, have passed MS 110 or higher and

MS 204, and have earned a "C" or better in SW 230, Introduction to Social Work).

8. Decision letters are then postal mailed and emailed to the student concerning program admission.
9. Students continue progression in major and prepare to apply for internship prior to their final semester.
10. Students are notified of a mandatory initial information meeting about Internship Placement which is held during the semester before the Internship experience.
11. Students complete and return to the Internship Coordinator all required forms for Internship Placement and degree.
12. Students schedule an individual meeting with the Internship Coordinator. Formal planning for Internship Placement proceeds with students who have no identified deficiencies.
13. Students' complete degree requirements (final semester-SW 448, 449, and 450 = 15 hours). (Total minimum hours for graduation = 120).
14. Students schedule a meeting with their academic advisor in the semester before their anticipated graduation to discuss readiness to graduate.
15. After the academic advisement review, the student completes the [Undergraduate Degree Application](#) located on the JSU website.
16. The Registrar's Office certifies students for graduation.

ADMISSION TO INTERNSHIP INSTRUCTION

Internship Procedures

Prior to the semester of anticipated Internship, students must attend an informational meeting where they will receive an application for Internship. The student will complete the application and return it to the Internship Coordinator. The Internship Coordinator reviews the records of all social work students admitted to the BSW program regarding continued enrollment and readiness for Internship during the semester prior to enrollment in SW 449/450 (Internship Placement). Action taken by the BSW Program Faculty and Staff regarding any student is reflected in the student's BSW file. Any information relevant to a student's continued enrollment may be placed in the student's BSW file by members of the faculty or staff.

Students must meet individually with the Internship Coordinator to discuss various placement opportunities. After reviewing potential placements, students will be referred to agencies where they will be interviewed regarding the placement. Following the pre-placement interview with the agency, the student, Agency Internship Instructor, and the Internship Coordinator will decide as to the appropriateness of the placement.

Eligibility Requirements for Internship

The criteria for admission to Internship (to be accepted into internship, all criteria must be met) are:

1. Students are formally accepted to the BSW Program.
2. The minimum GPA requirements are met (a GPA of 2.50 in social work and an overall GPA of 2.25).
3. Completion of all required social work courses (except Social Work Practice III (SW 448), which is taken concurrently with SW 449 and SW 450), as well as completion of 15 hours of social work electives. Exceptions may be granted on a case-by-case basis due to extenuating circumstances.
4. Completed application and acceptance to Internship by the Internship Coordinator and/or the Admissions Committee.
5. Adhere to a value system congruent with the National Association of Social Workers' (NASW) Code of Ethics. This will be assessed through student interaction in social work classes, interviews with faculty, and the completion of a self-awareness values exercise.
6. Liability insurance is a requirement for students before entering Internship and this will be purchased by the Social Work Department. The *Internship Application Packet* provided to students includes information on how to apply for NASW and malpractice coverage.

The BSW Program does not award academic credit for life or work experience under any circumstances. There are no exceptions to this policy.

The following chart gives information about the details for application and completion of Internship Instruction.

| AGENDA | POINT OF CONTACT |
|--|--|
| 1) Admitted to BSW Program and successful completion of all pre-internship requirements | Program Secretary, 309 Brewer Hall |
| 2) Application for Internship: Part I <i>Application</i> | Internship Coordinator, 311 Brewer Hall |
| 3) Application for Internship: Part II, <i>Internship Readiness Essay</i> | Internship Coordinator, 311 Brewer Hall |
| 4) Completed Resume | Internship Coordinator, 311 Brewer Hall |
| 5) Meet with the Internship Coordinator to discuss potential internship sites as well as any special considerations. | Internship Coordinator, 311 Brewer Hall |
| 6) Contact and attend interview(s) with potential internship site(s) and once an internship site is secured, notify Internship Coordinator. | Internship Agency Instructor(s) and Internship Coordinator |
| 7) Meet with your advisor to verify readiness for internship. | Internship Agency Instructor(s) and Internship Coordinator |
| 8) Optional Stipends – East AL Planning Commission: Submit application DHR Title IV-E: Submit application online <u>Application Deadlines:</u> October 1 – Spring Internship Placement February 1 – Summer Internship Placement June 1 – Fall Internship Placement | East AL Planning Commission Application submit to Program Secretary, 309 Brewer Hall DHR Title IV-E Application: https://socialwork.ua.edu/childwelfare/title-iv-e/ |
| 9) Attend mandatory Internship Orientation and Safety Training. | 10) Internship Coordinator |
| 11) Application for Degree | Online – JSU Online Graduation Application – Steps to Apply http://www.jsu.edu/registrar/graduation_procedures.html |

Students denied admission to internship and dissatisfied with the decision of the Internship Coordinator and/or Admissions Committee have the right to appeal as set forth in this handbook.

Internship Readiness Essay

INSTRUCTIONS: Internship applicants should write a brief essay (3-5 pages, typed, double spaced, 12 pt. Times New Roman font) to address each of the following:

I. UNDERSTANDING THE PROFESSION

- A. What do you believe is the role of a professional social worker?
- B. What do you believe is meant by social work values and ethics? Why are they important in social work practice? How might they influence your behavior in an internship setting?

II. SELF-AWARENESS

- A. Discuss your reasons for choosing social work as your career.
- B. What are your personal strengths and qualities that will help you become an effective social worker?
- C. What skills do you believe you need to improve to be an effective social worker and how do you plan to improve them?
- D. Discuss personal history influencing your abilities to work with certain populations.
 - a. Comment on your comfort level with people who are different from you and how this might affect your choice of an internship setting.
 - b. How might possible over-identification affect your choice of an internship? Would your personal history make you more or less suitable for certain internship settings or certain populations? Why or why not?
- E. Internship requires students to complete, on average, 32 hours per week in their assigned agency with associated assignments and one day in class. This is typically a stressful time.
 - a. How do you typically respond when you are in a stressful and anxious situation?
 - b. What helps you in coping with stressful situations?
- F. Discuss your expectations of your internship.
 - a. What do you hope to accomplish during your time in a social services agency?
 - b. What do you anticipate will be the best part of your internship?
 - c. What do you anticipate will be the most challenging part of your internship?

SOCIAL WORK STUDENT EXPECTATIONS AND POLICIES

Social Work courses are dedicated to open, respectful dialogue. They do not endorse or require agreement with any concept that assigns superiority, inferiority, blame, guilt, or moral character based on race, color, religion, sex, ethnicity, or national origin. Our goal is to encourage critical thinking and mutual understanding while honoring diverse perspectives.

Student Conduct

All students shall abide by the [National Association of Social Workers Code of Ethics](#); [JSU Student Code of Conduct](#); and the Classroom Policies. Links may also be located within JSU and Social Work Resources Tabs.

Student Self-Reporting

A student must disclose any arrest, charge, or conviction for any of the criminal offenses designated below (state, federal, or municipal)—excluding minor traffic violations that do not result in an arrest, injury, or risk of injury to others—that occur after the student is first admitted to the University. Disclosure shall be made within five (5) business days of the subject event and should be made to the Director of Community Standards and Student Ethics, Suite # 301A, Angle Hall, (256) 782-8080, on a form to be promulgated by that office. This disclosure obligation applies whether the subject event occurred inside or outside the State of Alabama and regardless of whether the University is in session at the time. Reportable offenses shall include any felony offense or any misdemeanor offense involving danger to another, moral turpitude, or the illegal possession / use / distribution of illegal drugs or prescription medication.

Reportable offenses include, but are not limited to the following:

- Murder
- Burglary
- Criminal Solicitation
- Robbery
- Conspiracy
- Theft
- Assault
- Receiving Stolen Property
- Reckless Endangering
- Forgery
- Vehicular Assault
- Issuing a bad check (negotiating a worthless check)
- Unlawful Imprisonment
- Unlawful use of a credit card
- Kidnapping
- Endangering the welfare of a child

- Interference with custody
- Hate Crime
- Arson
- Illegal carrying of a concealed deadly weapon
- Any offense in which the main component deals with a sexual offense, including any offense involving child pornography
- Illegal Possession of a deadly weapon instrument
- Illegal use of a deadly weapon or dangerous
- Domestic violence
- Any offense dealing with the illegal possession, use, sale, distribution or trafficking of controlled substances, illegal drugs or prescription medication
- Violation of a protection from abuse order
- Making a terrorist threat
- Driving a vehicle or operating a watercraft under the influence of alcohol or drugs
- Leaving the scene of an accident
- Resisting arrest or attempting to elude a law enforcement official
- Stalking Failure to comply with this disclosure obligation may be deemed a violation of the Student Code of Conduct.

Student Self-Reporting form can be located at:

https://cm.maxient.com/reportingform.php?JacksonvilleStateUniv&layout_id=20

Academic Honesty Policy

In a university community, true knowledge can be gained only through honest means. A Scholar's Code can be found in both the Undergraduate and Graduate Catalogs and the Student Handbook. Students who violate the Scholar's Code will be subject to disciplinary actions which could range from a zero on an assignment to failure of the course; repeated offenses can result in dismissal from the university. Records of academic dishonesty are kept in the Office of Community Standards and Student Ethics. To learn more visit [Scholar's Code](#) webpage.

Student Privacy Policy

Jacksonville State University protects the privacy of all students, including online and distance learning students, through adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA) through compliance with other institutional policies and procedures governing the management and security of protected information of faculty, staff, and students, and by outlining the expectations of privacy for the university community as regards to electronic information. To view the full policy please visit the [JSU Student Privacy Policy](#) website.

Jax State Student Laptop Policy

JAX State students will need a laptop that runs either Windows or Macintosh operating systems. Students are encouraged to bring laptops to classes and learning spaces on

campus to access virtual labs and other computing resources available online. This laptop requirement ensures you will have adequate and timely access to the electronic resources necessary to be a successful JAX State Gamecock. **Chromebooks, tablets, and smartphones cannot access all the electronic educational material and resources used at JAX State and are therefore not suitable devices.**

Verification of Student Attendance Policy

The University must abide by federal guidelines to verify the participation of students. For all course types, including thesis, internships, labs, online courses, etc., the instructor must verify your participation based on some type of participation. This may include submission of an online assignment or other course related contact with the instructor. **(However, simply logging into Canvas will not count as an academically related activity.)**

Social Work Attendance Policy

Jax State believes that the extent to which students are committed to their academic and professional responsibilities is reflected in their efforts to attend class regularly and on time. When circumstances prevent a student from meeting these responsibilities, the student is expected to give prior notice to the course instructor or present documentation that emergency circumstances prevented prior notice.

The BSW and MSW program at JSU are accredited by the Council on Social Work Education. Due to our responsibility to address accreditation standards in our academic programs, it is the policy of the Social Work Program that students ***must attend and participate in at least 80% of the scheduled in-person classes in order to receive a passing grade for the course.***

If your class is hybrid or 100% online, your instructor will determine if you have attended and/or participated in 80% of the class through various means, including, but not limited to: assignments with due dates, exams, discussion boards, virtual class meetings, etc.

Class absences are strongly discouraged. However, we understand that illness, accidents, and other emergency situations may arise through no fault of your own. If your absences are likely to lead to you missing more than 20% of the class, your instructor and your advisor will discuss academic options to determine what best meets your needs and the requirements of the program.

Unexcused absences are recorded and reported directly to your advisor. Unexcused absences for student athletes and students on scholarship or any type of financial assistance (including for veterans) are reported additionally to respective coaches and/or advisors.

A social work program approved or a JSU sanctioned event, may be counted as professional off-campus education and may be excluded from this attendance policy.

Because tardiness is disruptive and disrespectful to a class meeting, three (3) tardies, as defined by the instructor, will equal one (1) absence. Likewise, leaving early is unacceptable and may result in an absence from the class. Students who leave the classroom and return beyond a scheduled break may be counted as tardy at the discretion of the instructor. In order to be counted as present, the student is responsible for signing the roll sheet.

Honorlock Use Policy

The instructor of this course may elect to utilize Honorlock to proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install.

When you are ready to take a test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

NOTE: You must have a reliable webcam, microphone, and high-speed internet in order to complete the exams via Honorlock. The Honorlock internet speed requirements are 1.5 Mbps download and 750 Kbps upload. Everyone should test their internet speed immediately. You can test your internet speed using an online internet speed test.

Policy on Incomplete Grades

Students wishing to request a grade of "Incomplete" or "I" for a course must complete the following steps:

- To be eligible you must be passing the course after the last day to drop from the current term.
- Discuss with their instructor a completion plan for the requested Incomplete grade.
- Fill out the [Incomplete Grade Completion Plan Form](#)

Please Note: This form is used to request an Incomplete grade for only one course. Students needing to request multiple Incomplete grades for multiple courses should submit one form for each course.

Additional Information:

- Coursework for a grade of "I" must be completed within the next major (fall or spring) semester.
- Once the student has completed all coursework requirements for a grade of "I," the instructor submits a grade change to the Registrar's Office. The Registrar then notifies the student of the grade change.
- Students who are approved for an "I" in a course should not register for the course again.
- Failure to complete coursework requirements within the established time frame will result in a grade of "F" being assigned or grades of "I" will roll to "F" on the day grades are due in each term.
- If at any time the instructor is not available, the appropriate department head and/or academic dean of the course will represent the instructor's interest.
- All Incomplete grades for all courses, including those not required, must be completed prior to a degree being awarded. Otherwise, the grade of "I" will be converted to "F" for the degree GPA to be calculated.

Requesting extensions: The student must submit a written request for an extension to remove an "Incomplete." The instructor, department head, and dean must approve the extension before the registrar grants an extension of time. *Graduate students must also submit all incomplete grade extensions to the Director of Graduate Studies prior to the last day of classes in the fall and spring semesters and prior to the day before grades are due in the final summer term. The instructor and graduate director must approve the extension before the Registrar processes the request. If at any time during the process, as detailed above, the instructor is not available, the appropriate department head and/or academic dean will represent the instructor's interest.

Late Assignments Policy

All assignments are due at the time noted by the instructor. **A 10% deduction for late assignments will be taken each calendar day.** Any late assignments submitted without prior approval will not be accepted for credit.

No Binding Obligation

This syllabus is designed to guide our learning in this course, but it is subject to change based upon factors such as realizing course goals and learning outcomes, student progress, etc. Changes are effective, if and when made at any time during the semester, with oral notice to those in attendance or using our Learning Management System (Canvas) or Navigate Communication System.

Academic Grievance

A student may appeal an assigned grade, or a similar decision related to academic performance if the student has evidence or reason to believe a grade was assigned or a decision was made in a malicious, (intentionally harmful; spiteful) capricious, (subject to, led by, or indicative of a sudden, odd notion or unpredictable change; erratic) erroneous, (containing error; mistaken; incorrect; wrong) or arbitrary (based on whim or personal preference, without reason or pattern; random) manner. The burden of proof and preponderance of evidence shall be upon the student such that the student challenging the decision, action or final grade assigned has the burden of supplying evidence that proves that the instructor's decision was incorrect.

In cases where the academic decision is based on a deficiency in or a violation of a clinical or professional standard, the deficiency or violation may be considered sufficient proof to support an academic failure or dismissal notwithstanding a student's success in other areas of academic performance.

For the grievance to be valid, the student must follow the steps outlined below in the order indicated and within the given timelines. Furthermore, the grievance at each additional step in the process must be in writing, utilizing the form located on the Academic Affairs webpage. Documents submitted for the purpose of grievance will become the property of Jacksonville State University and will be used solely for the purpose of investigating grievance. For additional information on how to file a grievance, please go to [the JSU Student Handbook](#).

Military-Connected Students Statement

The Office of Military & Post-Traditional Student Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions, please contact (256) 782-8838, veterans@jsu.edu, or at the physical location in the basement of Daugette Hall. If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. The instructor may make accommodations for this absence or suggest that you take the course at another time.

Jacksonville State Title IX & Clery Policy

Jacksonville State University does not discriminate on the basis of sex in the educational programs or activities that it operates. JSU is required, by Title IX of the Education Amendments of 1972 and the Department of Education regulations, to implement Title IX, not to discriminate in such a manner. This requirement to not discriminate in educational programs and activities extends to employment by the

university and to admission thereto. This may include sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and other conduct that is addressed in our "[Sex-Based Harassment and Misconduct Policy](#)". Anyone with knowledge of this type of conduct is asked to immediately report such incidents to the University Police Department at (256) 782-5050 or the Title IX Coordinator at (256) 782-5769. If an individual wishes to keep the information confidential, the individual speak with a counselor at the Counseling Services office at (256) 782-5475 or a medical provider at JSU's Health Center (256) 782-5310. For more information about Title IX or to report a concern, please visit the [JSU Title IX webpage](#).

Clergy Notice: In compliance with the [Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act](#), the [Jacksonville State University Police](#) provide information on crimes statistics, crime prevention, law enforcement, crime reporting, and other related issues for the past three calendar years. The [JSU Annual Campus Security and Fire Report](#) is available online.

In addition to this extensive policy outlining response to any type of student harassment and/or discriminatory or hostile act, various sites on campus are designated "Safe Zones" where students may speak with faculty and/or staff regarding questions about or reporting an actual hostile act. These sites are indicated by a round green sticker labeled Safe Zone + located on office walls, doors, windows, or bulletin boards.

Students with Disabilities Policy

Jacksonville State University is committed to creating an inclusive learning environment that meets the needs of its diverse student body. If you are currently experiencing or anticipate that you will have any barriers to learning in this course, please feel welcome to discuss your concerns with me. It is my goal to create a learning experience that is as accessible as possible. The Department of Social Work accommodates students with disabilities, pursuant to federal and state law. If you have a disability, or think you may have a disability, that may have some impact on your work in this course and for which you may require academic adjustments or accommodation, please work with a staff member in Disability Resources so that accommodation can be considered. Students that receive accommodation letters, or Individualized Post-Secondary Plans (IPPs) should meet with me to discuss the provisions of your accommodation as early in the semester as possible. You can find more information about the [Office of Disability Resources on the web](#) or by visiting the Student Success Center on the 2nd Floor of the Houston Cole Library. You may also call (256) 782-8380 or email at disabilityresources@jsu.edu. All discussions will remain confidential.

Student Responsibilities

It is the student's responsibility to be prepared to discuss the assigned reading materials and to participate in all class discussions including those managed in blogs and other

electronic formats. At all times, the students are expected to be courteous and respectful to their classmates and instructors. It is the student's responsibility to obtain any lecture notes, handouts or information presented in class when they are absent from a scheduled class. Information should be obtained from peers. Students will not be permitted to make up pop quizzes that are missed due to absence. Students will not be permitted to take a pop quiz that is already in progress if they are tardy. Make-up Exams are scheduled by the instructor for each course. Students who miss a scheduled make-up exam will receive a ZERO for that exam. Please remember that you are preparing for a professional career where missed deadlines could lead to the loss of a job or could have negative repercussions for a client. Please take all deadlines seriously. In addition, excessive tardiness or leaving class early will not be condoned.

Failure to complete any portion of this course's assigned work may prevent the completion of this course. Assignments are aligned with CSWE competencies. Therefore, when not completed, the student has not sufficiently demonstrated mastery of the competency as required. Specifically, students who do not submit assignments correlated to the CSWE competencies will not pass the course.

It is expected that students will exhibit professional social work behaviors. As such, not having your book and/or required course materials for class is not an excuse for late work or lack of participation. Failure to timely complete any portion of assigned work may prevent successful completion of the course.

Social Work Program Professionalism Policy

Professionalism is a required attribute among social workers. Most importantly, professionalism demonstrates the values of the social work profession through words, ethics, actions, and demeanor. Professionalism in the classroom entails coming to class on time, being appropriately dressed for an adult learning environment, reading the assigned materials and critically reflecting on it, being prepared to engage in discussion, and completing all assigned activities. Additionally, it contributes appropriately to in-class exercises and small group activities.

Disruptive behavior will not be tolerated—this includes side conversations with peers during scheduled class time. Be prepared to begin class promptly at the assigned time—excessive tardiness and absenteeism will not be tolerated. Please silence cellphones prior to entering the classroom. Texting, checking email, chat room discussions, playing online games, blogging, and social media communication is strictly prohibited while class is in session. Outside of the classroom additional professional behavior is expected - this includes not gossiping about classmates or events occurring in the classroom or at practicum. Professionalism extends to social media - having a blog or other means of communication that is subversive or harmful to the classroom environment/classmates/faculty is considered a violation of the professionalism policy.

Social Work Education, as well as Professional Social Work Practice, mandates that all social workers engage in diversity and difference in practice. We are instructed to have knowledge and skills to engage in practice that is anti-racist, diverse, and reflects equity and inclusion (ADEI). Specifically, CSWE, the accrediting body of social work education states that social workers should "understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group organizational and community levels and in policy and research." (CSWE EPAS 2022) The content and discussions of this course are designed to promote a deeper understanding of social issues and professional competence in social work practice. By participating in this course, students are not being asked to assent with the faculty, but they agree to uphold these principles and contribute to a productive and respectful learning environment.

Scholars' Code

The University recognizes that the open exchange of ideas plays a vital role in academic endeavors, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Therefore, students generally are encouraged to engage in conversations with their teachers and classmates about their courses, their research, and even their assignments. These kinds of discussions and debates in some ways represent the essence of life in an academic community. Even so, it is important for all scholars to maintain academic integrity in all aspects of their work, clearly noting when they have relied upon or incorporated the work of others.

To ensure academic honesty and provide support for students who may have engaged in minor violations, the university proposes the Scholars' Code as a means by which the course instructor can work with students in an educational and restorative manner while also securing the academic integrity of the university.

This policy emphasizes several values in order to provide students with a clear path forward if they have committed an offense and to provide faculty with clear steps to follow when a student has committed an offense in their class. The first of those values is the student's academic responsibility, followed by values impacting the process through which an offense is adjudicated: nondiscrimination, equal and consistent treatment, confidentiality, and respect.

To that end, the policy consists of the following aspects:

- Violations
 - Levels of offense
 - Procedures and standards for course instructor reporting
 - Process
 - Levels of sanction based on offense
 - Appeals process

This policy is intended to provide a consistent view of academic dishonesty and practice to follow for course instructors in reporting incidents of academic dishonesty and in initiating the formal adjudication process on the university level.

Violations

In a university community, true knowledge can be gained only through honest means. Therefore, all academic dishonesty is expressly prohibited, whether in the traditional classroom or in online or hybrid settings.

Violations include, but are not limited to, the following:

- The use of unauthorized materials or the receipt of unauthorized assistance during an examination or in the completion of any other assignment, exercise, experiment, or project for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
- Copying or utilizing information from a paper of another student during an examination.
- Rendering unauthorized assistance to another student by knowingly permitting him or her to copy an examination, project, paper, assignment, exhibit, exercise, or other material to be submitted for academic credit.
- Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
- Selling or giving to another student, unauthorized copies of tests or examinations, or research assignments.
- The use of a commercially prepared term paper or research project or the submission of a paper, project, or experiment completed by someone other than the student submitting any of the above for academic credit.
- Falsifying class attendance.
- Falsifying reasons why a student did not attend a required class or take a scheduled examination.
- Taking an examination in the place of another student.
- Making unauthorized changes in any reported grade or on an official academic report form.
- Unauthorized collaboration between two or more students on an examination, paper, or project.
- Plagiarism, which is the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgement of their true source.
- Making use of computing facilities and electronic devices in an academically dishonest manner including personal devices such as phones, tablets, dual monitors, watches, and glasses.
- Using online sources and programs, such as artificial intelligence, ChatGPT, and other generative AI, to produce content without proper acknowledgment or authorization.

Levels of Offense

The following levels of offense provide specific examples of academic dishonesty in three categories: collaboration, cheating, and plagiarism.

MINOR OFFENSES: In general, minor offenses involve errors in judgment that, in the course instructor's professional opinion, violate academic integrity, such as:

- Minor Collaboration example: student copies part of the work of another student exactly on an assignment on which collaboration is allowed but copying is not.
- Minor Cheating example: A student is caught glancing at another exam, but there is no evidence of premeditation or collaboration between those students.
- Minor Plagiarism example: student indicates that source of information is not original but does not follow proper citation procedures.

MODERATE OFFENSES: In general, moderate offenses are unpremeditated dishonest acts that directly affect only one student, such as:

- Moderate Collaboration example: student paraphrases or copies a sentence (or two) without citing the source or provides an improper citation.
- Moderate Cheating example: student cheats, or facilitates the cheating of another, on an examination (in cases where there is no evidence of premeditation). A student tries to gain an advantage in an exam by removing reserved materials from a lab or library to have additional study time at home.
- Moderate Plagiarism example: student paraphrases or copies a portion of a document without citing the source or provides an improper citation.

MAJOR OFFENSES: In general, major offenses are premeditated dishonest acts or dishonest acts that directly affect the offenders and/or other students' grades, such as:

- Major Collaboration example: student poses as, or facilitates another posing as, someone else during an exam; student requests or receives payment for unauthorized academic content; student directs another student on how to evade detection.
- Major Cheating example: student cheats or facilitates the cheating of another on an examination in a way that is premeditated (e.g., using a cheat sheet, a prearranged system of sharing answers, a prearranged system of accessing unauthorized academic content, or some similar method that was planned in advance).
- Major Plagiarism example: student places his/her name on a written assignment he/she did not write.

The Department of Social Work maintains standard policies relating to Honesty, Attendance, Grading, and Written Work. Please consult the [JSU SW Student Handbook](#) for this information. The Department also adheres to the University policy in regard to academic discipline: [JSU Student Handbook](#). The BSW and MSW are professional level degrees, therefore, professional conduct is expected. Students who are caught plagiarizing assignments or cheating on exams may not get credit for the assignment or

exam; may be expelled from the class, the Social Work Program, or the University. It is the expectation of the faculty of the Department of Social Work that students adhere to the standards of the [National Association of Social Workers Code of Ethics](#).

Personal Electronic Communication Devices

All forms of personal electronic communication devices must be out of sight and in the power-off mode for class and testing periods. During a testing period in class, any use of a personal electronic communication device, without the prior consent of the instructor, constitutes *prima-facie* evidence of academic dishonesty with no right of grade appeal. If the instructor observes the device, the presumption is that cheating has occurred and a grade of "F" will be assigned for that exam, quiz, etc.

Cell phones are to remain out of sight and in power-off mode during class. If a student has an outside emergency, they can be reached at 256-782-5591. Students should provide this number to their families, and children's daycare/schools.

Honor and Civility Statement

A tradition of intellectual honesty can only be maintained at Jacksonville State University by the cooperation of students and faculty members. In addition, since every student is entitled to full participation in class without interruptions, ***all students are expected to be in class and prepared on time***. This classroom is a public place, not a private domain. It is expected that students will conduct themselves in a reasonable, polite, and considerate manner. Examples of acceptable behavior include listening to the instructor during lecture, asking questions and discussing issues appropriate to the material being reviewed, and completing assignments. Examples of unacceptable behavior include (but are not limited to) talking to classmates during lecture, sleeping, reading other than class material, studying for another course, leaving the classroom at will, and disrupting the class.

All students are expected to attend class fully prepared with appropriate materials and all devices that make noise turned off (cellular phones, computers, etc.) unless being utilized to take notes or participate in classroom activities. Any student deemed disruptive by the professor will result in an expulsion of the student from the classroom, with an absence for the day and possibly disciplinary action including termination from the course. Please make your best effort in being considerate to all in the class.

ADDRESSING PROBLEMS

Students are advised to deal with concerns and problems before they become critical. When a student has a concern, the student is advised to follow these steps when the concern is relevant to:

Classroom Instruction

Step 1: The student should first talk with the course instructor and attempt to resolve the issue. (If unresolved, proceed to Step 2.)

Step 2: If a satisfactory resolution is not reached, an appointment should be made to meet with the BSW/MSW Program Coordinator. This meeting should be scheduled within ten (10) days of the issue. (If unresolved, proceed to Step 3.)

Step 3: If a satisfactory resolution is not reached, an appointment should be made to meet with the Department Head of Social Work. This meeting should be scheduled within ten (10) days of the decision made by the BSW/MSW Program Coordinator. (If unresolved, proceed to Step 4.)

Step 4: If a satisfactory resolution is not reached, students have a right to appeal any academic decision to the Dean of the College of Social and Behavioral Sciences or the Associate Vice-Provost for Academic Affairs

Internship

Step 1: Initial Meeting Between Student and Internship Instructor

The student and Internship Instructor meet to discuss the concern and identify a path toward resolution. (If unresolved, proceed to Step 2.)

Step 2: Joint Meeting with Internship Coordinator

A meeting is held with the student, Agency Internship Instructor, and Internship Coordinator. A written plan or agreement may be developed to outline the next steps and expectations. (If unresolved, proceed to Step 3.)

Step 3: Consultation With Program Director

The Internship Coordinator consults with the Social Work Program Director to review the issue and determine the next steps.

Step 4: Final Review Meeting

A meeting is held with the students, Program Director, and Internship Coordinator to assess the situation and decide on an appropriate resolution.

Any other issues should be discussed with the student's advisor or BSW Program Coordinator. If there is no satisfactory resolution the student should arrange to meet with the Social Work Department Head.

TERMINATION FROM THE PROGRAM

Academic Reasons

Students may be terminated from the BSW Program for academic reasons. The following are examples of important academic issues of which students should be aware:

1. Academic probation or suspension may lead to termination from the BSW Program.
2. Students are not allowed to remain enrolled at JSU if they are placed on academic probation for failing 60% of course work, and they are suspended when failing 60% of their course work the semester following their placement on academic probation.
3. Students who earn a grade of "D" or below in a required social work course are eligible to repeat the course. A single course may not be repeated more than twice. A student cannot enroll in the same course in three consecutive semesters.
 - Internship, (SW 449 and SW 450), is an exception to this rule. Students receiving a grade of "F" in SW 449 and SW 450 (Internship and Internship Seminar) may not repeat them. Students receiving below a "C" in SW 449/450 may be encouraged to change to a more appropriate major.
4. Not receiving at least, a "C" in required social work courses after all attempts will result in dismissal from the BSW Program.
5. A maximum of three (3) social work courses can be repeated. Achieving a "D" or below in more than three (3) social work courses will result in dismissal from the BSW Program. Note: Repeating courses does not "remove" the criteria for the maximum of three (3) grades of "D" or below from dismissal from the BSW Program.
6. Students are not awarded the BSW degree until they receive a grade of "C" or better in SW 448, SW 449, SW 450 and have maintained a GPA of 2.25 overall and in the major. This requires a satisfactory performance evaluation by the Internship Instructor of the student on the Final Evaluation for Internship. Internship Instructors are advised to notify the Internship Coordinator of student deficiencies as soon as they are detected in the Internship experience.
7. The Internship Coordinator determines the final grade for Internship (SW 449) and the Internship Seminar (SW 450). Students receiving below a "C" in Internship may be encouraged to change to a more appropriate major. Should the student desire to remain in the BSW Program, the application process to Internship will resume with the Internship Coordinator and/or Admissions Committee making the decision as to readmission to Internship.
8. Students will be notified in writing, either through postal mail or email, and if possible, by telephone or face-to-face contact regarding their termination from the program for academic reasons.
9. Students terminated for academic reasons cannot appeal reinstatement based on academic performance.

Performance Improvement Plans for Academic Reasons

- Step 1: Social work faculty issue Navigate alerts when a student appears to be having difficulties in the course by exhibiting one or more of the following

behaviors: excessive absences, not submitting assignments timely, submitting incomplete assignments, or having failing grades, etc. The reports notify the student, the academic advisor, and the professional advisor. Regularly scheduled Navigate alerts occur at midterms and finals.

- Step 2: Student meets with faculty to discuss next steps, problems, possible tutoring options, etc. They create a plan to successfully complete the course. If the course cannot be completed successfully, the student will need to meet with their professional and academic advisors to determine next steps, which might include a course withdrawal if during the allotted time period.
- Step 3: If the faculty and student determine that the student still has an opportunity to be successful in the course, a plan will be made with assignment goals and dates for completion. If the student does not complete the assignments, they could fail the course.
- Step 4: Student meets with academic and/or professional advisor to determine if student continues to meet the academic requirements for the BSW Program. If the student no longer meets the requirements, the professional advisor will meet with the student to assist in determining another major that aligns with the student's interests.

Non-academic Reasons

Students may be put on probation or terminated from the program for non-academic reasons any time after admission. Non-academic reasons for probation or termination may generally be categorized as personal or professional. The termination process may be immediate; if the violation is of a serious nature or the student may be given a temporary probationary period.

In the case that a probationary period is given, the student's academic advisor, along with the BSW Program Coordinator, and/or professional advisor, will meet regularly with the student to alleviate a violation or condition and to develop and monitor the student's PIP.

Performance Improvement Plans for Non-Academic Reasons

The Performance Improvement Plan is a contract or agreement for change that will be developed with the student and monitored by the faculty professional advisor and the BSW Program Coordinator. This contract will include the following:

- Identified Areas for Improvement – A clear description of performance concerns with specific dates and examples.
- Communication & Support Provided – Documentation of how concerns were communicated and any training or support offered by the faculty or internship instructor.

- Goals and Objectives – Targeted goals with measurable objectives to guide student improvement.
- Timeline – A defined timeline for achieving each goal, including start and end dates.
- Roles and Responsibilities – Clarification of responsibilities for the student, BSW Program Coordinator, professional advisor, or other relevant faculty throughout the improvement process.
- Check-ins – Regular progress reviews facilitated by the BSW Program Coordinator, Professional Advisor, or other designated faculty member.

Students completing or complying with such contracts may remain in the program. Students who do not complete or comply with contracts to alleviate conditions may be terminated from the program.

Students who are terminated from the program are provided with written notice of that decision.

In some cases, a student terminated from the program for non-academic reasons may re-apply for admission later. The decision to readmit a previously terminated student will be made by the BSW Program Coordinator, the professional advisor, and other relevant faculty, such as the Internship Coordinator if the student was in their internship at the time of dismissal.

In some cases, a student terminated from the program for non-academic reasons may re-apply for admission later. The decision to readmit a previously terminated student will be made by the BSW Program Coordinator, the professional advisor, and other relevant faculty, such as the Internship Coordinator if the student was in their internship at the time of dismissal.

Students may be denied admission to, placed on probation, or terminated from the BSW Program for, but not necessarily limited to any of the following non-academic reasons, personal or professional.

- Conduct that is not congruent with the values and ethics of the social work profession, including the NASW Code of Ethics, CSWE EPAS, or applicable to Jacksonville State University's rules and regulations. This includes behavior in the student's classroom and internship.
- Behavioral, personality, emotional, attitudinal, or personal issues or difficulties that interfere with the student's functioning and/or jeopardizes the welfare of those with whom the student interacts, student peers, faculty, staff, and clients and coworkers in internship agency settings.
- Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills, which permit appropriate professional interaction with other people.
- Failure to adhere to service learning/internship agency policies and professional

standards.

- Failure to use sound judgment both in work with clients and in regard to oneself such as not seeking professional help for physical or emotional problems that interfere with functioning of the program.
- Dishonesty and/or academic dishonesty, including lying, cheating, or plagiarizing in course work and/or Internship.
- Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student and their peers.
- Failure to abide by BSW Program policies and procedures.
- Participation in class or internship activities while under the influence of drugs or alcohol or other evidence of active chemical, alcohol, drug abuse or addiction.
- Maintaining, after it has been addressed, hostile, negative behavior directed toward clients, instructors, peers, agency staff and/or university staff.
- Failure to disclose critical background information in applying for the program or internship that bears on one's competence or performance.
- Evidence of certain criminal or unlawful activity.

Students will be notified in writing, either through postal mail or email, and if possible, by phone or face-to-face contact regarding their termination from the program for non-academic reasons.

BSW Program Termination Appeals Process for Non-Academic Reasons (Violation of Ethical/Professional Conduct)

A student can appeal with a written statement to the BSW Program Coordinator within 14 days of the letter of notification from the BSW Program Coordinator. The statement must specify reasons for disagreement with the decision and rationale for considering a different decision. The BSW Program Coordinator will then create a review committee consisting of the Department Head, student's Professional Advisor, and the BSW Program Coordinator*. They will meet within 14 days of receipt of the statement to review the appeal. The student initiating the appeal will be invited to address the review committee. The committee will render, in writing, a follow-up decision or continuation of the original decision. If the student believes the committee's appeal decision was made in error, a written statement of appeal may be submitted to the Dean of the College of Social and Behavioral Sciences.

*In the event the BSW Program Coordinator is also the student's Professional Advisor, another faculty member will be chosen.

If non-academic termination occurs during the student's internship and the student wishes to appeal, the student should begin the appeal process with the Internship Coordinator, rather than with the BSW Program Coordinator.

APPENDICES

**APPENDIX A: APPLICATION FOR ADMISSION TO THE BACHELOR OF SOCIAL WORK (BSW)
DEGREE PROGRAM AT JSU**
(TO BE COMPLETED DURING SW 390)

Please print legibly or type complete answers to the following questions.

Name _____ Date _____ Student ID # _____

Mailing Address _____

E-mail _____

Local Phone Number _____ Permanent Phone Number _____

Emergency Contact Person:

Name _____ Telephone Number _____

Relationship _____

Address _____

City: _____ State: _____ Zip Code: _____

Overall GPA _____

SW GPA _____

SW 230 Grade _____

Minimum requirements are overall minimum GPA of 2.25, Social Work GPA of 2.5 or
higher, grade of "C" or higher in SW 230, and a minimum of 48 hours (including MS 110 or
higher and MS 204).

List and Briefly Describe Employment History

List and Briefly Describe Volunteer Work

Describe What Influenced Your Decision to Pursue a major in Social Work

Do you claim protection under the Americans with Disabilities Act/Section 504? Yes No

Have you ever been convicted of crime? Yes No

If you answered "Yes" to the above question, list in the space below all prior misdemeanor and felony convictions and any extenuating or mitigating circumstances regarding such convictions. If necessary, you may use a separate sheet or sheets and attach to application.

Students who are considering earning a degree in social work that have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. Agencies or organizations that provide Internship Instruction placements for social work students may require a criminal background check prior to agreeing to provide internship instruction.
2. Agencies employing social workers may require criminal background checks prior to hiring employees.
3. Some state licensure laws for social workers inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination.

CODE OF CONDUCT

The Social Work Program at Jacksonville State University is a professional education program. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by the National Association of Social Work (NASW). In addition, the program must meet the standards set by the Council on Social Work Education (CSWE). The following professional/behavioral expectations are based on the NASW Code of Ethics, CSWE's accreditation standards, and the Jacksonville State University BSW Program Handbook.

1. Social work students are expected to uphold and advance the values, ethics, and mission of the profession.
2. Social work students are expected to treat fellow students, faculty, and staff with respect, honesty, courtesy, and fairness, and should avoid unwarranted criticism.
3. Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex, sexual orientation, marital status, political belief, or mental or physical disability, creed, ancestry, pregnancy, and parental status.
4. Social work students should not participate in, condone, or be associated with dishonesty, fraud, deception, or plagiarism.
5. Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental difficulties interfere with their abilities to meet program requirements will be expected to take remedial action. (Refer to BSW Program Handbook).
6. Social work students should not allow their private conduct to interfere with their ability to meet the program's expectations.
7. Social work students are expected to continue to work on areas of professional growth if deemed necessary by the BSW Program Admissions Committee.

Statement of Understanding

I understand that if I am admitted to the social work program at Jacksonville State University and my professional development is not deemed satisfactory by the social work faculty, the BSW Program Admissions Committee has the right and responsibility to request reevaluation of my suitability for the social work program.

I hereby agree to abide by the standards outlined in this document, and I further understand that I must maintain a 2.25 overall grade point average and meet additional academic requirements in order to apply for the major and for internship placement.

I affirm that the information provided on this application is accurate and I understand that it is to be reviewed by the Admissions Committee of the BSW Program at JSU. I further understand that providing false information on this application could be grounds for termination from the program.

Signature

Date

The Family Educational Rights and Privacy Act was enacted by Congress to protect individual privacy by assuring the confidentiality of information related to the records and educational experience of students. This space was adopted by the BSW Program at JSU to permit students to grant written permission for specific program faculty to release confidential information about the student to BSW Program faculty and staff, internship instruction agencies, licensing boards, agencies for employment, and graduate schools.

I have read and understand the above statement regarding my privacy rights and the confidentiality of information related to my educational experience and records. My signature below acknowledges that I have granted written permission to the BSW Program at JSU to release confidential information protected under the Family Educational Rights and Privacy Act to BSW Program faculty and staff, Internship Instruction agencies, licensing boards, agencies for employment, law enforcement and graduate schools.

Signature

Date

**Return this form to: JSU Social Work Department, Brewer Hall, Room 309
(TO BE COMPLETED DURING SW 390)**

APPENDIX B: BSW Program Checklist

(Fall 2025 Catalog Year)

Name: _____

GENERAL STUDIES (60 Hours)

Area I: Written Composition (6 hrs)

Traditional Path:

EH 101 (3) _____ EH 102 (3) _____

Enhanced Path:

EH 105/115 (3) _____ EH 106/116 (3) _____

Area II: Humanities & Fine Arts (12 hrs)*

Select One: EH 201, 202, 203, 204, 219, 220, 231, 232

Course Grade
_____ (3) _____

Select One: ART 111, 112, 130, 202; EH 251, FLM 230, MU 233, THR 242

Course Grade
_____ (3) _____

Select One: Humanities & Fine Arts Elective

Course Grade
_____ (3) _____
EH 141 (3) _____

Area III: Natural Sciences & Math (11 hrs)

Required: BY 101 OR 102 & BY 103 OR 104 AND one additional Natural Science w/ lab

Course Grade
BY _____ (3) _____
BY _____ (1) _____
_____ (3) _____
_____ (1) _____
MS 110 or higher (3) _____

Area IV: History, Social & Behavioral Sciences (12 hrs)*

Select One Series: HY 101 & 102; 111 & 112; OR 201 & 202

Course Grade
HY _____ (3) _____
HY _____ (3) _____
PSY 201 (3) _____ SY 221 (3) _____

Area V: Pre-Professional (19 hrs)

CS 201 (3) _____ MS 204 (3) _____

Select Three Courses from the Following: CJ 101, EC 221, EC 222; HPE 109; HPE 212; PSC 100, PSC 102; SY 223

Course Grade
_____ (3) _____ Elective (3) _____
_____ (3) _____ Elective (1) _____
_____ (3) _____

General Studies (Hours Completed): _____ /60

*NOTE: 1. Honors equivalent courses fulfill requirements. 2. Only one series in either history or literature is required.

Student Number: _____

SOCIAL WORK (54 Hours)

Required Social Work (39 hrs)

Prerequisites

SW 230 (3) _____

SW 230, 380, & 390

SW 350 (WI) (3) _____

SW 230, CS 201, MS 204

SW 360 (3) _____

SW 230 & Natural Sciences

SW 380 (3) _____

SW 230 & 380

SW 381 (3) _____

SW 230

SW 390 (3) _____

SW 230, 390, & Admission to BSW Program

All other required courses must be fulfilled prior to these classes being taken:

SW 448 (3) _____ SW 449 (9) _____

SW 450 (3) _____

Social Work Electives (15 hrs)

SW 230 is a prerequisite for all electives except for SW 200, 300, 344, 370, 371, 392 & 395

Select Five: SW 200, 300, 323, 333, 335, 336, 338, 339, 340, 343, 344, 353, 370, 371, 392, 395, 399, 441, 442, 443 (3 hrs); SW 445, 446, 447 (1 hr)

| | |
|--------------|-------|
| Course | Grade |
| SW _____ (3) | _____ |

SW GPA: _____ **SW Hours Completed:** _____ /540

GENERAL ELECTIVES (6 Hours)

| Course | Credit Hours | Grade |
|--------|--------------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Overall GPA: _____ **300+ Level Hours:** _____ /36

60 hrs from a 4-yr institution: _____ /60

TOTAL HOURS COMPLETED: _____ /120

APPENDIX C: Social Work Professional Advisement Sheet

Student: _____

Student #: _____

GPA: _____

Professional Advisor: _____

Meeting Date/Time: _____ Advisement Term: _____

Professional Advisement

What are the students' plans after graduation?

What advisement was given toward students' plan?

Class Projections for Social Work Classes and Electives

| Semester | Semester | Semester | Semester | Semester | Semester |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Year | Year | Year | Year | Year | Year |
| Choose an item. |
| Choose an item. |

Have any concerns been identified? If yes, how were these addressed? (Concerns may include student identified concerns, faculty/staff concerns related to professional/ethical behavior, or any other issues that could hinder progress through the program or successful completion of the program.)

Student Signature: _____

Faculty Signature: _____

APPENDIX D: APPLICATION FOR INTERNSHIP INSTRUCTION

Semester: _____

(Beginning internship placement)

Name: _____

Student ID#: _____

Local Street Address: _____

City, State Zip: _____

Cell Phone: _____

Email Address: _____

Emergency Contact Name: _____

Number: _____

Relationship: _____

Strengths - Please briefly state the skills, experience, or strengths you feel you possess.

Learning Needs – Briefly state the challenges you will have and skills you need to learn in internship.

Where did you complete your volunteer hours for Introduction to Social Work?

Supervisor: _____

Areas of Interest – Select five (5) populations. Number them in order of preference 1 to 5.

| | |
|---|---|
| <input type="checkbox"/> Adults | <input type="checkbox"/> Older Adults |
| <input type="checkbox"/> Older Adults | <input type="checkbox"/> Developmentally |
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> Disabled |
| <input type="checkbox"/> Children | <input type="checkbox"/> Physically Disabled |
| <input type="checkbox"/> Families | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Corrections | <input type="checkbox"/> Domestic Violence |
| <input type="checkbox"/> Medical/Health | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> Sexual Assault | <input type="checkbox"/> Homelessness/Housing |
| <input type="checkbox"/> Gay/Lesbian/Bisexual | Other (specify): _____ |

Discuss your top 2 areas of interest.

General Information

| | | |
|--|-------------------|----|
| 1. Do you speak a language other than English? | Yes | No |
| <i>If yes, specify language: _____</i> | | |
| 2. Will you be working during internship? | Yes | No |
| <i>If yes, where and how many hours per week: _____</i> | | |
| 3. Do you have a registered, insured car? | Yes | No |
| 4. Have you ever been investigated by a child welfare agency? (e.g., DHR) | Yes | No |
| 5. Do you have a disability that will affect your placement? <i>(to have reasonable accommodations made under the ADA and Section 504 of the Rehab Act, you need to register your disability needs with DSS.)</i> | Yes | No |
| 6. If you have any agencies or client populations you would NOT wish to work with, please indicate what populations and why this is so: | <hr/> <hr/> <hr/> | |

| | | |
|--|-----|----|
| 7. Have you ever been convicted of a crime or criminal activity? | Yes | No |
| <i>(This response is voluntary. However, it is to your benefit to be honest about this.)</i> | | |

If you answered "Yes" to the above question, list in the space below all prior misdemeanor and felony convictions and any extenuating or mitigating circumstances regarding such convictions. If necessary, you may use a separate sheet(s) and attach it to the application.

Students who are considering earning a degree in social work that have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. A number of agencies/organizations that provide Internship Instruction placements for social work students require a criminal background check prior to agreeing to provide Internship Instruction.
2. A number of agencies employing social workers may also require criminal background checks prior to hiring employees.

3. Some state licensure laws for social workers inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination.
4. A number of agencies require driving record checks, child abuse central registry checks and drug testing as terms of internship placement and employment.

I understand that consideration for admission may be contingent upon the results of a reference and background check. I, therefore, authorize JSU to investigate all statements made on my application and to discuss the results of the investigation. I further authorize JSU to contact former educators, employers, or other persons who can verify information, and I give my consent for contacted persons to respond to questions pertaining to information on my application.

I affirm that the information provided on this application is accurate and I understand that it is to be reviewed by the Admissions Committee of the BSW Program at JSU. I further understand that providing false information on this application could be grounds for termination from the program.

Student Signature

Date

The Family Educational Rights and Privacy Act was enacted by Congress to protect individual privacy by assuring the confidentiality of information related to the records and educational experience of students. This space was adopted by the BSW Program at JSU to permit students to grant written permission for specific program faculty to release confidential information about the student to BSW Program faculty and staff, internship instruction agencies, licensing boards, agencies for employment, and graduate schools.

I have read and understand the above statement regarding my privacy rights and the confidentiality of information related to my educational experience and records. My signature below acknowledges that I have granted written permission to the BSW Program at JSU to release confidential information protected under the Family Educational Rights and Privacy Act to BSW Program faculty and staff, internship instruction agencies, licensing boards, agencies for employment, and graduate schools.

Student Signature

Date

DO NOT WRITE BELOW THIS LINE. TO BE COMPLETED BY THE INTERNSHIP COORDINATOR

Accept Deny

Julie Nix, LCSW-S, PIP
BSW Internship Coordinator
Jacksonville State University

Date

APPENDIX E: Policy on Background Checks and Disclosure

An increasing number of agencies require that students in the BSW program obtain and pass a background check, drug test and/or finger printing in order to participate in internship placements (The Internship courses 448 and 449). Consequently, students may be required to undergo a background check before beginning a internship placement as part of the BSW program. Be advised that drug testing may be a required part of the background check.

The following are the minimum areas of inquiry typically covered in the background check requested by JSU's partners, although some agencies may require a more comprehensive background check:

- Seven-year criminal court history
- Address verification
- Sex offender database search
- Two names verification (current legal and one other name (AKA))
- Statewide check of records
- Social security number verification.

The fees required to obtain a background check, and any additional tests are the sole responsibility of the student.

Students are required to immediately report all changes in their criminal record that occur while enrolled in the BSW program, including any pending criminal charges, convictions, and/or serious driving violations as they may prevent placement in the internship. Failure to report any change in status will result in referral to the BSW Program Coordinator and may result in a delay in the student's ability to complete the BSW program and to graduate as planned.

Students must authorize the release of the results of the background check to the internship agency. If there is any information in the background check report that an agency determines disqualifies the student from participating, then the student will be responsible for obtaining the necessary documents to correct/explain the information. If the issue is not resolved to the satisfaction of the agency, then the student may not be able to participate in a internship placement and may be unable to complete the requirements for the degree.

I hereby certify that I have read, understand, and agree to the Policy on Background Checks and Disclosure.

Name: _____

Date

JSU Student ID Number

APPENDIX F: NASW Code of Ethics Summary

**Approved by the 1996 NASW Delegate Assembly and
revised by the 2021 NASW Delegate Assembly**

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics. Also available in Spanish.

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, Purpose of the NASW Code of Ethics, provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, Ethical Principles, presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, Ethical Standards, includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social Justice
- Dignity and Worth of the Person
- Importance of Human Relationships
- Integrity
- Competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

The National Association of Social Workers is the largest organization of professional social workers with over 153,000 members. NASW was formed in 1955 and has three responsibilities:

- Strengthen and unify the profession
- Promote the development of social work practice
- Advance sound social policies

Promoting high standards of practice and protecting the consumer of services are major association principles.

NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. It promotes, develops and protects the practice of social work and social workers. NASW also seeks to enhance the well-being of individuals, families, and communities through its work and through its advocacy. A professional social worker has a degree in social work and meets state legal requirements. Professional social workers practice in many settings including family service agencies, child welfare, community mental health centers, private practice, schools, hospitals, employee assistance programs, and public and private agencies. Professional social workers are the nation's largest group of mental health services providers.

The National Association of Social Workers (NASW) is located at 750 First Street, NE, Suite 800, Washington DC 20002-4241. Telephone is 202/408-8600, FAX 202/336-8311 and TTD 202/408-8396.

www.socialworkers.org/

APPENDIX G: Student Resources and Campus Services

Division of Student Affairs

Students who fully immerse themselves in college are more likely to be successful academically, socially and personally. The Division of Student Affairs is prepared to walk with you through the JSU experience, and we offer an array of services and programs that may be beneficial to you.

Dean of Students Office

The purpose of the Dean of Students Office is to help students enhance their collegiate experience by providing co-curricular programs and activities that promote a better quality of life by assisting students in developing personal leadership skills and community responsibility. The office is student oriented, focused, and willing to serve a diverse student body. The services provided by the Dean of Students Office are intended to compliment the educational process and contribute to a well-rounded education so that students may develop physically, socially, spiritually, intellectually, and morally.

Post Traditional Student Services

Jacksonville State University has a long history of serving post-traditional students within the surrounding communities. It is our goal to provide better access to academic success at Jax State by providing resources and referrals to needed services and programs, both on and off campus, for all enrolled Adult Learners, Commuters, Students with Children, and Transfer Students.

Veteran and Military Services

As a Veteran and Military Services student, it is very important to know what resources exist both on and off campus to assist you while you are pursuing your academic, personal, and professional goals here at JSU. If you are in need of resources and just don't know what resource/assistance that you need, please stop by Veteran and Military Services in 117 Angle Hall, call 256-782-8838, or email veterans@jsu.edu.

University Recreation

The Recreation and Fitness Center was designed to encourage enrollment, broaden participation in on-campus activities by supporting diverse programming, function as a student-centered hub, offer co-curricular employment, and foster community participation on-campus.

International House and Programs

International House & Programs through its various areas; international admissions and recruitment, international student and scholar services, international house, study abroad carry out the mission of bringing in diverse students and scholars on campus and provide global engagement opportunities to our student population. The department's mission serves the university's mission of seeking to produce broadly educated graduates prepared for global engagement.

Honors Program

The Honors Program at Jacksonville State University provides academically gifted students with an enriched educational experience in a diverse range of courses that foster independent, critical thinking and effective communication. The Honors Program helps students fulfill their potential in their chosen fields while preparing them to meet the challenges and responsibilities of becoming citizens with global perspectives.

College to Career Initiatives

Career Advisors empowers students to actively engage in opportunities designed to help them to be employable after graduation. These might include student job fairs, resource connections, Students can also access a career resource, Handshake, through their MyJaxState account. Once logged in, they'll see the "Student" card at the top. From there, they should click the "More" option, and the Handshake link will appear at the bottom of the list.

Clicking the link will take them to the Jax State Handshake page, where they'll be prompted to log in using their Jacksonville State University email address. All students are automatically uploaded into the Handshake system they just need to confirm their account by logging in.

Log In Link: <https://jacksonvillestateuniversity.joinhandshake.com/login>

Mental Health and Wellbeing

Counseling Services

As a college student, there may be times when personal stressors interfere with academic performance and/or negatively impact daily life. If you or someone you know is experiencing mental health challenges, please contact Counseling Services at 256.782.5475 or visit <https://www.jsu.edu/ccservices/index.html> for more information or to request an appointment. Students may also stop by the Counseling Center at 147 Trustee Circle (located between Sparkman and Mason Halls) to request services.

In the event of a crisis after hours, please contact the University Police Department at 256.782.5050 to be connected with the on-call counselor. The National Suicide Prevention hotline (988) is another resource and is available 24 hours a day. You may also reach out to Crisis Text by texting "START" to (741 741) where you will be connected to a trained responder.

The Jed Foundation

The Jed Foundation, a leading organization working to protect the emotional health of America's college students was developed with input from leading experts in mental health and higher education. The Jed Foundation (JED) is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults, giving them the skills and support they need to thrive today and tomorrow. JED partners with high schools, districts, and colleges to strengthen their mental health, substance misuse, and suicide prevention programs and systems.

<https://jedfoundation.org/>

Support Groups

JSU offers a variety of support groups to assist students, faculty, and staff. Support groups provide opportunities for people to share their experiences and feelings, coping strategies, or firsthand information about diseases or treatments.

RMC Student Health Center

The RMC/JSU Health Center is a primary health care facility operated via a joint partnership with Northeast Alabama Regional Medical Center (RMC). With no co-pay, we provide outpatient medical services as well as promote preventive health measures to currently enrolled students, faculty, and staff. Appointments are recommended and walk-ins are welcome as long as schedule permits. If you should have an urgent need during hours when the Health Center is closed, you should dial 911 or contact University Police Department (UPD) at (256) 782-5050.

Support and Advocacy

Resources for LGBTQ+

JSU Safe Zone is a campus-wide program that works to ensure a welcoming environment for all gender identities and sexual orientations. By establishing an identifiable network of trained individuals committed to fostering an atmosphere of respect and inclusion, the program provides a safe space for members of the LGBTQ community and their Allies on campus. Students can locate Safe Zone areas by locating a Safe Zone sticker on the door of an advocate. JSU will offer basic and advanced Safe Zone training opportunities every semester to our JSU campus community.

Title IX Coordinator

The Title IX Coordinator is the employee who oversees the university's centralized review, investigation, and resolution of reports of sexual misconduct, sex-based discrimination, and/or sex-based harassment (including incidents of sexual assault, stalking, dating violence, and domestic violence). The Title IX Coordinator also coordinates JSU's efforts to comply with the responsibilities contained in the Title IX regulations and other applicable statutes, including but not limited to the Violence Against Women Act and the Campus Sexual Violence Elimination (Campus SaVE) Act. Title IX Coordinator is the clearly designated option for reporting sexual harassment, discrimination and/or misconduct to initiate JSU response obligations.

Diversity Initiatives

Regardless of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information or political affiliation, students matter at JSU. For students, the JSU Division of Student Affairs exists to assist you with personal needs, advocate for your voice, listen to your suggestions, and engage you through the higher education lifespan. Students, you make a difference in our community, and You Matter to us!

Community Standards and Student Ethics

What do I do if I have been the victim of a violation or crime? We recommend you report it! You can do this by using the reporting form listed above or contacting the police. If you're unsure what you want to do, please feel free to reach out via email llowell@jsu.edu or phone 256-782-8080 to talk with someone in our office. Please remember there are many resources for you as a student, and you can always visit the counseling center in Daugette Hall for a confidential space.

Disability Resources

For more information about Disability Resources for Jacksonville State University (e.g. how to apply, Jacksonville State University policies, documentation guidelines, and contact information), click on the Disability Resources link above.

Counseling Services

For more information about Counseling Services for Jacksonville State University, click on the Counseling Services link above.

Basic Needs Support

Gamecock Market Food Pantry

The Gamecock Market is an initiative on Jax State's campus that serves Faculty, Staff, and Students in need. We offer a variety of free services to our campus community that include food, clothing (professional and casual), hygiene products, school supplies, and maternity needs. You can visit the Gamecock Market in Sparkman Hall basement. Please go to this page and click on the link to place an order or make an appointment:

<https://www.jsu.edu/gamecockmarket/index.html>

Lactation Rooms

There are several permanent lactation rooms available around campus, JSU is committed to making sure that lactation areas are available wherever they are needed. However, if you need a lactation area in an area where one is not currently located, contact at (256) 782-5769 or email titleix@jsu.edu they will make arrangements for an area to be made available.

Pregnant or Parenting Students

Title IX prohibits discrimination on the basis of sex- including pregnancy, parenting and all related conditions- in education programs and activities that receive federal funding. To report discrimination on the basis of sex, please contact the Title IX Coordinator at (256) 782-5769 or titleix@jsu.edu.

Further, if you are interested in receiving accommodation for pregnancy or conditions related to pregnancy, contact the Title IX Coordinator (256) 782-5769 or titleix@jsu.edu. You may need to submit medical documentation from your treating physician that includes the physician's name, practice/group, and contact information. You can schedule a time to meet with the Title IX Coordinator to develop an accommodation plan around your pregnancy or related condition by contacting the Title IX Coordinator.

RMC Student Health Center

The RMC/JSU Health Center is a primary health care facility operated via a joint partnership with Northeast Alabama Regional Medical Center (RMC). With no co-pay, we provide outpatient medical services as well as promote preventive health measures to currently enrolled students, faculty, and staff. Appointments are recommended and walk-ins are welcome as long as schedule permits. If you should have an urgent need during hours when the Health Center is closed, you should dial 911 or contact University Police Department (UPD) at (256) 782-5050.

Financial Aid

JSU offers a variety of types of financial aid including Federal and State Grants, Federal Stafford Loans, Federal PLUS Loans and the Federal Work-study Program. We also offer scholarships, veterans' benefits and work with many outside resources.

Scholarships

Jacksonville State University is committed to assisting students with financing their college education. Scholarships are awarded on the basis of academic achievement, athletic skills, special talents, and/or financial need. JSU offers several different types of scholarships to help defray the cost of attending school for new and continuing students. JSU-funded scholarships are non "refundable", and unused funds cannot be carried over to subsequent semesters. Each scholarship may be regulated by a different set of requirements. The institution has scholarships that are automatically offered and some that require an application. Don't miss out on scholarship opportunities! Become familiar with the information regarding the scholarships' requirements, award amounts, and deadlines.

Student Employment

The JSU Student Employment Program (SEP) allows currently enrolled JSU students to participate in on-campus employment opportunities. Almost every department at JSU employs students on a part-time basis to work in offices, labs, the library and other areas on-campus. These on-campus jobs enable students to explore career options, gain practical work experience in a professional environment, earn money and build their professional resume, develop professional networks and references and enable students to make connections between work, school, and career aspirations.

Housing

We want you to make Gamecock housing your home away from home and enhance your community through joining its goals and purposes. We hope this year will be full of personal growth and educational accomplishments. Please know that our residence life staff is here to assist and support you in the community! On-campus living provides opportunities for involvement, activities, and knowledge. We believe that learning does not end in the classroom but is enhanced by interacting with a diverse group of residents, participating in leadership opportunities, and engaging in life-learning activities.

Transportation - jsuRIDE

The jsuRIDE's mission is to provide safe and reliable transit service to Jacksonville State University. The system operates Monday through Friday from 7:00 a.m. to 4:30 p.m. each semester, but is idle during university holidays, semester breaks and weekends.

Academic Support Services and Programs

Academic Advising

Advisement is key to assuring student success in academics and careers. Your advisors are expert in the degree program you are working on and will assist you in finding the courses you need. They also function as a resource for information about campus services and programs. They will provide guidance on academic policies, regulations, and personal support.

If you are unsure where to seek advisement, use the links below to locate your academic program.

College of Arts and Humanities

College of Business and Industry

College of Education and Professional Studies

College of Health Professions and Wellness

College of Social and Behavioral Sciences

College of Science and Mathematics

Learning Support

Tutoring and Academic Support

The Student Success Center is pleased to announce a partnership with tutor.com to provide online learning support to students each semester. Tutor.com provides students with access to over 3,000 online tutors and appointment availability 24 hours per day, 7 days per week. Subjects cover a wide variety of course types including math, science, world languages, computer science, nursing and health sciences, history and social sciences, literature, and business. You may also schedule an in-person tutoring session through Navigate. Go here for instructions.

Writing Support

For assistance with writing, The Writing Center is available through online appointments:

<https://www.jsu.edu/english/jsuwritingcenter/appointments.html>

You may request an in-person or virtual session.

Learning Support Resources

Welcome to Learning Support Resources, where every learner is empowered to achieve their academic and personal goals. Our dedicated team collaborates across campus to create

inclusive, accessible, and supportive learning environments tailored to meet the diverse needs of all learners, including those learners with disabilities, transfer learners, and adult learners.

We offer Student Success Courses designed to build essential skills and confidence, Testing Services that serve both our campus and community, and specialized support for transfer and adult learners to ensure seamless transitions and ongoing success. By partnering closely with faculty, staff, and community stakeholders, we proactively identify and remove barriers, champion universal design principles, and foster a culture of growth and continuous improvement.

At Learning Support Resources, we believe every learner has unique strengths. We're here to help you discover yours.

Testing Services

We offer a variety of standardized exams in both computer-based and traditional paper-pencil formats, as well as testing accommodation for students. Additionally, we offer testing for professional and licensure exams, placement exams, and college credit exams. Located on Ground Floor (B22) of Houston Cole Library.

Houston Cole Library (HCL)

In addition to physical materials, the library provides an extensive (more than 200 databases) collection of electronic resources, including those that allow access to books, reference works, journal and newspaper articles, audio-visual sources, and numeric data. Online guides provide links to Web sites relevant to academic programs. For more information, click on this Library link. You may also schedule study group space and consultation from your librarian at the library link in the Canvas course menu. For video guides on how to use the library resources see the link below.

JSU Library on YouTube

This is a wonderful resource that has videos on how to access the JSU Library online, conduct searches, and manage resources.

JSU Student Handbook

This handbook is a compilation of Jacksonville State University rules, regulations, policies, and procedures pertaining to all students and student organizations. The handbook is published annually by the Office of Student Affairs. For more information, click on this JSU Student Handbook link.

APPENDIX H: BSW Student Organizations

The Social Work Club:

The Social Work Club brings students together to promote social work values and benefit the community, university, and students through service and educational opportunities. It accomplishes this by promoting and participating in various on-and-off-campus activities. It also encourages collaboration with other campus programs and organizations for shared activities and events.

All social work students are encouraged to join the Social Work Club, and participation provides many rewards. Activities facilitate positive social interactions with other students, faculty, and community members while enhancing their overall educational experience and strengthening the Social Work Program. QR Codes for Social Work Club applications are located on the 3rd floor of Brewer Hall. Students may also see the BSW Program Coordinator for an application.

Officers are elected annually with the goal of having shared leadership between the BSW and MSW programs. Meetings are typically held on Thursdays, so both BSW and MSW students can attend in person if they wish to do so. Faculty sponsors also offer TEAMS meetings (live or recorded) as an option for working students who would like to participate in the club. The Social Work Club is open to all students across campus for membership. Two social work faculty members, one each from the BSW and MSW programs, serve as advisors to the organization.

Phi Alpha Honor Society:

Phi Alpha Honor Society, the National Honor Society for Social Work Students, is an organization for social work students who have demonstrated academic excellence. Students are eligible to join Phi Alpha if they have declared social work as their major, achieved sophomore status, completed nine credit hours of required social work courses and are ranked in the top 35% of their class.

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Students who are inducted into this honor society are encouraged to remain in contact with the JSU BSW Program post-graduation and make suggestions on how to improve the program, as well as opportunities for service, etc.
<https://phialpha.org/individual-membership/>

Student Government Association

Jacksonville State University's Student Government Association represents the student body within the university administration and the community. Since 1946, SGA has worked to provide an intellectual, social, and cultural student experience that will enhance student growth and success. Every student who is enrolled at JSU is a member of the SGA.

The [Student Government Association](#) is composed of four branches of government: Executive, Legislative, Judicial, and Student Activities Council. Each branch is devoted to serving Jacksonville State University students in different ways. Social work students are encouraged to be involved in the JSU-SGA as either officers or active student participants.

[Student Activities Council](#)

The Student Activities Council (SAC) serves to plan events for our students on campus. This includes a variety of hands-on entertainment, homecoming events, tailgates, and Cockystock! SAC consists of the Gamecock Spirit Committee, Cultural Affairs Committee, and Major Entertainment Committee. Interested in joining the Student Activities Council? For more information contact your VPSA at sgavpsa@stu.jsu.edu.

Location: 402 Theron Montgomery Building

Phone: (256) 782-5068

Fax: (256) 782-5087

SGA Hotline 782-5699

[Questions](#)

APPENDIX I: Social Work Resources

Council on Social Work Education (the sole accrediting agency for social work education in US)

Association of Social Work Boards (ASWB) (for licensure exam)

SWES Home Study Workbooks for Licensure (for licensure exam)

Association for Advanced Testing in the Behavioral Sciences License Preparation (for licensure exam)

Academic Review Home Study Program (for licensure exam)

Association of Baccalaureate Social Work Program Directors (BPD)

Institute for the Advancement of Social Work Research (IASWR)

National Association of Deans and Directors of Schools of Social Work (NADD)

National Association of Social Workers (NASW) (The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 132,000 members.)

National Association of Social Workers, Alabama Chapter (for licensure preparation workshops)

School Social Work Association of America (SSWAA)

Social Worker.com (the social work careers magazine, has been published since 1994)

Social Worker Action Network

Social Work Resource Links at the JSU Library

Social Work Licensing in Alabama (ABSWE) (for licensure in Social Work)

Practice Research Network (incomes for social workers)

Social Work

Social Work Today Social Work Portal (a national monthly newsmagazine committed to enhancing the entire social work profession)

APPENDIX J: Scholarship Information

JSU Scholarships

JSU offers several types of scholarships to help reduce the direct cost of attending school for new and continuing students. Explore your options and find the opportunities that are best for your educational goals.

Social Work Specific Scholarships include:

- **Audrey Knighton Field Instruction Scholarship**
 - Full-time students demonstrating academic achievement during the Field Instruction Phase; to be eligible, students must be enrolled in Internship (SW 499/450), have an overall 3.0 GPA and a 3.5 GPA in Social Work courses.
 - Awarded in Spring / Summer / Fall.
 - Submission deadline for Spring award is January 1st and submission for Fall and Summer award is March 1st.
- **Parker (Liza)**
 - Full-time students demonstrating academic achievement; To be eligible, students must be registered with the JSU Office of Disability Support Services, have completed 12 hours in social work and have a GPA above 3.5 in the major and 3.0 cumulative.
 - Awarded: Fall Semester
- **Wai-Man Siu Endowed Scholarship for Outstanding Sociology and Social Work Students**
 - Established to promote the education of deserving full-time undergraduate students enrolled in the fall/spring academic year.
 - Two students will be selected who are pursuing a degree in Sociology.
 - Two students will be selected who are pursuing a degree in Social Work.
 - The students must be sophomores, juniors, or seniors to be awarded the scholarships.

Links to Outside Sources Scholarships:

- [CSWE Scholarships](#)
- [Social Work Scholarship National Listing](#)
- [Collegescholarships.org](#)

APPENDIX K: Local Organizations and Social Work Resources

ABSWE-Alabama State Board of Social Work Examiners-(<http://abswe.state.al.us/>)

The Alabama State Board of Social Work Examiners is a regulatory organization comprised of licensed social work practitioners whose mission is:

- To protect the public from incompetent, unethical and unlawful social work practice.
- To enforce qualification standards for all levels of licensure and certification.
- To delineate unlawful conduct through disciplinary procedures against practitioners who violate applicable laws or rules.

Alabama Arise Citizens' Policy Project-(<http://www.arisecitizens.org/>)

Arise Citizens' Policy Project (ACPP), founded in 1994, is a statewide nonprofit, nonpartisan coalition of 145 congregations and community groups and hundreds of individuals united in their belief that low-income people are suffering because of state policy decisions. Through ACPP, groups and individuals join together to promote state policies to improve the lives of low-income Alabamians. In a state that by many measures is the worst place for poor people to live in the United States, ACPP believes acts of charity are vital, but they are not enough; we must work to improve harmful state policies. ACPP provides a structure in which Alabamians can engage in public debates with the goal of improving the welfare of all Alabamians. Donations to ACPP, a 501(c)(3) organization, are tax-deductible.

Alabama Possible-(<http://alabamapossible.org/>)

Alabama Possible is a statewide nonprofit organization that works to reduce systemic poverty and its root causes by inspiring Alabamians to pursue a state in which no individual's quality of life is diminished by poverty. AP disrupts misperceptions, raises public awareness and collaborates with residents to reduce poverty and its negative impacts on Alabama's families. Through its work and activities, AP educates Alabamians about poverty, collaborates with higher-education and faith-based institutions on poverty-reduction activities and advocates for fact-based policy decisions.

Alabama Department of Human Resources-(<http://www.dhr.alabama.gov/>)

The Alabama Department of Human Resources will help families receive the least disruptive services they need, when they need them, and for only as long as they need them in order to maintain children in or return them to a safe, stable home.

Department of Public Health-(<http://www.adph.org/>)

Bureau of Children's Health Insurance

Center for Health Statistics

Bureau of Clinical Laboratories

Bureau of Home and Community Services

Bureau of Communicable Disease

Office of Human Resources

Office of Emergency Medical Services

Bureau of Information Technology

Center for Emergency Preparedness

Bureau of Professional and Support

Bureau of Environmental Services

Services

Bureau of Family Health Services

Office of Program Integrity

Bureau of Financial Services

Office of Radiation Control

Bureau of Health Promotion and Chronic
Disease

County Health Department Services

Bureau of Health Provider Standards

Public Health Areas Map

ADPH Organizational Chart

County Health Departments

County health departments work to preserve, protect, and enhance the general health and environment of the community by:

- providing health assessment information to the community.
- providing leadership in public health policy.
- assuring access to quality health services and information, preventing disease, and enforcing health regulations

East Alabama Regional Planning and Development Commission-<http://www.earpdc.org/>

The Commission's Area Agency on Aging provides services to seniors through either local contracts or by direct service provision and assists in the coordination of a variety of aging service programs with other agencies throughout the 10-county area. The Commission's Area Agency on Aging is part of a nationwide Network on Aging under the direction of the U.S. Administration on Aging. The primary responsibility of the Area Agency on Aging is the implementation of the Older Americans Act of 1965, as amended, administration of state programs under the supervision of the Alabama Department of Senior Services, and implementation of local programs serving older Alabamians. In communities throughout the regions, the Commission currently funds 42 Senior Centers serving hot meals and 2 Nutrition Outreach Centers providing frozen meals to homebound elderly. The Commission operates "SenioRx", a prescription drug assistance program, the Aging and Disability Resource Center (ADRC) which streamlines access to services for seniors 60 years and above and disabled persons regardless of age, and the Commission's Senior Community Service Employment Program (SCSEP) offers assistance to unemployed job seekers, who are 55 years of age and older and with limited household income, etc.

National Organizations and Resources

CSWE-COUNCIL ON SOCIAL WORK EDUCATION

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

NASW, ASWE, CSWE, and CSWA Standards for Technology in Social Work Practice

NASW-NATIONAL ASSOCIATION OF SOCIAL WORKERS

The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 132,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

ASWB- ASSOCIATION OF SOCIAL WORK BOARDS

The Association of Social Work Boards (ASWB) is the nonprofit organization composed of and owned by the social work regulatory boards and colleges of 49 U.S. states, the District of Columbia, the U.S. Virgin Islands, and all 10 Canadian provinces. We are the only nonprofit organization dedicated to social work regulation. Our mission is to strengthen protection of the public by providing support and services to our member boards. ASWB owns and maintains the social work licensing examinations that are used to test a social worker's competence to practice ethically and safely.