



JACKSONVILLE STATE UNIVERSITY

Master of Social Work Program Handbook 2021-2022

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**SCHOOL OF HUMAN SERVICES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

MASTER OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK*

2021-2022

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**The MSW Program at Jacksonville State University is 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 of the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the field education coordinator, or other appropriate individuals in the Social Work Program.

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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.

JSU VISION

Jacksonville State University will be recognized nationally for excellence in providing a transformational learning environment that supports student success and engagement, regional stewardship and innovation.

JSU STRATEGIC INITIATIVES

1. Increase Enrollment – Increase enrollment by improving upon the overall recruitment and retention strategies of undergraduate and graduate students.
2. Expand Regional Stewardship – Serve our region of Northeast Alabama by promoting direct, two-way interaction with communities and key external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit.
3. Enhance University Resources – Maximize and make effective use of resources in order to improve and secure the financial future of Jacksonville State University by increasing revenues, increasing productivity, redefining the fee structure and fee allocation, and diversifying the revenue stream.
4. Expand Innovative Educational Experiences – Develop strategies to enhance the awareness of the importance of providing innovative educational experiences to students and identify innovations in curriculum, learning spaces, academic support systems and student experiences that enhance learning and career

preparation.

5. Enhance Branding and Marketing – Enhance the branding and marketing of JSU through increased brand awareness and targeted and engaging marketing strategies to our primary and secondary markets. This will be accomplished through the development of a comprehensive integrated marketing plan that will be delivered through various media and kept current by continuous assessment of our technology and marketing software platforms.
6. Enhance Human Capital – Provide new opportunities, and further enhance existing opportunities for promoting and maintaining all aspects of the health, knowledge, skills, abilities, talents, experiences, judgment, and motivation which are possessed by JSU employees. Enhancing of the aforementioned elements, both individually and collectively help increase the value, morale, productivity of employees and that of JSU’s resources, and further increase the sense of belonging. Enhancing JSU’s human capital enables employees to enjoy a high standard of health, when access to varied and satisfying opportunities for work, personal creativity, and recreation are provided.
7. Enhance University Infrastructure – Improve and maintain the physical facilities, information technology and networks required to support the university’s mission.

JSU’s Master of Social Work program strongly supports these initiatives.

LEARNING CENTERED UNIVERSITY

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

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HISTORY OF MSW PROGRAM AT JSU

The need for graduate social work professionals, locally, regionally and nationally is supported by multiple workforce reports put forth by various national organizations including the National Association of Social Workers and the Council on Social Work Education, as well as, federal, state and regional organizations. The reality is that there is a nationwide shortage of social workers. This is true for Alabama as well, particularly rural and non-urban communities in Alabama.

For many years, BSW students and other constituents have been asking if/when JSU is going to start an MSW program. For the past 4 years the university has been collecting additional formal information from key stakeholders in the community, current students and faculty to see if this is feasible and appropriate. Based on results of alumni surveys, Bachelor of Social Work Program Exit Surveys, and a web based MSW Interest/Needs Assessment, which revealed both need and demand for an advanced degree in Social Work, the faculty of the Social Work Program, with JSU upper administration support, developed its plan for the Master of Social Work program. Following approval from JSU's Graduate Curriculum Committee and from the JSU Board of Trustees, the University submitted a proposal to the Alabama Commission on Higher Education (ACHE) for approval of a Master of Social Work Program. ACHE approved the new degree program in September, 2016 with an implementation date of Fall 2017. JSU submitted its proposal to its institutional accreditor, the Southern Association of Colleges and School (SACSCOC), and received approval July, 2017.

The JSU MSW program will prepare students for advanced generalist social work practice with an emphasis on providing services in smaller, less urban practice settings. Attention to practice in these smaller communities will better prepare graduates to address the gaps in social work services among a large percentage of Alabama residents and persons living in similar small communities throughout the country.

The Master of Social Work made application for candidacy to CSWE and program implementation began Fall 2017 for two-year, full-time students and began accepting advanced standing students in summer 2018. Upon meeting the criteria for accreditation through the Council on Accreditation, the program was accredited in June 2020 and this status was retroactive to Fall 2017. For more information on accreditation, please visit CSWE's website at www.cswe.org.

ADMINISTRATIVE STRUCTURE OF THE SCHOOL

The Department of Sociology and Social Work is an autonomous unit within the School of Human Services and Social Sciences. It is administered by the Department Chair, 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 Chair, MSW Program Coordinator, BSW Program Coordinator, the Coordinator of Social Work Field Education and staff.

The MSW and BSW Program Coordinators share in the overall management of the MSW and BSW programs. The Coordinator of Social Work Field Education oversees the operation of field programs by implementing and enforcing field policies. See the field handbooks for current field policies and procedures.

MSW PROGRAM OVERVIEW

The Master of Social Work (MSW) degree program at Jacksonville State University (JSU) is an advanced generalist practice degree offered in a hybrid/blended format. The MSW program will emphasize a full range of high quality experiences throughout the curriculum via innovative courses, creative field work/internships, relevant research, service-learning activities, and dynamic faculty-student, student-student and community-student relationships that will prepare graduates for social work careers with an emphasis on smaller, rural and non-urban areas.

Advanced Generalist Social Work Practice Specialization

Advanced generalist practice incorporates theoretical and methodological knowledge, as well as research and evaluation complexity at the micro, mezzo, and macro (individual, family, group, organization, and community) levels of practice. An advanced generalist practitioner is someone ready to intervene across many systems and with many different populations to address current and emerging issues and maximize the odds of successful outcomes for human and environmental well-being.

An advanced generalist curriculum is particularly indicated for academic programs graduating students who will be working in rural and non-urban communities that have very limited infrastructure and capacity (Derezotes, 2000). In such communities, social workers need to resolve “situations” on their own because they cannot refer clients to human service agencies that often don’t exist in smaller communities. Social Workers must be a “one-stop”, resource that can manage the complexities of individual social problems within the context of the community/environment in which they work. This framework includes:

- An eclectic base of practice that uses generic skills and knowledge drawn differentially from all practice paradigms to fit the unique needs of each client in environment
- A multimethod approach that uses individual, couple, family, group, and/or community levels of practice chosen differentially to fit the unique needs of each client/system.

- A focus on social justice in which the worker/system and client/system cooperate to create and distribute resources in a balanced way that meets the interrelated needs of individuals, communities, and the natural environment (p. xi)

Rural/Non-Urban Emphasis

The knowledge and skills necessary to learn, understand, and relate to diverse populations is essential for all social work practice. Social workers must have the knowledge and skills to address unique concerns that face diverse communities (i.e. increased need for community and inter-professional relationships due to fewer formal resource and service agencies). Graduates must be prepared to address practice challenges in small communities if they are to be effective in addressing workforce needs of rural/non-urban human service agencies and the needs of the citizens they serve.

MSW PROGRAM MISSION STATEMENT

The mission of the social work program at Jacksonville State University is to provide students with the 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 Master of Social Work (MSW) program at Jacksonville State University is to provide a high-quality education through academic preparation for graduates to engage in independent advanced generalist social work practice, and to address local, regional, and national workforce needs for social work services. The motivation is for the development of professionals with advanced, ethical, evidence-based social work practice and leadership skills at all practice levels with the goal of improving individual and societal well-being.

MSW PROGRAM GOALS

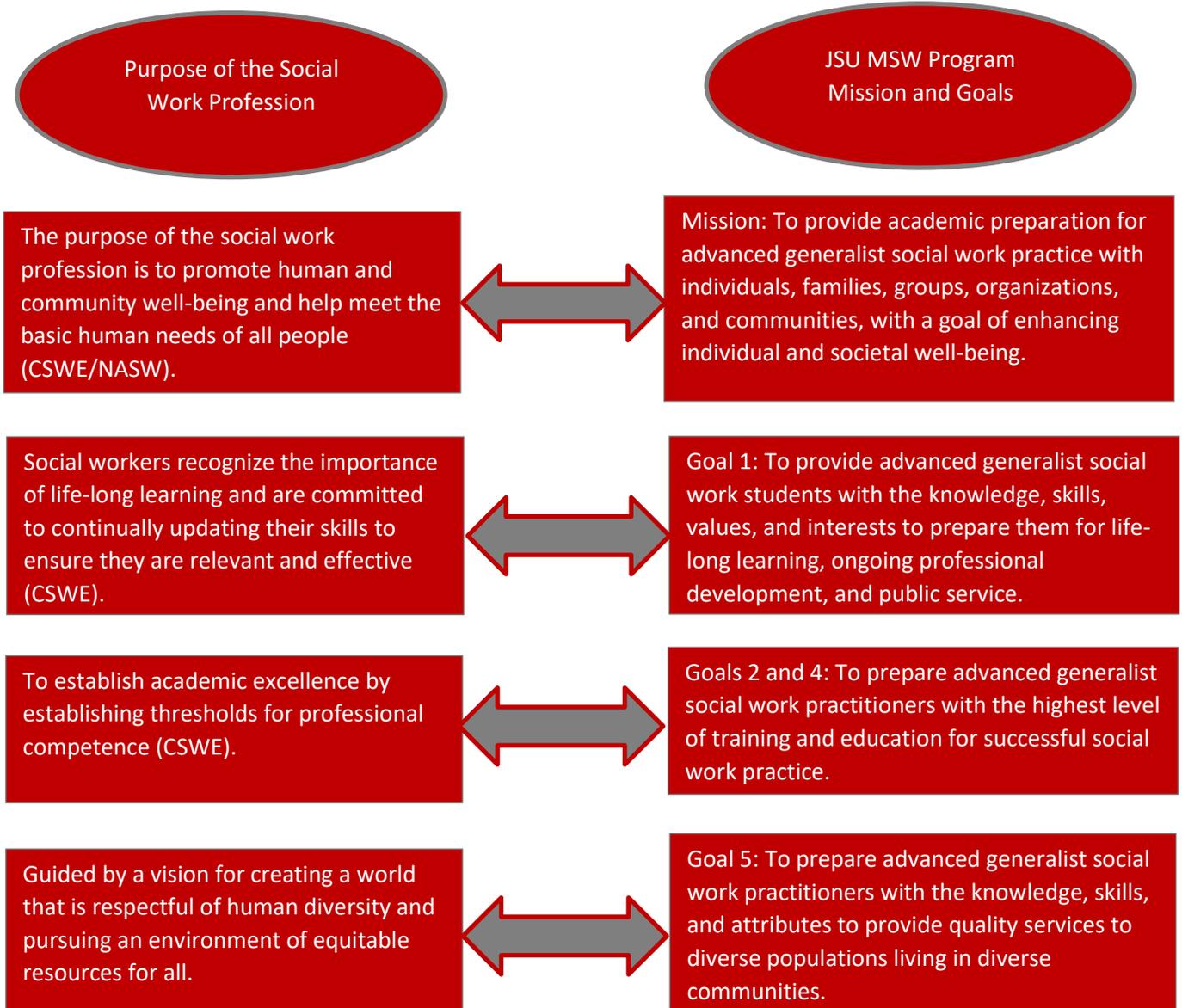
The goals of the MSW programs at Jacksonville State University are derived directly from the mission statement. The six (6) goals are as follows:

1. To provide academic preparation for advanced generalist social work practice with individuals, families, groups, organizations, and communities, with a goal of enhancing individual and societal well-being.

2. To provide advanced generalist social work students with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, and public service.
3. To provide a high-quality education to graduate level social work students that prepares them for advanced generalist social work practice on a local to global level.
4. To provide advanced generalist social work students opportunities for partnerships of service, with a central focus of being a regionally responsive, community-based, and practice-centered program.
5. To prepare advanced generalist social work practitioners with the highest level of training and education for successful social work practice emphasizing regional and rural communities.
6. To prepare advanced generalist social work practitioners with the knowledge, skills, and attributes to provide quality services to diverse populations living in diverse communities.

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

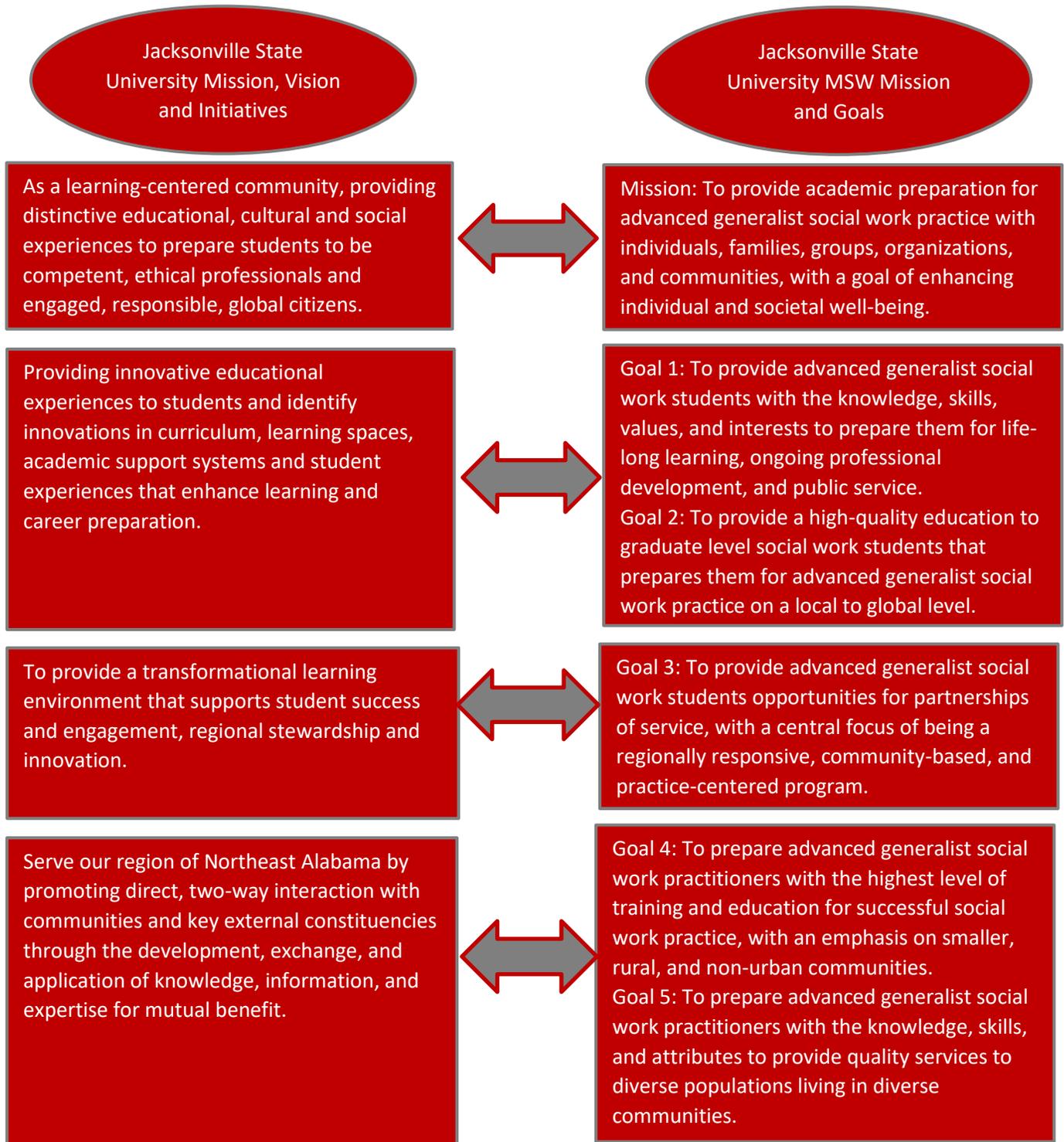


Social work faculty considered the history, culture, status and needs of the geographic region surrounding the university as part of program development. Northeast Alabama has numerous demographic characteristics that lead to complex challenges in addressing micro, mezzo, and macro human services needs of the region. Northeast Alabama has been a significant location for past and more recent events that have led to social and economic struggles, including the civil rights movement of the 1960s (Freedom Riders), weather disasters (most recent is 2011 deadly tornado-337 died statewide and 63 in our region), multiple plant/factory closings, (over 125,000 jobs lost statewide in last 15 years-<http://www.madeinalabama.com/warn-list/?warn-year=>), and a major military base closing in the same county as the university (Fort McClellan closed in 2000 after almost 100 years as an active base). The challenges facing northeast Alabama are similar to those across the southern region of the United States, especially issues related to poverty and employment, oppression and discrimination, access to healthcare, substance abuse/addictions, and weather-related disasters.

The social work program faculty believes it is essential for students to understand the historical and contemporary issues in these communities, thus providing them the capacity to practice intentionally. Intentional and effective social work practice requires awareness of the challenges facing diverse communities. The acknowledgement of the difficult social conditions that exist for these communities was a motivation for the creation of an advanced generalist practice MSW. We know that resources are scarce in many communities outside of the larger, urban areas of Alabama and in similar communities across the nation. The advanced generalist specialization is the most appropriate in preparing students for social work practice in diverse communities with limited resources, and complex needs.

MSW PROGRAM MISSION AND GOALS AND UNIVERSITY MISSION, VISION, AND INITIATIVES

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



MSW PROGRAM STUDENTS RIGHTS AND RESPONSIBILITIES

Students are regularly encouraged to meet with MSW 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 (<http://www.jsu.edu/studentaffairs/handbook.html>).

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.
- III. The University has rights and responsibilities which include but are not limited to the following:
- The University has a 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 MSW 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. For example, students are made aware of campus groups such as the sociology club, W.I.S.E. (Women's Issues Support and Empowerment), Students for Equality, etc.

Students also have 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 interview (completed the semester of graduation)
- serving on faculty search committees (when searches occur)
- completing course evaluations each semester (every 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)
- participation in MSW program **Faculty-Student Committee*** (meets at least once per semester)
- Mid-term course evaluations for process improvement
- the MSW Program Coordinator and Academic Advisor meet collectively with each cohort for feedback regarding specific courses and processes prior to the end of each semester

*The **MSW Faculty-Student Committee** consists of two social work faculty members and at least one, but usually no more than three social work students. These students either volunteer or are elected annually by other MSW students and serve a one-year term. This committee meets at least once a semester and is designed to discuss, modify, and/or formulate program curriculum, program policies and procedures and concerns of students and faculty.

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 the opportunity for entry-level generalist social work practice

Student responsibilities include, but are not limited to:

- becoming familiar with the MSW program policies and procedures as explained in the MSW Program Handbook
- attending class when required and participating in all classes. The social work program requires attendance of a minimum of 90% 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 MSW 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, MSW Program Coordinator, Department Chair 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.

MSW STUDENT ADVISEMENT

After admission to the program, but prior to starting classes, students receive academic advisement and professional guidance from the faculty member who has been assigned as the MSW Program Academic Advisor. The MSW Program Coordinator/Director will also assist in providing academic and professional advisement/counseling as needed. Students are required to receive academic advisement at least once per semester to receive registration clearance for the upcoming semester.

Academic success for all students is an essential goal for the MSW program. In order to support this goal, faculty will evaluate student progress when 25% of the course has been completed. For those students who are at risk of having a grade of 80% or lower, additional monitoring/oversight will be initiated, and if necessary, advisory meetings will be scheduled when 50% of the course has been completed and when 75% of the course has been completed. Faculty will notify the student, the MSW Program Academic Advisor, and the MSW Program Coordinator/Director if any student has a course performance that puts them at risk of achieving a course grade below a B or 80%. When a student is identified as at risk, the MSW Program Academic Advisor will schedule a meeting with the student and course instructor to develop a plan to obtain and attain academic success. This meeting may be virtual or in-person dependent upon the availability and preference of the student and faculty. Those students who are conditionally admitted and/or are on probationary status will continue to be assessed each subsequent semester until they are removed from conditional/probationary status.

Advisement is also available from the MSW Program Academic Advisor, MSW Program Coordinator/Director, and/or MSW Field Faculty on an as needed basis throughout the semester depending upon student status and circumstances. The purpose of advisement is to provide counsel, guidance, and support to the student in his or her efforts to achieve educational and professional goals. Advisement is a mutual process requiring the student's complete understanding of the requirements of the MSW program and/or Graduate Studies requirements with the support and assistance of the MSW Program Academic Advisor, MSW Program Coordinator/Director, MSW Field Faculty, faculty and staff of the MSW program, and staff in the office of Graduate Studies.

The MSW Program Field Faculty initially meet with MSW students during the MSW program orientation. Field instruction is explained, and professional/career interests are explored. Students are provided a Field Placement Application during the orientation in order to initiate the planning process. They are required meet with Field Faculty early in the semester prior to the field placement to discuss areas of interest and possible agency settings for potential Field Placements. The Coordinator of Social Work

Field Education meets with students who are eligible for Field Placement at least once during the semester preceding field placement. The Field Faculty continue student engagement and professional advisement throughout the Field Placement experience, both one on one and in the field seminar.

Students are expected to know and follow all office of Graduate Studies requirements as posted in the Graduate Studies Bulletin and Student Handbook. The MSW Academic Advisor and/or the MSW Program Coordinator/Director will assist the student in the logical progression of academic work that is based on a pre-determined academic plan of study. In the MSW program, courses are sequential, and one may not take a course unless a pre-requisite or a recommended course is complete prior to enrollment. Students will be asked to withdraw from a course if it is not in sequence or recommended by the MSW Academic Advisor. The MSW Program Coordinator/Director and an MSW Program Academic Advisor assist each student in making progress towards degree completion. The MSW Program Coordinator/Director, MSW Program Academic Advisor, and/or MSW Program Field Faculty also assist each student in the Application for Degree process.

Academic and professional advisement is emphasized throughout the MSW program. The MSW Program Coordinator/Director, MSW Program Academic Advisor, and/or MSW Program Field Faculty meet with students to discuss opportunities for lifelong learning, connecting and networking with professional groups and organizations and respond to student queries. MSW Program faculty and staff are available and may assist students with questions or concerns throughout the program. The MSW Program Coordinator/Director, MSW Program Academic Advisor, and/or program faculty also assist students in accessing institutional services for issues or concerns that may impact their successful progression through the MSW program. The MSW Program faculty and staff, do not serve as a replacement for professional mental health services. If any faculty or staff in the MSW Program believes a student needs services beyond those provided by the university, he or she may be advised to contact the Vice President of Student Affairs in order to learn of services outside the institution.

Advisement and progression towards degree policies and procedures

When a student is admitted to JSU and the MSW program, she/he receives electronic access to JSU web resources and then is contacted by the MSW program staff and given advisement and registration information (309 Brewer Hall/256-782-5591).

Students are contacted by the MSW Program Academic Advisor face-to-face, electronically, or by phone, prior to the first semester of the

MSW program and each semester moving forward.

- The student meets with the advisor each semester to review progress toward completing degree requirements and obtains approval for his or her next semester's course schedule.
- After being admitted to the program **and** completing all requirements prior to Field Placement eligibility, the student submits an application for Field Placement during the student's first semester (2-year traditional and advanced-standing students) (2-year traditional students will do this again the fall semester of their second year).
- The student continues progress through the program. (See Progression Policies Below.)
- In preparation for graduation, the student should email the Office of Graduate Studies and advise them that they are preparing for their final semester and are requesting that the Office of Graduate Studies staff review his/her academic transcript for graduation **the semester prior to the final semester of graduation.**
- The Office of Graduate Studies reviews the application for degree and notifies the MSW Program Director and the student of any deficiencies in student's transcript.
- The final semester for MSW students is the advanced generalist specialization field placement. Students are notified of a mandatory initial informational meeting about Field Placement which is held during the semester before the final Field Placement experience.
- Students complete and return to the MSW Coordinator of Social Work Field Education all required forms for Field Placement and degree.
- The student will schedule an individual meeting with MSW Program Field Faculty. If no deficiencies are identified, formal planning for Field Placement proceeds.
- The student completes degree requirements. (Total minimum hours for graduation= 60 hours for 2-year traditional students and 39 hours for Advanced-Standing Students).
- Dean's office, Office of Graduate Studies and Registrar's office certifies student for graduation.

Degree Progression Policies

The following progression policies apply for all students accepted into the MSW program:

- Adhere to the standards of conduct specified in the Social Work Code of Ethics and the JSU Social Work Professional Standards document.
- Maintain a GPA of at least 3.0 (The minimum GPA is required for acceptance into the field practicum)
- Have no more than two "C's" in social work courses. No grades of "D" or "F" in any class, including Field Education.
- Enroll continuously until the degree is completed.
- Complete field practicum (900 clock hours for 2-year students and 450 hours for advanced- standing students) in agency settings designated by the school's field coordinator.
- File Application for Degree in semester prior to when scheduled to graduate.

Complete the degree within five calendar years from the date of initial enrollment. Refer to the Graduate Bulletin for more information.

MSW TWO-YEAR FULL-TIME PROGRAM

Students who plan to enroll full-time in the program are strongly advised against simultaneous full-time employment, which generates barriers to the completion of field instruction and class attendance.

First Semester (2-year students)

SW 505 Generalist Practice with Individuals (A Term)	3
SW 506 Generalist Practice with Families and Groups (B Term)	3
SW 518 Human Behavior and the Social Environment I (A Term)	3
SW 519 Human Behavior and the Social Environment II (B Term)	3

Second Semester (2-year students)

SW 507 Generalist Practice with Communities and Organizations	3
SW 512 Cultural Competence for Generalist Practice	3
SW 570 Field Practicum I (450 hours) (32 hours a week) (2 hour bi-weekly seminar)	9

Bridge Semester (2-year students)

SW 510 Social Welfare Programs, Policy, and Analysis	3
SW 514 Social Work Research and Evidence Based Practice	3
SW 521 Social Work Practice in Rural and Non-Urban Areas	3

Fourth Semester (2-year Students)

SW 520 Psychopathology and Psychopharmacology in Advanced Generalist Practice	3
SW Elective	3
SW 524 Advanced Generalist Methods with Individuals and Families	3
SW 525 Advanced Generalist Methods with Groups, Organizations, and Communities	3

Final Semester (2-year Students)

SW 571 Field Practicum II (450 hours) (32 hours a week) (2 hour bi-weekly seminar)	9
SW Elective	3

Totals = 60 hours for the 2-year program

MSW ADVANCED STANDING PROGRAM

Summer Start

An advanced standing curriculum is offered which requires one summer and two semesters to complete requirements for the MSW Degree. Advanced standing students must be enrolled as full-time students throughout the program, beginning in the Graduate Summer Term. Field instruction begins in the Graduate Summer Term.

Summer

SW 510 Programs, Policy and Analysis	3
SW 521 Social Work Practice in Rural and Non-Urban Areas	3
SW 514 Social Work Research and Evidence Based Practice	3
SW Elective	3
Semester Credit Hours	12

Fall

SW 520 Psychopathology and Psychopharmacology in Advanced Generalist Practice	3
SW Elective(s)	3
SW 524 Advanced Generalist Methods with Individuals and Families	3
SW 525 Advanced Generalist Methods with Groups, Organizations, and Communities	3
Semester Credit Hours	12

Spring

SW 571 Field Practicum II (450 hours) (32 hours a week) (2 hour bi-weekly seminar)	9
SW Elective(s)	6
Semester Credit Hours	15
Total Credit Hours for Advanced Standing = 39	

Spring Start

An advanced standing curriculum is offered which requires one summer and two semesters to complete requirements for the MSW Degree. Advanced standing students must be enrolled as full-time students throughout the program, beginning in the Graduate Summer Term. Field instruction begins in the Graduate Summer Term.

Spring

SW 510 Programs, Policy and Analysis	3
SW 521 Social Work Practice in Rural and Non-Urban Areas	3
SW 514 Social Work Research and Evidence Based Practice	3
SW Elective	3
Semester Credit Hours	12

Summer

SW 520 Psychopathology and Psychopharmacology in Advanced Generalist Practice	3
SW Elective(s)	3
SW 524 Advanced Generalist Methods with Individuals and Families	3
SW 525 Advanced Generalist Methods with Groups, Organizations, and Communities	3
Semester Credit Hours	12

Fall

SW 571 Field Practicum II (450 hours) (32 hours a week) (2 hour bi-weekly seminar)	9
SW Elective(s)	6
Semester Credit Hours	15
Total Credit Hours for Advanced Standing = 39	

CURRICULUM

Unless otherwise indicated, courses are three semester credit hours each.

Social Work Core Generalist and Advanced Generalist Specialization Courses

505. Generalist Practice with Individuals (3). Prerequisite: Admission to MSW program. Course provides generalist content in the knowledge and skills for strengths-based generalist social work practice with individuals. Students will begin to acquire generalist social work practice skills and an identity with the social work profession.

506. Generalist Practice with Families and Groups (3). Prerequisite: Admission to MSW program. Course provides generalist content in the knowledge and skills for strengths-based generalist social work practice with families and groups. Family assessments and interventions and group practice issues will be examined.

507. Generalist Practice with Organizations and Communities (3). Prerequisite: Admission to MSW program. Course provides generalist content emphasizing developing generalist knowledge and skills for strengths-based generalist social work practice at the group, organizational, community and societal levels.

***510. Social Welfare Programs, Policy, and Analysis (3).** Prerequisite: Admission to MSW program. Surveys social welfare institutions, emphasizing the strengths and weaknesses of programs within the context of the social problems they address. The course includes an introduction to social welfare policy analysis and the role of the social work profession in affecting change in social welfare policy. Student membership in the National Rural Social Work Caucus is required.

512. Cultural Competence for Generalist Practice (3). Prerequisite: Admission to MSW program. Students will examine the impact of culture, race and ethnicity on client/worker interactions. The course presents practice theories and interventions for culturally competent advanced generalist practice with different populations. Students will develop essential knowledge, awareness, and skills to support culturally competent social work practice. Concepts related to the promotion of social and economic justice are emphasized. Topics include power, privilege, oppression, rural myths and stereotypes, and community self-concept.

***514. Social Work Research and Evidence Based Practice (3).** Prerequisites: SW 518, 519, or Advanced Standing Status. This course will enable the student to develop competence in the integrated use of research and information technologies in knowledge building in social work practice. Students are introduced to the components of quantitative and qualitative research methods. Students will develop knowledge of evidence-based practice, including skills needed to identify, acquire and assess appropriate interventions for practice across client system levels.

518. Human Behavior and the Social Environment I (3). Prerequisite: Admission to MSW program. This course explores the basic concepts and theories that explain the development of personality and social behavior within a social systems framework. Attention is given to the impact of bio-psycho-social-cultural factors on individuals, small groups, and the family. This course examines behavior within the context of individuals, families, groups, organizations, communities, and cultures and the core theories that guide social work practice.

519. Human Behavior and the Social Environment II (3). Prerequisite: SW 518. This course provides students with core knowledge of theory pertaining to broad social units (i.e., the workplace, organizations, institutions, ideologies, the world views, etc.). The course utilizes a systems framework and emphasizes the themes of advocacy, empowerment and planned change in exploring various theoretical orientations to the study of human behavior in organizations, communities and society.

SW 520 Psychopathology and Psychopharmacology in Advanced Generalist Practice (3). Prerequisites: SW 505, SW 506, SW 507 or Advanced Standing Status. This course provides a focus on a bio-psycho-social-cultural understanding of mental illness from an eco-systems perspective. Students critically examine the DSM-V and the psychopharmacological interventions for psychopathological conditions across the lifespan.

***521. Social Work Practice in Rural and Non-Urban Areas (3).** Prerequisites: SW 505, SW 506, SW 507 or Advanced Standing Status. This course introduces students to social work in the rural context. Presents current trends in rural social work practice and considers the most effective ways to serve rural communities. Issues related to social work practice, rural communities, rural behavior, and social welfare policy are presented. A generalist model of practice, systems and person-in-environment theories help students develop a more sophisticated understanding of general problems and concerns found in rural communities.

SW 524. Advanced Generalist Methods with Individuals and Families (3). Prerequisites: SW 505, SW 506, SW 507 or Advanced Standing Status. This course develops the advanced generalist practice competencies needed for intervention with individuals and families from diverse backgrounds are developed. Evidence-based theories and practice intervention strategies are applied.

SW 525. Advanced Generalist Methods with Groups, Organizations, and Communities (3). Prerequisites: SW 505, SW 506, SW 507 or Advanced Standing Status. This course develops the advanced generalist practice competencies needed for administrative and supervisory intervention with organizations and communities. Evidence-based theories and practice intervention strategies are applied, includes the development of skills in social work leadership and administration.

570. Field Practicum I (9). Prerequisites: SW 505, SW 506. Advanced field instruction in a social welfare setting under the direct supervision of a professional social worker. Focuses on the development of advanced applied skills, knowledge, and values for direct social work practice. Four hundred fifty (450) hours of agency experience and two (2) hour bi-weekly integrative seminar are required for the semester.

571. Field Practicum II (9). Prerequisites: Prerequisites: SW 521, SW 524, SW 525, SW 570 or Advanced Standing Status. Advanced field instruction in a social welfare setting under the direct supervision of a professional social worker. Focuses on the development of advanced applied skills, knowledge, and values for direct social work practice. Four hundred fifty (450) hours of agency experience and two (2) hour bi-weekly integrative seminar are required for the semester.

****Required Summer Bridge Courses***

Social Work Electives

SW 500. Social Work Ethics and Professional Development (3). Prerequisite: Graduate standing. This course examines the issues of social work professionalism, the process of becoming a social work professional and the exploration of ethical challenges within the profession. The course focuses on acquiring and practicing the skills of ethical decision-making, including values clarification, utilization of codes of ethics, and ethical analysis. Topics also include philosophy and history of the profession, licensure, human rights, and social justice.

SW 501. Grant Writing, Fundraising, and Financial Management Social impact organizations secure resources through a variety of methods, including fees, grants, contracts, gifts, bequests, in-kind (non-cash) contributions, and investments. This course involves assessing an agency's resource mix and how to repackage or expand its revenue streams. Skill development will be emphasized in areas such as grant seeking, proposal writing, service contracting, donor development, direct solicitation of gifts, and planning of fundraising events. This course will also address consumer and third-party fee setting and collection, outsourcing, and income investment.

516. Crisis Intervention and Trauma Management (3). Prerequisite: Graduate standing. This course examines social work practice theories and intervention approaches and skills as they apply to practice with survivors of various forms of traumatic life events. Students will be able to apply theory to intervention techniques. Participants will learn the fundamentals of trauma and traumatic stress, and a general understanding of the implications of crisis intervention techniques to modify, manage, and cope with trauma.

528. Substance Abuse and Addictions (3). Prerequisite: Graduate standing. Examines the prevalence and etiology of chemical dependency and its impact on individuals, families, and society. Utilizes an advanced generalist practice modality for the development of professional social work knowledge, values and skills in the prevention and treatment of chemical dependency across multiple systems.

531. Aging, Society and the Life Course (3). Prerequisite: Admission to MSW program. The course provides an in-depth understanding of aging issues at individual and societal levels for effective social work practice with older adults and their families. This course prepares students to conduct social work interventions with older adults and their families in rural and non-urban communities.

534. Health, Health Care and Disabilities (3). Prerequisite: Graduate standing. This course provides knowledge about the contemporary organization of health care including the examination of state and federal health and disability policies and programs and models of integrated health care. It includes analysis of the ethics and politics of inequality in U.S. health and healthcare systems.

537. Advanced Practice with Children and Adolescents (3). Prerequisite: Admission to MSW program. This course focuses on clinical social work practice with children and adolescents. Students will learn specific skills for effectively assessing and treating children and adolescents. The course examines the complexities of the interactions between children and their environment.

540. Death, Loss and Disaster Response in Social Work Practice (3). Prerequisite: Admission to MSW program. The course offers an overview of the social impact of violence, major types of violent events, and natural disasters. Students will acquire skills in community mobilization, collaborative recovery and response practices, and grief support. Special attention is given to evidence-based crisis and trauma responses.

549. Management, Supervision, and Consultation in Social Work. (3). Prerequisite: SW 510 and SW 525 Admission to MSW program. Using organizational theories, social work ethics, and a social justice frame, knowledge, skills, and values that are necessary to successfully lead human services organizations. This is an advanced practice elective course with particular focus on organizational leadership, organizational change, and supervision from a social work perspective. This course builds upon content in SW510-Social Welfare Programs, Policy, and Advocacy, and SW525 – Advanced Generalist Practice with Communities and Organizations. You will be examining issues from an organizational perspective and learn how to assess, intervene, and evaluate organizational intervention at the administrative or supervisory level.

555. Social Work Advocacy. (3). This course will emphasize the role of social workers in social movements and students will be able to develop an understanding of community organizing. This course is designed to provide students with further

knowledge and skills in community and advocacy practice. Students will leave the course understanding how to engage in community change processes.

560. Special Topics (1). Prerequisite - Graduate standing. Instructor Permission

561. Special Topics (1). Prerequisite - Graduate standing. Instructor Permission

562. Special Topics (1). Prerequisite - Graduate standing. Instructor Permission

565. Independent Study (3). Prerequisite - Graduate standing. Instructor Permission

566. Independent Study (3). Prerequisite - Graduate standing. Instructor Permission

567. Independent Study (3). Prerequisite - Graduate standing. Instructor Permission

ADMISSION POLICIES

Applicants must submit all of the following documentation for admission consideration to Office of Graduate Studies, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602. The Graduate Studies application is located online at <http://www.jsu.edu/graduate/admission/apply.html>

In addition to the existing JSU Graduate Studies admissions requirements, students must apply to the MSW program and meet the criteria outlined below. The MSW program admissions committee will review all admission and application requirements specific to the program.

Applications for the MSW program are accepted year-round.

Applicants for the Master of Social Work Two-Year Traditional program are considered for admission and enrollment beginning in the fall semester of each academic year. All required application materials must be received by July 1. Applications received before May 15 will be given priority consideration. Applications completed after July 1 may be considered but will not receive priority and may be considered for admission in the fall semester of the following year, unless otherwise specified.

Applicants for the Master of Social Work One Year Advanced Standing Program-Summer Enrollment are considered for admission and enrollment beginning for the summer semester of each academic year, and all required application materials must be received by April 1. Applications received before January 15 will be given priority consideration. Applications completed after April 1 may be considered but will not receive priority and may be considered for admission in the summer semester of the following year, unless otherwise specified.

Applicants for the Master of Social Work One Year Advanced Standing Program-Spring are considered for admission and enrollment beginning for the spring semester of each academic year, and all required application materials must be received by November 1. Applications received before August 15 will be given priority consideration. Applications completed after November 1 may be considered but will not receive priority and may be considered for admission in the summer semester of the following year, unless otherwise specified.

Required General Graduate Application and Admission Materials

1. Completed application for graduate admissions. (JSU Graduate Application for Admission)
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all postsecondary institutions attended. Note: Students who have previously attended JSU do not need to request a transcript from the university.
4. International students should consult the International Student Applicants section of the current Graduate Bulletin or contact Graduate Studies at 256-782-5325.

Required Program-Specific Application Materials

1. Three completed Graduate Reference forms. Note: Forms must be completed by individuals who can assess the applicant's potential for success in graduate study (at least one from a previous professor/instructor and one from a supervisor of a paid or unpaid social services agency. (Letters from friends and family members are not suitable). Please visit <http://www.jsu.edu/graduate/student-resources/index.html> for the Graduate Reference Forms.
2. Professional resume. Your resume should detail your education, employment and any social-work related experience, such as internships, volunteer/service work, presentations, publications, advocacy, board memberships, etc.
3. Autobiographic/Personal Statement. ~600-800 words detailing your interest in social work, including personal experiences, strengths, values and beliefs that will contribute to your competence as a social worker.

MSW PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to meeting general admission requirements of Graduate Studies, applicants for the MSW with a major in Advanced Generalist Practice, must meet the following:

1. An earned baccalaureate degree from an accredited college or university with preparation in the social sciences (12 hours minimum) with a curriculum that includes literature, biological sciences, psychology and math.
2. Minimum overall GPA of 2.50 on a 4.00 scale or at least a 3.00 in the last 60 hours of the undergraduate degree.

The MSW Admissions Committee will review all admission and application requirements specific to the program. Admission to the MSW Program is determined on a selective basis. Meeting the minimum standards for consideration for admission does not guarantee admission to the MSW program. The MSW Admissions Committee may request a personal interview with applicants when deemed necessary for application evaluation.

NOTE: The MSW Admissions Committee reserves the right to make exceptions to admissions requirements.

Background Checks and Criminal History

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

A criminal history may limit or possibly prevent a student's eligibility for field placement. Successful completion of a field placement is required in order to complete the MSW degree. Many agencies used for field 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 field placement with certain criminal history backgrounds or a positive drug screen. Applicants to the MSW program who have concerns about a previous criminal history are encouraged to discuss their concerns with the MSW Program Coordinator prior to admission or enrollment.

Admission to the MSW program does not automatically guarantee a field education placement. After being admitted to the MSW program, students are assessed for their eligibility for field education by participating in a comprehensive, interactive process with the Coordinator of Social Work Field Education. **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 MSW Program Manual.

If you graduate with an MSW 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 Preparing the Personal Statement (~600-800 words)

This statement must be included in your application for admission. The autobiographic statement details your interest in social work, including personal experiences, strengths, values and beliefs that will contribute to your competence as a social worker. The autobiographic statement should be a carefully prepared document that is typed and double-spaced, with 1-inch margins and 10-12 font. Please place your name at the top right-hand margin on each page and number pages at the bottom center. Please address the following:

- * Describe in detail your personal understanding of social work as a profession.

- * Discuss your interest in rural/non-urban social work practice

- * What factors influenced your decision to seek graduate social work education at Jacksonville State University? If you have worked or trained in another field, why are you now considering a career change?

- * Describe the intellectual and personal qualifications that will enable you to practice social work successfully in non-urban/rural social work, for example collaboration with others, leadership ability, ability to empathize, communication and language skills. What limitations do you see in your work experiences, skills, or other attributes, including your awareness of your personal biases that you want to address to ensure your effectiveness in practicing social work?

- * How will you balance outside responsibilities with academic responsibilities?

- * Discuss your notable accomplishments, such as related work experience, military experience, volunteer services, other academic accomplishments, etc.

CONDITIONAL ADMISSION

A student with less than a 2.50 undergraduate GPA in the last 60 hours may be admitted on a conditional basis, provided the student has a minimum undergraduate GPA of 2.25 and at least a 2.75 in the last 60 hours.

A conditional admission requires the recommendation of the MSW Program Coordinator and Department Chair after a recommendation by the MSW Admissions Committee. Students are only admitted by this option if there are spaces available in the MSW program. A master's student admitted conditionally must maintain a minimum GPA of 3.0 in all course work.

Conditional status will be reviewed and may be removed upon completion of twelve (12) hours of graduate course work with a GPA of 3.0 or higher. Students are notified of their

conditional admission status by an email from the Department. If an email address is not available, the student will be notified by postal mail.

Life Experience

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

For more information specific to the MSW program, please contact the Department of Sociology and Social Work, 256-782-8208 or visit the social work program website at (<http://www.jsu.edu/socialwork/index.html>)

The MSW program admissions committee will review all admission and application requirements specific to the program.

Policy: The MSW Program and Office of Graduate Studies work together to guide students through the application and admission process. All applications are submitted to the Office of Graduate Studies and completed applications are sent to the MSW Program Admission Committee for review and acceptance decisions. Students must meet both JSU Graduate admission requirements and MSW program requirements.

Procedure:

Step One: complete the online application for admission through the Office of Graduate Studies.

Step Two: once an application is complete, the Office of Graduate Studies sends it to the MSW Program Director.

Step Three: The MSW Program Director assigns the application to members of the Admissions Committee (consisting of three senior faculty).

Step Four: The committee reviews all materials and provides one of three recommendations to the MSW Program Director/Coordinator: Admission, Conditional Admission, or Denial.

Step Five: a) If the recommendation is for admission, the student will be contacted by the MSW program director/coordinator or member of the admission committee by email and/or postal mail.

b) If the recommendation is for denial, the student will be contacted by the MSW program director/coordinator or member of the admission committee by email and/or postal mail.

c) If the recommendation is for conditional admission, then requirements specified in the MSW Program Manual (see section on Conditional Admission below) must be followed, and the student would not be eligible for Advanced Standing. The student will be contacted by the MSW program director/coordinator or member of the admission committee by email and/or postal mail.

Notifications to students will be sent within 7-10 days of the decision using email or postal mail when at all possible.

ADMISSION WITH ADVANCED STANDING

The advanced standing program allows students to complete their MSW degree in less time than the traditional MSW program by reducing credit-hours from 60 to 39.

Students who hold a baccalaureate of social work degree (BSW) from a CSWE accredited institution may apply to the Advanced-Standing MSW Program. In addition to the satisfaction of all University admission requirements, admission to the MSW program with Advanced Standing also requires applicants to meet the following criteria:

- The BSW degree has been earned within seven years from the academic year of graduation to the academic year of enrollment.
 - Applicants who have graduated more than seven years prior to the date of requested enrollment, may be evaluated on an individual basis and considered for admission with advanced standing if consistently employed in a social work role and are practicing as a licensed baccalaureate social worker in their state of residence if this credential is available.
- A cumulative grade point average of 2.50 on a 4.00 scale for undergraduate coursework
- A minimum GPA of 3.0 on the last 60 hours of undergraduate course work.
- Grades of “B” (3.0) or better in field education practicum
- Students must also provide a copy of their previous field evaluation indicating the number of hours completed successfully. If the student is unable to obtain a copy of the field evaluation, a statement from the institution indicating the number of hours successfully completed may be submitted.

Generalist Course Exemption/Course Waiver Policy and Procedures*

MSW students who do not meet the criteria for Admission with Advanced Standing may pursue exemptions for generalist courses if they believe it is material that has been covered in a previous BSW/MSW course and they have demonstrated competence in the course work. Exemptions are not granted for the courses in the Advanced Generalist Specialization curriculum. Students who have completed generalist social work courses with a grade of “B” or better at a CSWE accredited program can apply for course exemptions based upon the following criteria:

- Exemptions from generalist courses will be granted when students have prior undergraduate or graduate course work comparable to the content of a generalist course.
- The courses utilized for exemption review must have been completed within the five years prior to enrollment in the MSW program with a grade of B or better.
- Courses graded pass/fail, satisfactory/unsatisfactory, or on similar evaluative scales cannot be utilized for exemption review unless they are to support exemption from field instruction (SW 570).

The following generalist courses are eligible for exemptions:

- SW 505 Generalist Practice with Individuals and Families
- SW 506 Generalist Practice with Groups
- SW 507 Generalist Practice with Organizations and Communities
- SW 518 Human Behavior and the Social Environment I
- SW 519 Human Behavior and the Social Environment II

Any prior Field Practicum completed with an overall grade of “B” (3.0) or better will be evaluated by the Coordinator of Social Work Field Education and MSW Admissions Committee to determine if competency was demonstrated prior to approving an exemption (SW 570).

*Receiving an exemption from a generalist course does not lower the number of credit hours needed for graduation. Students receiving exemptions will still need to complete 60 graduate credit hours for the traditional 2-year MSW program. Receiving exemptions increases the amount of elective credits that a student can complete in the program.

The MSW program admissions committee will review all admission and application requirements specific to the program.

Admission to the MSW Program is determined on a selective basis. Meeting the minimum standards for consideration for admission does not guarantee admission to the MSW program. The MSW Admissions Committee may request a personal interview with applicants when deemed necessary for application evaluation. Applicants may not request interviews.

The Office of Social Work Accreditation (OSWA), part of the Council on Social Work Education (CSWE), is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States. The office's International Social Work Degree Recognition and Evaluation Service (ISWDRES) recognizes academic credentials in social work that are comparable to accredited baccalaureate and master's degrees in social work in the United States. Recognition is necessary to establish qualifications for employment, graduate school admission, membership in the National Association of Social Workers, state licensing, and/or

certification. Recognition is based on the general comparability of the program objectives (as stated in the program catalogue or program's official memorandum) and level of the applicant's social work education to social work education in the United States.

If you have graduated from an International Academic Setting and your degree/diploma is recognized by the ISWDRES as comparable to accredited baccalaureate and master's degrees in social work in the United States, you may be eligible for the advanced standing program after review of your academic credentials.

NOTE: The MSW Admissions Committee reserves the right to make exceptions to admissions requirements.

ADDITIONAL ADMISSION AND PROGRESSION CRITERIA

*In addition to the above standards, in order to gain admission into and progress through the MSW 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 below:

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.

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.

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.
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 Principles

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.*

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Value: *Dignity and Worth of the Person*

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

Value: *Importance of Human Relationships*

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

Value: *Integrity*

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

Value: *Competence*

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

Ethical Standards

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.

The following ethical standards are relevant to the professional activities of all social workers and are mandated by National Association of Social Workers. To see a full description of these ethical standards, see the following:

[https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3D&portalid=0.](https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3D&portalid=0)

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.

Policies and Procedures for Evaluating Student's Academic and Professional Performance

Student academic performance is evaluated on the basis of performance in coursework and in the field internship. Each semester, program faculty evaluate students in terms of verbal, written, and behavioral work in the classroom and in field. MSW students are allowed no more than two grades of “C” to remain in the program (Students must make a grade of A, B or C in field practicum(s)). Students who fail to make satisfactory academic progress will be contacted by the MSW Academic Advisor and/or MSW Program Coordinator/Director and provided this information. MSW Program Faculty and Staff may assist the student in determining other options for graduate education.

MSW Program Degree Progression Policy:

The following progression policies apply for all students accepted into the MSW program:

- 1) Adhere to the standards of conduct specified in the NASW Social Work Code of Ethics and the JSU Social Work Professional Standards document.
- 2) Maintain a GPA of at least 3.0 (The minimum GPA is required for acceptance into the field practicum)
- 3) No more than two “C’s” in social work courses. No grades of “F” in any class. No grade of “C” or “F” in Field Education.
- 4) Enroll continuously until the degree is completed. *(Unless special circumstances are approved)
- 5) Successful completion of field practicum (900 clock hours for 2-year students and a minimum of 450 hours for advanced-standing students) in agency settings designated by the program’s field faculty (Grade of A, B or C required).

Students are also evaluated on professional performance. If students do not meet the following standards, they may be placed on suspension or terminated from the MSW program.

- 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 fieldwork.
- Behavioral, personality, emotional, attitudinal, or personal issues or difficulties that interfere with the student’s functioning and/or jeopardize the welfare of those with whom the student interacts, student peers, faculty, staff, and clients and coworkers in field 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/practicum 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 Field Placement.
- Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student and their peers.
- Failure to abide by MSW Program policies and procedures
- Participation in class or practicum 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 field that bears on one's competence or performance
- Evidence of certain criminal or unlawful activity.

Students will meet with or be contacted by the MSW Program Coordinator/Director and/or Academic Advisor face-to-face, by phone, or in writing, either through postal mail or email, regarding their suspension or termination from the program for academic and/or professional reasons.

JSU ACADEMIC REGULATIONS AND PROCEDURES

For full JSU academic standards for graduate studies, please visit:
<http://www.jsu.edu/graduate/programs/index.html>.

Grading System

The following grades are given in graduate courses:

A - Four quality points per credit hour

B - Three quality points per credit hour

C - Two quality points per credit hour

The maximum number of hours of “C” grades permitted to count toward the doctor of science degree, educational specialist degrees, master’s degrees, master’s level teacher certification programs, alternative fifth-year program, or graduate certificate is six semester hours. If a student earns a grade of C or below on more than six semester hours of course work, the student should consult the Dean/Associate Dean, College of Graduate Studies, for advisement.

F - Failing - Zero quality points

P - Passing - grade given for thesis hours, and other selected courses as specified in the course descriptions in this Bulletin.

The grade of F on a pass or fail course is computed as a regular F grade. The grade of P does not affect the GPA.

IP - In Progress (Dissertation research only).

I – Incomplete

Assigning the grade: The grade of “Incomplete” or “I” may be assigned by an instructor if extreme circumstances prevent a student from completing course requirements and only if the student is passing the course. The “I” grade does not immediately affect a student’s grade-point average; however, it may affect financial aid.

Completing the course requirements: The student is responsible for arranging to complete the remaining course requirements. One calendar year is allowed for completing the work. Grades of “I” will roll to “F” on the last day before the finals in the fall and spring semesters. They will roll on the day grades are due in the final summer term. Students should not register for the course again. Once the student has completed all course requirements, the instructor submits a grade change to the Registrar’s Office for recording. The Registrar then notifies the student of the grade change. Failure to complete course requirements within the established time frame will result in a grade of “F” being assigned.

Requesting extensions: the student must submit a written request for an extension to remove an “Incomplete.” All incomplete grade extensions must be submitted to the Dean/Associate Dean of Graduate Studies prior to the last day before finals day for fall and spring semesters and prior to the day before grades are due in the summer terms. The instructor and graduate dean must approve the extension before the registrar grants an extension of time.

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.

NC No Credit

When a grade of incomplete is not applicable, the no credit (NC) grade may be given to a student who is otherwise passing but who is unable to complete a course due to circumstances beyond the student's control. An NC grade is not calculated in the student's GPA. A grade of NC must be approved by the Director of Graduate Studies. A grade of NC cannot be retroactively assigned.

WF Withdraw Failing – Will be counted as a grade of F with zero quality points

WP Withdraw Passing – Zero quality points

X Audit – No credit

Scholastic Average

A graduate student's overall GPA is calculated on graduate level courses only. The GPA is determined by dividing the quality points earned by the number of hours attempted. The GPA is not rounded. For reporting purposes, the GPA is truncated to two places past the decimal.

Any student who does not attain good standing, as specified in their notification letter, may be dropped from graduate study. For purposes of this regulation, the terms from May through August are collectively considered one semester.

Transfer credit cannot be used toward the GPA of JSU course work to meet the required minimum GPA of specified majors, teacher certification programs, or graduate certificate programs.

The maximum number of hours of "C" grades permitted to count toward a master's or educational specialist degree or Doctor of Science degree is six semester hours. All JSU course work attempted, including duplications, will be calculated in the GPA.

Mid-Term/Final Grades

At mid-term, a grade is assigned to students who currently have a grade of "F" and "NC" in any class. This grade may be accessed for a limited time via MyJSU. Mid-term grades are reported for Fall and Spring Semesters only. Final grades may be accessed the same as mid-term grades.

ACADEMIC GRIEVANCE POLICIES AND PROCEDURES

If a student chooses to challenge a grade or a decision regarding termination from the MSW program, these policies and procedures are below:

Grade Appeal

The grade appeals process begins with a meeting between the student and the course instructor and cannot proceed to any further stage unless this requirement is met. The formal process for appealing grades for each college is available in the Dean's Office of each school.

Grade Appeal Process: School of Human Services and Social Sciences

A. BASIS FOR APPEAL

A student may appeal a course grade if the student has evidence that the grade was assigned in a malicious, capricious, erroneous, or arbitrary manner. The following steps provide a guideline for the appeals process. No appeal will be entertained more than one semester following the date the grade was assigned. Short Terms (May, Summer I, and Summer II) for this policy, are considered as a semester. The appeals process is not intended to question the general evaluation of faculty grade awards or grade distributions. These procedures are explained in the MSW Program Handbook and the Jacksonville State University Student Handbook.

B. APPEAL TO THE FACULTY MEMBER FOR REVIEW OF ASSIGNED GRADE

Within three weeks after the beginning of the next term, the student should discuss the assigned grade with the faculty member. If it is found that the assigned grade is incorrect in the judgment of the faculty member, he/she will initiate the appropriate change. If the faculty member is no longer with the University, the student should confer with the department head who will then make every effort to receive written statements concerning the matter from the former faculty member. If it is not possible to receive information from the faculty member regarding the grade, then the student may appeal the grade as described below and the department head will represent the interests of the faculty member who issued the grade.

C. APPEAL TO THE DEPARTMENT HEAD

If the question of the assigned grade cannot be resolved between the student and the faculty member, the student may appeal in writing to the department head. This written appeal should be made by the end of the fourth week of the term. The student should include all known information relating to the appeal. The department head shall review with the faculty member the substance of the student's appeal and seek to determine its validity. If the department head determines the assigned grade is inappropriate, he/she

will recommend to the faculty member that the grade be changed. The faculty member may or may not concur with the department head's recommendation. The department head will notify the student in writing, usually within 14 days of the appeal, whether or not the assigned grade will be changed by the faculty member. If the grade is changed to the student's satisfaction, the matter is concluded. If the grade will not be changed, the department head will also advise the student of the right of appeal to the Dean of the School. If the grade will not be changed, copies of all written communication described above will be sent by the department head to the Dean of the School.

D. APPEAL TO THE DEAN

If the grade is not changed at the departmental level, the student may appeal the assigned grade, in writing, to the Dean of the School. In the written appeal the student should provide all information possible relating to the problem. This written appeal should be made within one week of receipt of the notice from the department head that the grade will not be changed by the faculty member. The Dean will meet with the student to discuss the facts and contentions pertinent to the grade appeal. The Dean will also meet with the instructor and department head to gather all relevant information concerning the course, its grade structure, and the assignment of the grade to the student making the appeal. If the resolution to the student's grade appeal is not obtained through the above procedures, the Dean shall request a review of the student's appeal by the Academic Appeals Committee, comprised of two faculty in the SHSSS and two students. The Dean shall appoint two students, all of whom have voting privileges.

The Academic Appeals Committee and the Dean shall conduct an administrative hearing and shall review all pertinent information presented by the student, the faculty member and any others who may be called to assist the committee. The Dean shall preside and question but will not be a voting member of—or participate in--the deliberations or conclusions of the Academic Appeals Committee. The Dean will then review the ACC's recommendation and express a recommendation thereon. The Dean shall forward all materials concerning the appeal, including the committee's report and the Dean's opinion of that decision, to the Associate Vice-President of Academic Affairs.

The AVPAA will then review the report and endorse the committee's decision, reject the decision, or modify the decision. The Dean shall then notify the student and the faculty member of his/her decision concerning the appeal. If the Vice President for Academic Affairs agrees that a grade change is warranted, he/she shall notify the Dean of Admissions and Records as to the disposition of the student's grade. The opinion rendered by the Dean becomes final after two weeks from the date of the letter of his/her decision. Upon receipt of the Dean's decision concerning the grade appeal, either the student or faculty member may request reconsideration by the VPASA. The VPASA's decision is final.

APPEAL/GRIEVANCE PROCEDURE FOR VIOLATION OF ETHICAL/PROFESSIONAL CONDUCT

A student can appeal with a written statement to the MSW Program Coordinator within 14 days of the letter of notification from the MSW Program Admissions Committee. The statement must specify reasons for disagreement with the committee's decision and rationale for considering a different decision. The committee will then convene within 14 days of receipt of statement to review the appeal. The student initiating the appeal will be invited to address the 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 Chair of Department of Sociology and Social Work.

All Information regarding policies and procedures regarding terminating students from the MSW program for academic and/or professional performance is available in the MSW Program Handbook.

TRANSFER OF CREDITS

Transfer credit from other institutions will appear on the JSU transcript only if used to fulfill degree completion requirements.

The number of semester hours of graduate credit that may be transferred from a regionally accredited institution to JSU toward a graduate degree program is limited to the following maximums:

- Six (6) hours toward a 30-semester hour program;
 - Nine (9) hours toward a 33-semester hour program; and
 - Twelve (12) hours toward a program of 36 or more semester hours.
- The MSW program has implemented separate standards (see below)*

*The MSW Program will accept a limited number of transfer students each year. Transfer credits, up to 12 semester hours for 60-hour programs and up to 9 (9) hours for 39-hour programs, may be accepted, from a master's degree program accredited by the Council on Social Work Education, based on a review by the MSW Admissions Committee. (There is no guarantee that transfer hours will be accepted) Applicants must meet the following requirements:

- Admission requirements of the MSW Program and at Jacksonville State University;
- Follow the policy and procedures for the Office of Graduate Studies; and
- Within 30 days of notification of acceptance into the Program and prior to enrollment, the student must complete the steps required for assessing transfer credits.

Evaluation of transfer credit is made by the social work program admissions committee of the student's major and approved by the Director of Graduate Studies. A student intending to enroll at another institution and transfer a course to JSU, must receive approval of the course work prior to enrolling in the course to ensure the course will be accepted for inclusion in the student's program of study at JSU.

Transfer credit cannot be used to raise the GPA of JSU course work to the required minimum GPA of specified majors, teacher certification programs, or graduate certificate programs. The total amount of credit applied from a previously earned graduate degree at JSU and external transfer credit combined is limited to the same maximums as transfer credit that are specified in the Transfer of Graduate Credit section of this Bulletin.

Transfer credit must meet time limit requirements as stated under "Time Limit on Degree Completion." Any exceptions will be made by the Director of Graduate Studies.

There are two steps in the procedure for transferring credit. First, a student must complete a "Transfer Credit Request Form" listing the transfer course(s) and return the form to Graduate Studies. Second, the student must request that an official transcript from the institution at which the credit was earned be sent directly to Graduate Studies at JSU and supply the course description(s) for any course(s) listed for transfer. It is the responsibility of the student to ensure that the transcript has been received. The "Transfer Credit Request Form" is available from the office of Graduate Studies or online at <http://www.jsu.edu/graduate/student-resources/index.html>

The request for transfer of credit(s) must also be accompanied by an official copy of the graduate catalog from the institution at which the course(s) were taken that cover the year(s) the course(s) was/were taken. For each course for which transfer credit is requested:

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

TIME LIMIT ON DEGREE COMPLETION*

All graduate work toward a master's degree must be completed within a period of six calendar years which would include the summer term. Students in the MSW program must get approval from the MSW Program Coordinator for any extension of the program plan for which they were admitted. Any additional exceptions will be made by the Director of Graduate Studies.

HONOR AND CIVILITY

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. All devices that make noise must be turned off (cellular phones, pagers, personal stereos, etc.). Any student deemed disruptive by the professor will result in 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.

It is the policy of the School of Human Services and Social Sciences that 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.

SOCIAL WORK STUDENT EXPECTATIONS AND POLICIES

Social Work Program Professionalism Policy

Professionalism is a required attribute among social workers. Most importantly, professionalism is demonstrating 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 is contributing 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.

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 located within JSU and Social Work Resources Tabs.

Academic Honesty Policy

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing – presenting another person’s work as one’s own, having another person write one’s paper, making-up research data, presenting excuses which are untrue for failing to meet academic and professional) are a violation of social work values and ethics and University Policy which will entail appropriate penalties. Should students be found in violation of the JSU Academic Honesty Policy or other policies listed in this course outline, they may be subject to the procedures, of accusation, penalty, and appeal, as described in the JSU Student Handbook. <http://www.jsu.edu/studentaffairs/handbook.html> (Links to an external site.)Links to an external site.

Plagiarism Policy

Plagiarism will not be tolerated. Plagiarism is academic dishonesty and is an unacceptable activity at Jacksonville State University. Based on United States law, words and ideas are intellectual property and are protected from theft. ***Plagiarism is representing someone else’s ideas or work as your own original ideas or work.*** Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course or copying any part of someone else’s intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one’s own. Proper quoting, using strict APA formatting, is required, as described by the instructor.

Students must properly cite any quoted material. No paper, project, case analysis, or assignment may have more than 20% of its content quoted from another source.

Students who need assistance in learning to paraphrase should ask the instructor for guidance and consult the Student Learning Center.

This instructor employs plagiarism-detection software, through which all written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned in by students in the same and other classes in this and all previous terms. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation in the student's permanent file. Additional information can be found at http://www.jsu.edu/library/research/plagiarism_information.html (Links to an external site.)

Plagiarism encompasses many things and is by far the most common manifestation of academic fraud. For example, copying a passage straight from a book, a website, or any other source into a paper without using quotation marks and explicitly citing the source is plagiarism. Additionally, paraphrasing is plagiarism where you fail to cite your original source and, in some cases, where you fail to use quotation marks as well. It is very important that students properly acknowledge all ideas, work, and even distinctive words or phrases that are not their own.

All of the following are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Additionally, if you download a paper from the Internet and submit it as your own work or if you submit a paper you wrote and submitted in a previous class, you have committed acts of plagiarism.

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.)

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 follow this link: [JSU Student Privacy Policy \(Links to an external site.\)](#)Links to an external site.

Policy on Late Attendance and Absence from Class

The extent to which students are committed to their academic and professional responsibilities is reflected in their efforts to attend class regularly and on time. Students are expected to remain in class until official break and until the class session has officially ended. When circumstances prevent a student from meeting these responsibilities, the student is expected to give prior notice to the course instructor or present documentation that emergency circumstances prevented prior notice. Students who present a pattern of late attendance, frequent absence, early departure, or excessive interruptions during class will be referred to their faculty advisor for consultation and the respective program coordinator when a student presents such a pattern of late attendance and absence from class.

Social Work Class Attendance Policy

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 for 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.

Policy on Incomplete Grades

The grade of “Incomplete” or “I” may be assigned by an instructor if extreme circumstances prevent a student from completing course requirements, and only if the student is passing the course. The “I” grade does not immediately affect a student’s grade point average.

Completing the course requirements: The student is responsible for arranging to complete the remaining course requirements. One calendar year is allowed for completing the work. Grades of “I” will roll to “F” on the day grades are due in each term. Students should not register for the course again.

Once the student has completed all course requirements, the instructor submits a grade change to the Registrar’s Office for recording. The Registrar then notifies the student of the grade change. Failure to complete course requirements within the established time frame will result in a grade of “F” being assigned.

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

Unless otherwise specified by your instructor, papers are due at the beginning of the

class session. 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

Syllabi are designed to guide our learning in the courses, but they are 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 GradesFirst Communication System.

Students with Special Needs Policy

The Department of Sociology and Social Work accommodates students with disabilities, pursuant to federal and state law. Any student with a disability needing accommodation is asked to notify the professor at the beginning of the course. The Office of Disability Resources is located on the second floor of Houston Cole Library and is a resource for students needing accommodations and faculty needing assistance with accommodating a student's special needs. Students with disabilities are encouraged to contact DSS for information and individualized accommodations. [Disability Resources\(Links to an external site.\)](#)

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 student is expected to be courteous and respectful to their classmates and instructor. 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 the course assigned work may prevent 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 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.

Academic Honesty

In a University community, true knowledge can be gained only through honest means. All academic dishonesty is expressly prohibited. This policy is applicable for campus and distance learning activities. Students who violate this Academic Honesty Policy 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. Violations include BUT ARE NOT LIMITED TO, the following:

- A. 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.
- B. Copying or utilizing information from a paper of another student during an examination.
- C. 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.
- D. Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
- E. Selling or giving to another student unauthorized copies of tests or examinations or research assignments.
- F. 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.
- G. Falsifying class attendance.
- H. Falsifying reasons why a student did not attend a required class or take a scheduled examination.

- I. Taking an examination in the place of another student.
- J. Making unauthorized change in any reported grade or on an official academic report form.
- K. Unauthorized collaboration between two students on an examination, paper, or project.
- L. 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 acknowledgment of their true source.
- M. Making use of computing facilities in an academically dishonest manner.

The Department of Social Work maintains standard policies relating to Honesty, Attendance, Grading, and Written Work. Please consult the [JSU SW Student Handbook \(Links to an external site.\)](#) for this information. The Department also adheres to the University policy in regard to academic discipline: [JSU Student Handbook \(Links to an external site.\)](#). 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: [NASW Code of Ethics \(Links to an external site.\)](#)

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, pagers, personal stereos, etc.) Any student deemed disruptive by the professor will result in 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.

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 the 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.

Military-Connected Students Statement

The Office of Veteran Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions about Veteran Services 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

Sexual, gender, or any other type of harassment is not tolerated at JSU. JSU complies with federal law to provide appropriate and timely assistance to any student who has experienced or is experiencing any type of discriminatory or sexually harassing actions by any other student, faculty or staff, or any other persons on campus for any reason (such as various typical providers of services to the university that are not housed on campus or employed by JSU). This policy is detailed at the following website: <http://www.jsu.edu/studentaffairs/title-ix/index.html> (Links to an external site.), also found on the JSU Home Page, bottom right corner, labeled Title IX & Clery.

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.

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

The Student should first talk with the instructor and attempt to resolve the issue. If a satisfactory resolution is not reached, an appointment should be made to meet with the MSW Program Coordinator. This meeting should be scheduled within ten (10) days of the issue. If a satisfactory resolution is not reached, an appointment should be made to meet with the Department Chair of Sociology and Social Work. This meeting should be scheduled within ten (10) days of the decision made by the MSW Program Coordinator. If a satisfactory resolution is not reached, students have a right to appeal any academic decision to the Dean of the School of Human Services and Social Sciences or the Associate Vice-Provost for Academic Affairs.

Field Education

1. The student should first talk with the agency field instructor and attempt to resolve the issue. If a satisfactory resolution is not reached;
2. The student should meet with the Coordinator of Social Work Field Education. If a satisfactory resolution is not reached;
3. A meeting involving the concerned parties should be arranged with the MSW Program Coordinator. If a satisfactory resolution is not reached during this meeting;
4. An appointment to meet individually or as a group with the Department Chair of Sociology and Social Work should be made.

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

TERMINATION FROM THE PROGRAM

ACADEMIC REASONS

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

1. Academic probation or suspension may lead to termination from the MSW Program.
2. Students are not allowed to remain enrolled at JSU if they are placed on academic probation from failing 60 percent of their course work and are suspended when failing 60 percent of their course work the semester following their placement on academic probation.
3. A maximum of one social work course can be repeated. Achieving a "C" or below in more than two social work courses will result in dismissal from the MSW Program.
4. The Coordinator of Social Work Field Education determines the final grade for Field Practicum I & II (SW 570 and SW 571). Students receiving below a "C" in Field Instruction will not be allowed to continue in the MSW program and may be encouraged to change to a more appropriate major. Should the student desire to remain in the MSW Program, the application process to Field Practicum will resume with the Admissions Committee making the decision as to re-admission to Field Practicum.
5. 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 academic reasons.
6. Students terminated for academic reasons cannot appeal reinstatement based on academic performance.

Academic Honesty

In a University community, true knowledge can be gained only through honest means. All academic dishonesty is expressly prohibited. Violations include BUT ARE NOT LIMITED TO, the following actions:

1. 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.

2. Copying or utilizing information from a paper of another student during an examination.
3. 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.
4. Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
5. Selling or giving to another student unauthorized copies of tests or examinations or research assignments.
6. 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.
7. Falsifying class attendance.
8. Falsifying reasons why a student did not attend a required class or take a scheduled examination.
9. Taking an examination in the place of another student.
10. Making unauthorized change in any reported grade or on an official academic report form.
11. Unauthorized collaboration between two students on an examination, paper or project.
12. Plagiarism, which is the deliberate act of copying, writing or presenting as one's own information, ideas or phrasing of another person without proper acknowledgement of their true source.
13. Making use of computing facilities in an academically dishonest manner.

Note: Students may be found in violation of the Academic Honesty Policy through the academic grading procedure as long as notice and hearing are granted, and appeal is available and/or through the University Judicial System (See Judicial Procedures in the university student handbook).

B. NON-ACADEMIC TERMINATION

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 some cases, the student's academic advisor, along with members of the Admissions Committee, will meet regularly with the student in an attempt to alleviate a violation or condition. A contract or agreement for change may be developed with the student and monitored by the faculty advisor or Admissions Committee. Students completing or complying with such contracts may remain in the program. Students not completing or complying with contracts to alleviate conditions may be terminated from the program.

Students terminated from the program are provided written notice of that decision. In some cases, a student terminated from the program for non-academic reasons may re-apply for admission at a later date. The decision to readmit a previously terminated student will be made by the Admissions Committee.

Students may be denied admission to, placed on probation, or terminated from the MSW 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 fieldwork.
- Behavioral, personality, emotional, attitudinal, or personal issues or difficulties that interferes 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 field 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/practicum 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 Field Placement.

- Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student and their peers.
- Failure to abide by BSW and MSW Program policies and procedures
- Participation in class or practicum 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 field 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 academic reasons.

MSW PROGRAM NON-ACADEMIC TERMINATION APPEALS PROCESS

A student can appeal with a written statement to the MSW Program Coordinator within 14 days of the letter of notification from the MSW Program Admissions Committee. The statement must specify reasons for disagreement with the committee's decision and rationale for considering a different decision. The committee will convene within 14 days of receipt of statement to review the appeal. The student initiating the appeal will be invited to address the 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 School of Human Services and Social Sciences.

NONDISCRIMINATION

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.

STUDENT ORGANIZATIONS AND PROFESSIONAL AFFILIATIONS

Students are provided opportunities and encouraged to organize in their interests, first, through the Student Social Work Club (SSWC) and also the Phi Alpha Honor Society.

The SSWC participates in various on and off campus activities, including entertainment, service and learning programs. The SSWC also engages with other campus programs and organizations for shared activities and events. Officers are elected annually.

Phi Alpha Honor Society, the National Honor Society for Social Work Students, is an organization for master's level social work students who have demonstrated academic excellence. The purpose of Phi Alpha is to provide a closer bond among students of social work and promote humanitarian goals and ideas. 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 (<http://www.phialpha.org/>).

In addition, MSW students are required to be members of the following professional organizations:

- a) the National Association of Social Workers (decreased fee for students)
- b) the National Rural Social Work Caucus (free)

STUDENT SUCCESS POLICIES AND SERVICES

Introduction

The Division of Student Success plays a crucial role in your development as a student, and we offer an array of programs and services that are focused on your success. Take a moment to learn about the many resources available to you that will enhance your experiences and provide you with lasting memories. In addition, feel free to keep in touch with me through e-mail at tbking@jsu.edu, or stop by my office at 102 Angle Hall.

Dr. Timothy B. King
Vice Provost for Student Success
256-782-5020

Assistive Technology

Jacksonville State University excels in the availability of and access to technology to assist students who may have differing abilities in terms of learning processes. All JSU

students are provided access to the services provided through our Office of Disability Resources. All MSW students, regardless of program option have access to services through the Office of Disability Resources.

The mission of Department of Disability Resources at JSU is to ensure equal learning and opportunities for students, faculty, staff and guests with disabilities by increasing the capacity of Jacksonville State University to eliminate physical, programmatic, policy, informational and attitudinal barriers. We work to ensure access under federal and state statutes to University courses, programs, facilities, services and activities by providing or arranging reasonable accommodations, academic adjustments, auxiliary aids and services, training, consultation and technical assistance. Disability Resources provides reasonable accommodations through a variety of services and programs.

Accommodations may include:

- Exam Proctoring
- Special Testing Procedures
- Extended Time on Exams
- Priority Registration
- Interpreter Services (ASL)
- Captioning Services • Readers
- Note Takers
- Brailled Formats
- Enlarged Print Materials
- Alternative Formats

Assistive Technology Disability Resources Staff are also available to provide the following services:

- Academic Guidance
- Study Skills Instruction
- Presentations on Disability-Related Topics
- Consultation with Faculty or Staff on Working with Individuals with Disabilities
- Interpreting and Captioning Services for Campus Events
- Referral to the Alabama Department of Rehabilitation Services (ADRS)
- Information and Referral to Community and Campus Resources

Disability Resource Services
Houston Cole Library, 2nd Floor
700 Pelham Road North
Jacksonville, AL 36265
256-782-8380

Counseling Services
147 Trustee Circle
700 Pelham Road North
Jacksonville, AL 36265
256-782-5475

*after hours counselor can be contacted through UPD

TITLE IX GENDER-BASED AND SEXUAL MISCONDUCT POLICY**

Members of the Jacksonville State University (JSU) Community, guests and visitors have a right to be free from all forms of gender and sex-based discrimination, examples of which include, but are not limited to, acts of sexual violence, sexual harassment, domestic violence, dating violence, stalking, or discrimination based upon their gender, sexual orientation or gender identity, or retaliation for reporting the same. All members of the University community are expected to conduct themselves in a manner that does not infringe on the rights of others. JSU has a zero-tolerance policy for gender-based misconduct and will promptly investigate all allegations brought to the attention of University administrators. Where individuals are found to be in violation of this policy, appropriate sanctions will be imposed.

This policy has been developed to reaffirm the University's commitment to maintaining a safe campus community and to provide proper recourse for those individuals whose rights have been violated. The enforcement procedures utilized in implementing this policy balance the rights of victims, complainants, an accused and witnesses. As the JSU administration is currently structured, the University's Title IX Coordinator is responsible for implementation and application of this policy.

<http://www.jsu.edu/studentaffairs/title-ix/index.html>

Jennifer Argo
Title IX Coordinator
Angle Hall

256.782.5769
jlargo@jsu.edu

Safe Zone Plus

The purpose of the JSU safe zone project is to provide advocacy, guidance, and compassion for students who are experiencing problems, difficulties or crisis due to their sexual orientation, gender identity, being the victim of crime, hazing, bullying or sexual assault, and/or are the recipient of discrimination due to their mental health status, disability, race, religion, ethnic or national origin. Students can locate safe zone areas by locating a safe zone marker on the door of an advocate or through the safe zone membership section of this web site.

<http://www.jsu.edu/studentaffairs/safe-zone/index.html>

Sexual Misconduct, Discrimination and Harassment Grievance Procedures and Investigative Process

Students who wish to report a concern or complaint relating to discrimination, harassment or sexual misconduct may do so by reporting the concern to the JSU's Title IX Coordinator:

**301 Angle Hall
700 Pelham Road North
Jacksonville, AL 36265
256.782.5769
<http://www.jsu.edu/studentaffairs/title-ix/reporting-a-complaint.html>**

Resources

University Police Department

Salls Hall (next to Campus Inn Apartments)
Emergency 256.782.6000
256.782.5050
Dial 6000 or 5050 from any campus extension

Jacksonville Police Department

116 Ladiga Street SE
Jacksonville, AL 36265
256.435.6448

2nd Chance, Inc.

An organization dedicated to serving survivors of domestic violence and sexual assault
Crisis Line 256.236.7233

National Sexual Violence Crisis Hotline

1-800-656-HOPE (4673)

RMC/JSU Health Center

256-782-5310

<http://www.jsu.edu/studenthealth/>

Welcome to the RMC/JSU Health Center at Jacksonville State University. We are located at 1701 Pelham Rd. South. The RMC/JSU Health Center is a primary health care facility operated via a joint partnership with Northeast Alabama Regional Medical Center (RMC). The Health Center provides outpatient medical services as well as promotes preventive health measures to currently enrolled students, faculty, staff and currently active JSU Alumni. Clients are encouraged to make an appointment, but walk-ins are welcomed.

Services include:

- Primary Care
- Urgent Care
- Women's Health Care
- Men's Health Care
- Mental Health Screening
- Physicals
- Immunizations

- Allergy Injections
- Medication Management
- Laboratory
- Attention Deficit Hyperactivity Disorder (ADHD) Treatment
- Wellness Check-ups
- Health Fairs
- Radiology Services (off site)
- Rehab Services (off site)
- Referrals

Academic Support

The mission of the Office of Academic Enhancement and Tutoring Services is to support the University's mission by providing a variety of academic support services including objective based study halls, small group or individual tutoring, academic mentors, and academic enhancement workshops. The ultimate goal is to advance student learning through academic excellence for the purpose of educating students to be productive, responsible citizens and effective leaders.

Academic Center for Excellence
3rd Floor Theron Montgomery Building
256-782-8223
<http://www.jsu.edu/student-success/support/index.html>

Student Financial Services

107 Angle Hall
700 Pelham Road North
Jacksonville, AL 36265
256-782-5006
<http://www.jsu.edu/finaid/index.html>

ADMISSION TO FIELD INSTRUCTION

The Admissions Committee reviews the records of all social work students admitted to the MSW program regarding continued enrollment and readiness for Field Placement during the semester prior to enrollment in SW 570 and/or SW 571 (Field Placement). Action taken by the Admissions Committee regarding any student is reflected in the student's MSW file. Any information relevant to a student's continued enrollment may be placed in the student's MSW file by members of the faculty or staff.

Students 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 Field Instruction placements for social work students may require a criminal background check prior to agreeing to provide Field Instruction.
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.

Field Admission Procedures

Prior to the semester of anticipated Field Placement, students must attend an informational meeting where they will receive an application for Field Instruction. The student will complete the application and returns it to the Coordinator of Social Work Field Education. The application must be approved by the Admissions Committee before a student can participate in Field Instruction.

Following the informational meeting, students must meet individually with the Coordinator of Social Work Field Education 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 Field Instructor, and the Coordinator of Social Work Field Education will make a determination as to the appropriateness of the placement.

Eligibility Requirements for Field Instruction

Students applying for Field Instruction must meet the following criteria for admission to Field Instruction:

Students must be accepted to the MSW Program.

- Students must have a minimum GPA of 3.00 in practice courses and must meet all other academic requirements for the program.
- Students must adhere to a value system congruent with the National Association of Social Worker's (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.
- Students must have membership in NASW and must have malpractice insurance. Students must apply for membership in NASW, as well as, malpractice insurance in the semester prior to placement for Field Instruction. The Field Instruction Application Packet provided to students in the informational meeting(s) provide information on and applications for NASW membership and malpractice coverage.
- Student must have completed all courses required in the first semester generalist year for the MSW degree. Exceptions may occasionally be granted by the admissions committee on a case by case basis only due to extreme extenuating circumstances.

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

AGENDA	POINT OF CONTACT
1. Admission to MSW Program and successful completion of all pre-field requirements.	Program Secretary, 309 Brewer Hall
2. Application for Field: Part I, <i>Application</i>	Robyn Snider, Coordinator of Social Work Field Education, 311 Brewer Hall
3. Application for Field: Part II, <i>Personal Statement</i>	Robyn Snider, Coordinator of Social Work Field Education, 311 Brewer Hall
4. Complete resume.	Robyn Snider, Coordinator of Social Work Field Education, 311 Brewer Hall
5. Join NASW - Must be a member before sending for liability insurance.	Application Website: https://www.socialworkers.org/students
6. Purchase liability Insurance. Apply for insurance after you are accepted as a member of NASW.	Application Website: http://www.naswassurance.org/pli/students.php
7. Meet with Ms. Snider, Coordinator of Social Work Field Education after you receive course information from the Graduation Certification Specialist.	Robyn Snider, Coordinator of Social Work Field Education, 311 Brewer Hall
8. Application for Degree (second year/advanced standing only).	On-line – JSU Online Graduation Application-Steps to Apply http://www.isu.edu/registrar/graduation_procedures.html

The Appeals Process

Students denied admission to field instruction and are dissatisfied with the decision of the Field Admissions Committee have the right to appeal as set forth in this handbook.

APPENDICES

APPENDIX A: NASW Code of Ethics Summary

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. 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.

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. 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 130,000 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 700, Washington DC 20002-4241. Telephone is 202/408-8600, FAX 202/336-8311 and TTD 202/408-8396.
www.socialworkers.org/

APPENDIX B: Student Services

Counseling and Career Services. Counseling and Career Services offers personal, educational, and career counseling for JSU students. Personal counseling is conducted in a private setting under the strictest confidence. Counselors are available on an individual or group basis. Counseling and Career Services features a comprehensive career library, on-line computer resources for making vocational and educational decisions, and is the registration site for CLEP, ACT, GRE, MAT, and other examinations.

Counseling and Career Services provides employment assistance to graduating seniors and alumni through on-campus interviews, job listings, career fairs, referrals, computer resources, corporate information, and individual counseling. In addition, Counseling and Career Services coordinates programs for part-time, off-campus employment, internships, and cooperative education experiences. For information, call (256) 782-5481 or you can find them in Kenamer Hall.

Disability Resources. Disability Resources provides academic support services as required by Section 504/ADA, removing unfair barriers, and equalizing opportunities to otherwise qualified students. Disability Resources does provide additional programming for students who have sensory disabilities. Disability Resources works with faculty and staff to facilitate the student's integration into the academic community. For information, call (256) 782-8380 or you can find them on the second floor of Houston Cole Library.

RMC/JSU Health Center. Welcome to the RMC/JSU Health Center at Jacksonville State University. We are located 1701 Pelham Rd South. The RMC/JSU Health Center is a primary health care facility operated via a joint partnership with Northeast Alabama Regional Medical Center (RMC). The Health Center provides outpatient medical services as well as promotes preventive health measures to currently enrolled students, faculty, staff and currently active JSU Alumni. The Student Health Center is located between Sparkman Hall and Mason Hall. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m. Call for an appointment at (256) 782-5310.

Veteran Student Success Center. The goal of the new center is to increase veteran student enrollment, good academic standing, persistence and graduation rates. Assistance with financial aid and GI benefits, academic assistance and counseling services are just a few of the available resources. The VSS is located in Daugette Hall. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m. 256-782-5892.

Office of Graduate Studies
320 Angle Hall
700 Pelham Road North
Jacksonville, AL 36265
256-782-5348

Student Financial Services
107 Angle Hall
700 Pelham Road North
Jacksonville, AL 36265
256-782-5006

APPENDIX C: Phi Alpha Honor Society

A National Honor Society for Social Work Students

Purpose:

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.

APPENDIX D: MSW Student Social Work Club

Jacksonville State University National Association of Social Workers (NASW) Student Chapter

All social work students are strongly encouraged to join the National Association of Social Workers (NASW) Student Chapter. Participation provides many rewards. All members of the student chapter of NASW are also members of the national association. NASW is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. (<https://www.socialworkers.org/Membership/Membership-Benefits>)

The NASW Student Chapter at JSU is also an organization for students designed to facilitate faculty-student and student-student interaction with formal or informal gatherings in the pursuit of furthering their social work academic career, as well as, enhancing the social work program. Chapter officers and members may include meeting agenda items that focus on issues such as the MSW Curriculum, student affairs, etc., or they can focus on issues such as service-learning activities. This organization provides an outlet for students to get involved in program concerns, university concerns, or public/community issues, etc. The NASW Student Chapter also offers a chance to network with students and faculty from other colleges and universities, as well as, social work professionals.

Why should I join the NASW Student Chapter? The NASW Student Chapter also provides opportunities for formulating or modifying MSW program policies affecting academic or student affairs; service learning projects on and off campus, recreational and entertainment activities, making valuable social and professional connections and personal growth.

APPENDIX E: 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 F: Scholarship Information

JSU Scholarships

Website link to JSU scholarships:

<http://www.jsu.edu/finaid/scholarships/types.html>

NASW, Alabama Chapter-Torchbearer Scholarship

The NASW-AL Torchbearer Scholarship is awarded to students in a social work degree program who have demonstrated leadership, commitment to the field of social work, and the propensity to bear the torch to continue the legacy of our Alabama Social Work Pioneers.

Application Requirements:

- 1) Completed application form;
- 2) Proof of current membership to NASW;
- 3) Official school transcript; and
- 4) Scholarship Essay

Scholarship Information:

The Alabama Chapter of NASW will award one scholarship to an MSW student in the amount of \$500.00. Scholarship recipients will also receive a one-year paid membership to NASW and will have an opportunity to present their essay at the annual Social Work Advocacy Day event in Montgomery, AL.

Go to the NASW-AL website for further information: <http://www.naswal.org/>

APPENDIX G: Local Organizations and Social Work Resources

ASBSWE-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
Bureau of Clinical Laboratories

Bureau of Communicable Disease
Office of Emergency Medical Services
Center for Emergency Preparedness
Bureau of Environmental Services
Bureau of Family Health Services
Bureau of Financial Services
Bureau of Health Promotion and Chronic Disease
Bureau of Health Provider Standards
Center for Health Statistics
Bureau of Home and Community Services
Office of Human Resources
Bureau of Information Technology
Bureau of Professional and Support Services
Office of Program Integrity
Office of Radiation Control
County Health Department Services
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

<http://www.cswe.org/>

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-NATIONAL ASSOCIATION OF SOCIAL WORKERS

<https://www.socialworkers.org/>

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

<http://www.aswb.org/>

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.

APPENDIX H: 2015 CSWE Competencies

2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Generalist Social Work (Council on Social Work Education)

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

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

including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

Social workers:

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

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

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

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

Social workers:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:

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

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

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

Social workers:

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

APPENDIX I: Specialization Competencies

JSU Advanced Generalist Specialization Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers recognize and understand challenges to social justice and identify and implement evidence-based interventions designed to benefit the general welfare of society and/or those at risk for oppression (locally, nationally, and globally). They also understand that individual and/or social change is dependent on promoting and supporting the sustainability and well-being of people in their communities and the associated environment. Advanced generalist social workers understand the complex integration of knowledge, reasoning, values, and skills necessary to apply ethical principles to meet the unique challenges found in diverse communities. They also recognize that ethical and professional behaviors in practice includes the use self-reflection, self-regulation, supervision, consultation, and life-long learning to address biases that may influence personal and professional behaviors and to insure their skillset is current and effective. Advanced generalist social workers recognize, accept and respect the importance of self-determination and the dignity and worth of all persons.

Advanced Generalist Social Workers:

- Manage and model personal and professional values and boundaries as they affect the unique relationships and challenges inherent in smaller, as well as, diverse communities at multiple system levels through self-reflection and self-regulation;
- Promote and demonstrate a commitment to the social work practice and professional development through participation in professional relationships/partnerships, community engagement, and life-long learning;
- Apply ethical reasoning to address complex, multidimensional ethical challenges;
- Use supervision and consultation to guide professional judgement and behavior.

Competency 2: Engage Diversity and Difference in Practice

Advanced Generalist social workers understand human behavior and society and the function of culture from a strengths-based perspective that emphasizes how diversity and difference shape identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, geographic location, and tribal sovereign status. Advanced generalist social workers use research to understand the importance diversity and difference in the provision of culturally sensitive services. They understand the value of self-reflection and recognition of personal bias when practicing with diverse populations. Advanced generalist social workers understand practice in diverse communities of size and type, as well as, historical context leads to complex issues that may include poverty, health disparity, discrimination and oppression. They also understand that practice in small or rural communities may be impacted at the micro, mezzo, and macro levels due to access and availability of resources.

Advanced Generalist Social Workers:

- Communicate and demonstrate respect for equality, recognizing that stigma and privilege influences the perception of diversity and difference;
- Assess the cultural, spiritual, and/or ethnic values, beliefs and behaviors of diverse groups within the context of the client and/or system environment to shape interventions in practice;
- Utilize technology to develop coalitions and social networks to increase access to resources and information;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences with an emphasis on practice in smaller and non-urban communities.

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

Advanced generalist social workers understand that underserved areas and populations provide opportunities and challenges to meet the unique needs of individuals, families, groups, organizations and communities and to promote and advocate for justice. They understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. They understand that there are underserved and vulnerable populations in rural and smaller communities and their ethical obligation to advocate for human rights for persons in these communities. Advanced generalist social workers understand that policies related to social, economic and environmental justice impact clients and constituents differentially. They use knowledge of current and historical forms of oppression and discrimination to empower clients to equip them with knowledge and skills for well-being and sustainability. Advanced generalist social workers understand the complexities of dual relationships in rural and smaller communities. They use knowledge, skills, and values to guide planning and intervention for the advancement of human rights and social, economic, and environmental justice and recognize the varying types oppression within diverse communities

Advanced Generalist Social workers:

- Advocate for, as well as, educate individuals, families and groups in regard to empowerment on behalf of clients or with clients through direct intervention and/or coordination with others to promote human rights and well-being;
- Demonstrate leadership and advocacy within micro, mezzo, and macro systems to foster human rights and social, economic and environmental justice through collaboration with clients, colleagues, and constituencies; and
- Use research and analysis to understand and design planned change opportunities that address gaps, challenges, and/or lack of access or availability of resources and services within rural and smaller communities.

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

Advanced generalist social workers understand opportunities for quantitative and/or qualitative research at all levels of practice and the impact on planned change, intervention outcomes, policy outcomes and evaluation of practice. They know the principles of logic scientific inquiry, and culturally informed and ethical approaches to building knowledge. Advanced generalist social workers understand that new research-based knowledge is used to quantify social problems and develop appropriate and effective, evidence-based interventions. They understand that research findings influence all levels of agency and legislative policy, including government/community-funded programs, and that this may be more directly evident in smaller and rural communities that are likely to lack access to or availability of appropriate and necessary services to meet holistic well-being. Advanced generalist social workers understand that research skills include, but are not limited to, expertise with the application and integration of technology, including, database development and management, data analysis and simulation activities/research. They understand the importance of practice evaluation and collaboration with others to evaluate client services. Advanced generalist social workers understand the importance of conducting ethical forms of research in practice for the protection of human subjects.

Advanced Generalist Social Workers:

- Assess, critique and apply evidence-based practice theories and interventions in order to develop successful models of planned change at the micro, mezzo, and macro levels of practice; and
- Demonstrate cultural sensitivity, cultural competency, and awareness of diversity and difference when engaging in research activities to better protect for any risks that may exist for human subjects.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand that the human services delivery systems exist within a social and political context. They understand and evaluate local, state, federal, and global policies that affect social and economic well-being, fairness, sustainability, and equality. Advanced generalist social workers recognize the role policy plays in the development, funding and organization of human services and their role as social workers in engaging in policy practice to effect change for the betterment of society. They know the history and current structure of social policy and services, the role of policy in service delivery and the role of politics in policy development and implementation. Advanced generalist social workers implement agency policy and advocate for effective and ethical working environments. They recognize the importance of participating in community and/or interest groups formed to advance the needs of clients and constituencies, particularly underserved and vulnerable populations likely to reside in smaller and rural communities. Social workers strategically use various forms of media to inform the public about social issues and policies and potential options for policy change.

Advanced Generalist Social Workers:

- Identify and assess social policy at all levels, with emphasis on how policy impacts availability of services and access to services, as well as, service outcomes/well-being;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice, with emphasis on populations in rural, non-urban environments;
- Demonstrate leadership in communicating and advocating for policies reflective of socially just actions.

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

Advanced generalist social workers understand the significance of engagement in building relationships between and among individuals, families, groups, organizations, and communities. They seek to reinforce relationships at all levels of practice to encourage, establish, sustain, and improve the well-being of individuals, families, groups, organizations, and communities. Advanced generalist social workers understand, recognize, and analyze theoretical perspectives related to human behavior, interpersonal connectedness, intersecting roles, and person-in-environment context and apply this knowledge for planned change interventions based upon evidence-based practices. They value the personal characteristics and actions necessary to build successful relationships, including, but not limited to warmth, empathy, genuineness, active listening, and positive regard for others. Advanced generalist social workers understand the risk for dual relationships working in smaller and rural communities. They recognize how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

Advanced Generalist Social Workers:

- Apply strategies and culturally sensitive approaches to engage diverse clients and constituencies to advance practice effectiveness;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies in smaller and rural communities;
- Employ relationship building skills including empathy and respect for difference, to facilitate engagement with clients and constituencies.

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

Advanced Generalist social workers emphasize system interactions, person-in-environment, strengths-based approaches that include the use of evidence-based multi-modal and multi-theoretical approaches to assessment, actions and/or interventions. They understand that multidimensional, holistic assessment enables more directed interventions. They recognize the importance of interdisciplinary collaboration in the assessment process that may be more complex in smaller and rural communities. Advanced generalist social workers understand that personal experiences and self-reflection may affect assessment methods and decision-making. They understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diversity and difference. Advanced generalist social workers understand that assessment of individuals, families, groups, organizations, and communities, includes the inclusion and discernment of multiple sources of information. As part of the assessment process advanced generalist social workers recognize self-determination and dignity and worth of the person. They understand social, political, and economic history and socially constructed views and the context of clients and constituencies to help inform a strengths-based approach to practice.

Advanced Generalist Social Workers:

- Use or develop assessment tools or methods that use a strengths-based approach to collect and organize data and apply critical thinking to interpret information from diverse clients and constituencies;
- Conduct comprehensive assessments of the client system appropriate to practice context that recognizes diversity and difference within clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and communities in smaller and rural communities;
- Use data that has been collected, research knowledge, and client self-determination to select planned change/intervention options.

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

Advanced generalist social workers use critical analysis to apply knowledge of theoretical frameworks and research evidence to develop interventions emphasizing strengths-based perspectives, client self-determination, and empowerment for client well-being. They understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced generalist social workers understand the interconnection between the larger social environment and clients and constituencies in smaller and rural communities in the context of their practice and interventions. They are knowledgeable about and able to navigate complex environments and ethically respond to risks for dual relationships. The advanced generalist is innovative and creative and identifies or creates interventions to apply in ways that meet the needs of diverse clients and constituencies. The advanced generalist understands that barriers to client well-being in smaller and rural communities may require unique alternatives due to limited formal and/or informal resources. They understand successful outcomes for clients and constituencies may require leadership, networking, coalition building, mentoring, and teamwork, interdisciplinary cooperation and coordination. The advanced generalist social worker understands that professional, ethical practice in smaller and rural communities requires discernment of multiple roles and relationships as a community member. They practice purposefully and ethically with professional use of self and understand that practice interventions and actions are based upon client need, support systems and resources, research evidence, professional values, and law/policy.

Advanced Generalist Social Workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies with respect to diversity and difference in smaller and rural communities;
- Apply knowledge of human behavior and the social environment, person-in-environment, the strengths-based perspective, self-determination and other multidisciplinary theoretical frameworks within diverse communities and diverse populations;
- Promote the use of person-in-environment systems approach, self-determination and the strengths-based perspective for client well-being;
- Cooperatively design and implement practice interventions and actions to advance mutually developed goals.

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

Advanced generalist social workers understand the importance of continuous and responsive evaluation of programs and practices with and on behalf of diverse individuals, families, groups, organizations, and communities, especially in smaller and rural communities. They evaluate the effectiveness of interventions, programs, and policies and understand the importance of utilizing and analyzing multiple sources of information including, but not limited to, input from stakeholders, broader societal trends, and environmental factors. Advanced generalist social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. They recognize the importance of evaluating processes and outcomes to advance best practices in practice, policy advocacy and analysis, and service delivery effectiveness. Advanced generalist social workers value inter-professional partnerships for creating and implementing evaluation processes. They effectively analyze and communicate quantitative and qualitative findings and implications for improvement across micro, mezzo, and macro levels of practice and policy evaluation.

Advanced Generalist Social Workers:

- Plan, select, and conduct appropriate methods of evaluative activities on practice interventions and actions and critically interpret findings to continuously improve interventions, programs, and services;
- Evaluate planned interventions with client systems using approaches that are evidence-based, grounded in theory, and responsive to diverse clients and constituencies at the micro, mezzo, and macro levels of practice in smaller and rural communities;
- Evaluate the planned change process to guide service delivery, termination and/or future actions;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

APPENDIX J: Background Check Policy

JACKSONVILLE STATE UNIVERSITY MASTER OF SOCIAL WORK PROGRAM

POLICY ON BACKGROUND CHECKS AND DISCLOSURE

An increasing number of agencies require that students in the MSW program obtain and pass a background check, drug test and/or finger printing in order to participate in field placements (The Field Practicum courses 570 or 571). Consequently, students may be required to undergo a background check before beginning a field placement as part of the MSW 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 MSW program, including any pending criminal charges, convictions, and/or serious driving violations as they may prevent placement in the field. Failure to report any change in status will result in referral to the MSW Program Coordinator and may result in a delay in the student's ability to complete the MSW program and to graduate as planned.

Students must authorize release of the results of the background check to the field 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 field 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