STUDENT HANDBOOK

SCHOOL OF SOCIAL WORK

Andrew Young School of Policy Studies
GEORGIA STATE UNIVERSITY
Atlanta, GA (404) 413-1050
aysps.gsu.edu/socialwork

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http://aysps.gsu.edu/socialwork

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Dear Social Work Student:

Welcome to the School of Social Work at Georgia State University! Located in downtown Atlanta, our School is nestled between the state Capitol and the offices of several state, federal, and private human service agencies. Our downtown location allows our students easy access to the resources and tools necessary for initiating local and national partnerships. Our School is part of a vibrant, urban campus that offers many opportunities to be involved in the complex and important issues that are part of human service delivery.

Our School has offered an accredited BSW program since 1981 and we began our leading-edge MSW program with its sole concentration in Community Partnerships in 1998. Georgia State University’s School of Social Work has been preparing competent, effective social work professionals committed to practice that includes service to individuals and communities in need. Through classroom discussions and supervised internships with community-based organizations, students acquire the knowledge, values and skills needed to succeed in the social work field. Students graduate as leaders in social work, ready to maximize human potential and promote social and economic justice.

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

While the school will make every attempt to keep students informed of current policies and procedures, it is the responsibility of the student to keep updated regarding the GSU Student Code of Conduct, policies and procedures, academic requirements, and fees. This and other such information can be obtained online in the University’s Undergraduate and Graduate catalogues, and in the University’s student handbook, On Campus. Information is subject to change without notice.

We invite you to learn more about our degree programs, faculty members, student body, research areas and relationships to the community. Please visit our website at aysps.gsu.edu/socialwork. We are glad that you have selected Georgia State University School of Social Work for your social work education.

Sincerely,

Dr. Peter Lyons

Professor and Interim Director, School of Social Work
INTRODUCTION

School of Social Work Mission

The School of Social Work’s mission is:

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

The purpose of the social work profession is to promote human and community well-being guided by a person-in-environment framework, global perspective, respect for human diversity, and knowledge based on scientific inquiry. Social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally (Council on Social Work Education, 2015, EPAS, p. 5). To achieve competent social work practice, social work education is based upon a specific body of knowledge, values and professional skills grounded in the profession’s history and philosophy. The School of Social Work offers a Bachelor of Social Work degree (BSW), accredited by the Council on Social Work Education (CSWE). The BSW program mission is *to prepare students for generalist social work practice in a range of roles and services that deal with the existing and developing challenges that confront individuals, families, groups, and communities.* The School of Social Work also offers a Master of Social Work degree (MSW), accredited by CSWE. The MSW program mission is *to prepare students for social work leadership roles in the effort to solve, in partnership with others, the existing and developing challenges that confront communities and the people within these communities.*

Both the academic content of these programs and their administrative procedures are consistent with the accreditation standards of CSWE. The social work curriculum represents a highly developed plan of professional education that consistently emphasizes the interface between theory and practice.

The School of Social Work supports the philosophy that:

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

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

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

The **Director of the School of Social Work** is the administrative head of the School of Social Work. The Director is responsible for planning and coordinating the academic programs and instructional activities of the school, general supervisory responsibilities for the faculty and staff, advisement, committee assignments, recruitment, grant funding, and faculty and staff evaluations. The Director is administratively responsible to the Dean of the Andrew Young School of Policy Studies (AYSPS), and serves on the AYSPS executive committee and management team.

The **Director of the Master of Social Work (MSW) Program** is responsible for overseeing MSW enrollment, curriculum development and assessment, MSW outcome measures, and MSW program activities. The MSW Director, chair of the MSW Program Committee, assists with CSWE accreditation reports, resource-related decisions, and program development. The Program Director is administratively responsible to the Director of the School of Social Work.

The **Director of the Bachelor of Social Work (BSW) Program** is responsible for BSW enrollment, curriculum development and assessment, BSW outcome measures, general supervision and monitoring of undergraduate program activities, undergraduate student advisement, and retention. The BSW Director, chair of the BSW Program Committee, assists with CSWE accreditation reports and BSW budgetary matters, and sustains BSW program development. The BSW Program Director is administratively responsible to the Director of the School of Social Work.

The **Director of Online Programming** provides oversight of online options for the BSW and MSW programs. Assistance/consultation is provided to the BSW, MSW and Field Education directors regarding online student enrollment/retention practices and policies, curriculum development, online option branding/marketing, and option alignment with CSWE accreditation standards across programs. The Online Director also consults with university administration regarding online program operations and resources. The Online Program Director is administratively responsible to the Director of the School of Social Work.

The **Director of Field Education** oversees the School of Social Work’s Field Education office and is responsible for the overall administration of the field education component. This involves working with field supervisors, faculty members, and students. Tasks include placing social work students in field sites; establishing student orientation to field; setting field policies, procedures, and standards; developing field curriculum; evaluating field experiences; developing and facilitating field supervisor trainings; assessing potential field placement sites; and maintaining accreditation standards for field education. The Field Director is responsible for ensuring updated field education information is communicated to faculty, students, and agency-based field supervisors, and works collectively with program directors to ensure a smooth
operation of field education. The Director of Field Education is administratively responsible to the Director of the School of Social Work.

The **Director of Student, Program, and Community Services** is responsible for the student affairs of the school, including MSW recruitment and admissions, student orientation, registration and advisement, GRA selection, and student clubs. Responsibilities also include community outreach and managing logistics for the MSW Community Projects capstone course. The Director serves as a non-voting, policy administrator of the School’s Professional Review Committee. The Director of Student, Program, and Community Services is administratively responsible to the Director of the School and also works closely with degree program directors on all student-related issues.

The School has full-time faculty members who are responsible for development of curriculum, course instruction, research and scholarship, and service. The School employs part-time instructors for teaching social work courses as needed.

**Accreditation and Memberships**

Both the Bachelor and Master of Social Work Programs are fully accredited by the Council on Social Work Education (www.cswe.org).

The BSW Online Option received CSWE approval Spring, 2021.

The School holds membership in the Council on Social Work Education, National Association of Deans and Directors, Baccalaureate Program Directors Association, Non-Profit Resource Center, and the Association for Community Organization and Social Administration.

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**SCHOOL OF SOCIAL WORK FACULTY**


In addition to being educators of future social work professionals, the faculty is engaged in various service projects and active in community and professional organizations. Some of these organizations include the Gerontology Society of America, American Public Health Association, Georgia Child Abuse Task Force, Project Healthy Grandparents, United Way, National Association of Social Workers, and the Council on Social Work Education. External funding to support research projects and graduate research assistantships are ongoing.

Faculty Listing

Brian Bride, Ph.D. (University of Georgia), MSW (Florida State University), MPH (Harvard University)
Professor, School of Social Work
Primary research interests include behavioral health care, primary and secondary traumatic stress, health services research, HIV/AIDS, and workforce well-being.

Elizabeth L. Beck, Ph.D. (University of Pittsburgh), MSW (University of Pittsburgh)
Professor
Primary research interests include community partnerships and social movements, restorative justice, and community factors and the mitigation of capital sentences.

Frederick Brooks III, Ph.D. (University of Georgia), MSW (Tulane University)
Associate Professor
Primary research interests include poverty issues, community and labor organizing, and welfare reform.

Renanda Wood Dear, Ed.D., LMSW (University of Georgia)
Director of Field Education
Primary research interests include career development, neonatology and child and maternal health issues.

Nicholas Forge, Ph.D. (Fordham University), MSW (Georgia State University)
Clinical Associate Professor
Primary research interests include homelessness among LGBTQ youth and young adults, HIV/AIDS, and service provision and evaluation.

Jan Ivery, Ph.D. (Virginia Commonwealth University), MSW (University of Pittsburgh)
Associate Professor
Primary research interests include collaborative partnerships, HIV/AIDS, community organization and development, and capacity building.
Terri Lewinson, Ph.D. (University of Georgia), MSW (University of Georgia)
Associate Professor
Primary research interests include housing, home environments, and oncology social work practice.

Jan Ligon, Ph.D. (University of Georgia), MSW (University of Georgia)
Associate Professor
Primary research interests include mental health and substance abuse.

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

Peter Lyons, Ph.D. (State University of New York at Buffalo), M.Ed. (Victoria University)
Professor
Primary research interests include child welfare, leadership, and administration.

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

Kristie Seelman, Ph.D. (University of Denver), MSW (University of Denver)
Associate Professor & Director, BSW Program
Primary research focuses on improving settings and services for lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ+) people, LGBTQ+ health disparities across the life course, resiliency, and creating LGBTQ+ affirming policies.

Susan Snyder, Ph.D. (University of California), MSW (University of California)
Associate Professor
Research interests include child welfare.

Karen Watkins, Ph.D. (University of Georgia), MSW (New York University)
Clinical Assistant Professor
Research interests include caregiving in African American families and mental health and aging.

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

BACHELOR OF SOCIAL WORK PROGRAM

Mission and Goals

The mission of the BSW program: *to prepare students for generalist social work practice in a range of roles and services that deal with the existing and developing challenges that confront individuals, families, groups, and communities.*

With a focus on enhancing the social functioning of people, individually and collectively, and improving environmental conditions, the program supports the fundamental belief that social workers should be concerned about individuals, families, groups, organizations and communities in their interactions and encounters within their environments. The complexity of these interactions and encounters requires the application of social work knowledge, values and skills. The BSW program emphasizes a problem-solving approach that allows for a range of system interventions undergirded by application of the strengths perspective and the profession’s Code of Ethics.

To accomplish the mission of the BSW program, the School of Social Work has set forth these goals: (1) students will be able to think critically and communicate effectively in the application of social work knowledge, skills, and values to entry-level generalist practice; and (2) students will be able to engage in practice as entry-level generalist social workers.

BSW Program Competencies

There are nine competencies that inform the BSW curriculum that supports generalist practice. Each of these competencies has outcome behaviors that are accomplished through classroom learning and field education. These educational competencies and aligned behaviors are set forth by the Council on Social Work Education for all BSW programs. These nine competencies can be found here: [https://aysps.gsu.edu/download/bsw-competencies/?wpdmdl=6490647](https://aysps.gsu.edu/download/bsw-competencies/?wpdmdl=6490647)

BSW Program Curriculum

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

The BSW is a two-year curriculum, which follows four sequential semesters, and includes a field internship experience that involves 16 hours per week, during regular weekday, daytime, business hours. Classes are offered days and evenings, as well as in various modalities (online, in-person, and hybrid). We only start new BSW students in the fall semester.

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

BSW program information and curriculum is available at:

https://aysps.gsu.edu/program/social-work-bsw/.

Once the transfer and advisement process is done and all lower division courses are complete (Areas A-F – see F requirements below), students submit an online BSW Program application for review and consideration to be accepted as a student in the BSW program.

Please note that the Area F requirements for the BSW major are as follows:

- SW 2000 Introduction to Social Work (3) (Can be taken at GSU if not transferred in)
- Sociology: Any 1000 – 2000 level 3.0 credit Sociology course (3.0)
- Psychology: Any 1000 – 2000 level 3.0 credit Psychology course (3.0)
- Select additional elective credit courses from 1000 – 2000 level to complete 18.0 hours in Area F: (9.0)

Admission Requirements

The requirements and procedures for admission to Georgia State University are summarized in the University section of the Undergraduate Catalog (https://enrollment.gsu.edu/catalogs/). The undergraduate application process permits a potential student to indicate the college and intended major in which the individual wishes to register upon acceptance. Entering students who wish to
major in social work begin their affiliation with the School of Social Work in Exploratory Social Work status. A separate application and decision process is required before a student can be formally accepted into the Bachelor of Social Work major (BSW status). Please note: academic credit is not given for life experience and current or previous work experience.

Entry into the BSW program is a highly selective process on a space available basis. A student who meets only the minimum grade-point average or other criteria is not necessarily guaranteed acceptance. Some students who initially are denied entry may be placed on a competitive waiting list in the order of their initial application to await possible access to the program at a subsequent time. The Priority Deadline for the BSW applications status is June 1st. Applications submitted after June 1st will be considered on a space available basis.

The BSW application is available at: https://aysps.wufoo.com/forms/application-for-bachelor-of-social-work-program/

**Student Categories**

*Exploratory Social Work status* – includes all students admitted to Georgia State University who choose Social Work as their intended major. It is during Exploratory status that students complete the general core curriculum. Exploratory Social Work students should seek advisement through the Georgia State University Advisement Center and Andrew Young School of Policy Studies’ Office of Academic Assistance (OAA). Exploratory Social Work status does not guarantee admittance into the BSW program.

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

Consideration for BSW status requires the student to:

- Be in good standing at Georgia State with a minimum institutional GPA of 2.5;
- File a formal application in the school for BSW status;
- Have grades of C or higher in English 1101 and 1102;
- Have successfully completed Areas A through F (except for SW2000);
- Have a minimum grade point average of 2.5 in the lower-division courses necessary to complete Areas A through F and a minimum grade of C in SW 2000, if completed.
Full-Time and Part-Time BSW Students

The Bachelor of Social Work program is a 48-semester-hour academic program, which includes 12 semester hours of field education (16 clock hours per week in field placement plus field seminars), and 6 semester hours of social work (SW) electives. Students can complete the BSW program on either a full-time or part-time basis.

Full-time study – Full-time students can expect to complete their program of academic study in two years by following the sequential course of study provided by the advisor and/or BSW Program Director.

Part-time study – Part-time students can expect to complete the BSW program in three years or more (assuming completion of all required courses in the University’s core curriculum, areas A-F). Failure to complete required social work courses in sequence will likely delay program completion.

Program Options

GSU offers two different program options for BSW Students – Atlanta Campus and the Online Option. During the application process, potential BSW students indicate which of these two options is their top choice. Each incoming student is then assigned to a program option by the SSW admissions committee, based on the student’s application as well as space availability in each program option. All BSW students must reside in the state of Georgia while completing their degree, regardless of program option.

1. **Atlanta Campus** – students take courses on the GSU Atlanta campus. This program option includes courses that are offered in-person, hybrid, and/or online and filled on a first-come, first-serve registration basis. The Atlanta Campus option may require students to attend at least some courses in downtown Atlanta. Courses are offered at various times of day and evenings. Students should expect to take classes and formats as offered and available. Field placements for this option take place primarily in the Atlanta metro area.

2. **Online Option** – students take all BSW courses fully online. Classes for the online option may be offered in either synchronous (required, real-time online sessions) or asynchronous (no required, real-time online sessions) modalities. Students should expect to take classes and formats as offered and available. Field placement for this option will take place in the student’s local community in Georgia, as feasible.

In most cases, students are expected to complete their degree within the program option they were assigned upon BSW admission. Students are permitted to change program options in the following situations, which must be documented with the BSW Program Director and the Director of Student, Program & Community Services:
1. **Personal or family emergency** – student must provide documentation of the emergency and offer reasoning for the request to switch program options. Individual requests are approved on a seats-available basis. In such situations, approval for switching programs may be temporary, depending on the type of documentation provided.

2. **Military service** – students may request to switch options to better meet the student’s needs while on active duty. Individual requests are approved on a seats-available basis. Student must provide documentation of required military service that overlaps with the timeframe for BSW requirements.

3. **Faculty-initiated** – as part of the Professional Review Committee process, if social work faculty are concerned about a student’s academic performance, the Professional Review Committee can decide that a student be switched to a different BSW program option to better support the student’s academic needs.

**Academic Advisement**

It is important for all undergraduate students to receive the assistance of an academic advisor. Advisement staff and office locations vary by credit hours, last name, etc. Please see this link for additional information: [http://advisement.gsu.edu/](http://advisement.gsu.edu/)

**MASTER OF SOCIAL WORK PROGRAM**

**Mission and Goals**

The Master of Social Work program mission: *to prepare students for social work leadership roles in the effort to solve, in partnership with others, the existing and developing challenges that confront communities and the people within these communities.*

Community partnerships, grounded in a generalist practice framework, is the sole specialization of the MSW program. Students in the Community Partnerships specialization are educated to advance the needs and capacities of the total community by promoting social and economic justice and maximizing human potential. They are educated to commit themselves to addressing the life circumstances, such as poverty, violence, discrimination, and disparities in social, economic, and environmental justice that fall disproportionately on vulnerable groups and challenge the spirit of the entire community.

To accomplish the mission of the MSW program, the School of Social Work has set forth these goals: (1) students will be able to think critically and communicate effectively in the application of social work knowledge, skills, and values to community partnerships practice; and (2) students will be able to engage as social work leaders to build and strengthen communities.
MSW Program Competencies

There are nine competencies that inform both the generalist and the specialization curricula of the MSW program. Each of these competencies has outcome behaviors that are accomplished through classroom learning and field education. The competencies for the MSW generalist practice curriculum are set forth by the Council on Social Work Education. Link to the 1st-year MSW competencies here: https://aysps.gsu.edu/files/2016/06/BSW-MSW1-Competencies.pdf

The same nine competencies are applied to the Community Partnerships specialization; however, the competency description and aligned behaviors relate specifically to this unique specialization. Link to the 2nd-year MSW competencies here: https://aysps.gsu.edu/files/2019/09/2nd-Yr-MSW-Competencies-9-19.pdf

MSW Program Curriculum

The School of Social Work’s graduate program has one specialization: Community Partnerships. This program specialization is designed with the central purpose of preparing students for advanced practice in community work. It originates within a generalist practice framework that affords students the enriching qualities of the person-in-environment context undergirded by systems theory and a strengths-based model.

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

The MSW curriculum is divided into two parts: (1) the generalist practice framework and (2) the community partnerships specialization.

1st YEAR: Generalist Practice (30 semester hours)

The generalist practice year is intended to prepare students for social work practice with individuals, families, groups, organizations, and communities. The curriculum is designed to provide core knowledge, values, and skills for competent social work practice through the presentation of new advances in practice knowledge as well as the accumulated knowledge of social work education and the social work profession. The generalist practice year emphasizes a strengths perspective. The strengths perspective, that is, the principle that the social worker focuses on the assets, and not simply the deficits, of individuals, families, groups, organizations, and communities is stressed in the first year. Such content is reinforced in the Generalist Practice
Field Education I & II courses where it is expected that students apply classroom learning to micro, mezzo, and macro social work practice.

Students will be introduced to the community partnerships specialization as they explore the community as the lens through which the specialization is practiced. The course titled SW 7100—Foundations of Community Partnerships provides the fundamental core of the curriculum with its focus on community as the unit of analysis. Utilizing an ecological perspective, the community is defined as the system, with the subsystems of family, workplace, neighborhoods, and associations. The interdependent components emphasize diversity; social, economic, and environmental justice; and populations-at-risk. The supra system includes the larger environment, broader political entities, social institutions and vertical affiliations.

2nd YEAR: Community Partnerships Specialization (30 semester hours)

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

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

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

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

Strong, successful partnerships are built on meaningful principles. These principles include:
- The relationship between the partners should be characterized by trust, respect, and genuineness.
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• There should be clear communication between partners, with each taking the initial time to listen to each need, develop common language, and validate/clarify the meaning of terms.

• Roles, norms, and processes for the partnership should be established with the input of all partners. The focus should be on the positives and the strengths that each partner brings to the effort, on adaptability and flexibility, on different ways of knowing, and on celebrating success.

• There should be continual negotiation and re-evaluation of the partnership, with feedback to all partners having the goal of continuously improving the partnership and its outcomes.

• The partners need to acknowledge and understand that there are stages in the development of their relationships.

• There needs to be a shared mission and goals among the partners, with jointly agreed upon attainable and measurable outcomes.

• There needs to be commitment on the part of all partners.*

*Adapted from the Community-Campus Partnerships for Health

Community Partnerships Specialization: Skill Sets

The specialization of community partnerships builds on the professional foundation that establishes the community, rather than the individual, family or small group as the unit of analysis. The specialization year is organized around skill sets developed with the primary goal of creating competencies in students for the engagement, assessment, intervention, and evaluation of groups, organizations, and communities. The chart below outlines the six skill sets that inform the curriculum content of the specialization year:

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<th>SKILL</th>
<th>DEFINITION</th>
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<tr>
<td>COMMUNITY/ORGANIZATIONAL COMMUNICATIONS</td>
<td>The ability to apply a range of written, oral, and electronic modes of communication to build relationships; interact among groups, organizations, and communities; and support community partnerships intervention strategies.</td>
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<tr>
<td>COMMUNITY ASSESSMENT</td>
<td>The ability to identify and assess community needs and assets and contribute to the development of shared goals/outcomes.</td>
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<tr>
<td>FINANCIAL RESOURCE DEVELOPMENT</td>
<td>The ability to create resource development strategy and identify diverse funding sources.</td>
</tr>
<tr>
<td>COMMUNITY/ORGANIZATIONAL CAPACITY DEVELOPMENT</td>
<td>The ability to develop, monitor, strengthen, and/or evaluate organizational capacity and collaborative relationships that focus on building healthy communities.</td>
</tr>
<tr>
<td>LEADERSHIP &amp; MANAGEMENT</td>
<td>The ability to engage in leadership behaviors and to synthesize knowledge and skills in the management of projects, partnerships, and organizations.</td>
</tr>
<tr>
<td>RESEARCH &amp; EVALUATION</td>
<td>The ability to apply research methods in carrying out tasks and evaluating outcomes with groups, organizations and communities.</td>
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Community Partnerships Specialization: Overview

**MSW PROGRAM MISSION:**
To prepare students for social work leadership roles in the effort to solve, in partnership with others, the existing and developing challenges that confront communities and the people within these communities.

**EIGHT CORE SOCIAL WORK VALUES (NASW CODE OF ETHICS):**
Service  Social Justice  Dignity & Worth of the Individual  Importance of Human Relations  Integrity  Competence  Human Rights  Scientific Inquiry

**GENERALIST PRACTICE:**
Within the context of the profession’s purpose to promote human and community well-being (CSWE, 2015, p. 5) and supported by social work values, the generalist practice framework offers a broad focus on targeting change in partnerships with systems of any size – individuals, families, group, organizations, and communities.

**COMMUNITY PARTNERSHIPS SPECIALIZATION:**
Individual ➤ Society

Partnerships are defined as the association of principals who contribute resources in a joint venture sharing the benefits and risks of building communities. Community partnerships have the potential to advance the needs and capacities of the total community by promoting social and economic justice and maximizing human potential. This is accomplished through: (1) strengthening individuals and families;
(2) bridging and reinforcing relationships (a) within and among community groups, (b) among community agencies, and (c) between community groups and community agencies; and (3) creating new community resources.

Cooperation → Coordination → Collaboration

COMMUNITY FOCUS:
A community is a social unit based on common location, interest, identification, culture and/or activities. A community focus provides the foundational core of the community partnerships curriculum framed around:
Capacity Development  Social Planning/Policy  Advocacy  Social Administration

SKILL SETS:

| ~Community/Organizational Communications | ~Community/Organizational Capacity Development |
| ~Community Assessment                    | ~Leadership and Management                    |
| ~Financial Resource Development          | ~Research & Evaluation                         |

COMPETENCIES:
1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights & social, economic, and environmental justice
4. Engage in practice-informed research & research-informed practice
5. Engage in policy practice
6. Engage with groups, organizations, & communities
7. Assess groups, organizations, & communities
8. Intervene with groups, organizations, & communities
9. Evaluate practice with groups, organizations, & communities

MSW Social Work Electives/Graduate Certificates

Students must complete 6 credits of electives. One of these electives must be a social work elective. An additional elective may be taken in social work or another discipline. It is strongly recommended that the electives support the community partnerships specialization.

Students may choose to pursue a certificate program outside the School of Social Work. Link to certificate programs can be found on the “Programs of Study” links below. These certificate programs have separate admission requirements and processes. The student must inform the Director of Student, Program, and Community Services of acceptance into and the intent to pursue a certificate program outside the School of Social Work. If pursuing a certificate program, the student may use six (6) credits of this course work to fulfill the social work electives requirement with approval from the School of Social Work. Choosing to pursue a certificate, in addition to the MSW degree, may extend a student’s graduation date due to the schedule of course offerings required in the respective certificate program.
MSW curriculum and program information can be found in the graduate catalog: https://enrollment.gsu.edu/catalogs/ AND on the School of Social Work website: https://aysps.gsu.edu/social-work/.

**Programs of Study**

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

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

Link to MSW Full-Time Program of Study: https://aysps.gsu.edu/download/msw-full-time-overview/?wpdmdl=6492010

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

Link to MSW Part-Time Program of Study: https://aysps.gsu.edu/download/msw-part-time-overview/?wpdmdl=6492012

**Advanced Standing** – Only applicants who have graduated from an undergraduate social work program accredited by the Council on Social Work Education are eligible to apply for advanced standing status. The Bachelor of Social Work degree must have been earned within five (5) years of applying to the MSW program. Advanced Standing students will be admitted for the Summer session preceding the second year of the regular full-time program. Each advanced standing student will be required to complete nine credit hours, which includes one 3-credit elective during the Summer. The courses will support preparation for entering the specialization year and its advanced practice field education component in Community Partnerships.

Link to MSW Advanced-Standing Program of Study: https://aysps.gsu.edu/download/msw-advanced-standing-overview/?wpdmdl=6492008

**Transfer** – Transfer students will be evaluated on a case-by-case basis. Credits earned in another Master of Social Work program accredited by the Council on Social Work Education may be accepted toward Georgia State University’s School of Social Work requirements provided the
applicant meets admission requirements and that courses taken elsewhere are equivalent to the school’s required or elective courses. (The Andrew Young School of Policy Studies accepts a maximum of six semester transfer hours). Once admitted into the program all graduate credit hours must be completed at Georgia State University. Preference is given to students who have successfully completed one year which includes field placement from an accredited Master of Social Work program. Students wishing to transfer should contact the Director of Student, Program, and Community Services in order to obtain pre-admission advisement.

**Admission Requirements**

The School of Social Work welcomes applications from qualified individuals seeking admission into the MSW program who reflect the values identified in the mission of the Community Partnerships specialization. The school grants admission on the basis of the applicant’s academic record and personal qualifications. Admission into the program occurs only once a year in the Fall semester for full-time and part-time students, and in the Summer semester for advanced standing students. Graduate admissions information can be found here: [https://aysps.gsu.edu/admissions/](https://aysps.gsu.edu/admissions/).

The Priority Deadline for admission materials is February 1st; all applications submitted after February 1st will be considered on a space-available basis. Only completed applications will be considered for admission. The following are the minimum requirements for admission to the MSW program that must be completed prior to beginning the program:

- An undergraduate degree (all majors welcome) from an accredited college or university which should include satisfactory completion of one course in Statistics.

- A minimum of a 3.0 grade point average overall in all undergraduate work attempted or a 3.25 in the last 60 semester hours (3.25 overall for advanced standing) and a competitive score on the verbal and quantitative sections of the Graduate Record Exam (GRE waivers are available – check criteria at the above link re: admissions).

- Evidence that the applicant possesses the personal and professional qualities essential for the social work profession.

The decision to admit is contingent upon the applicant providing accurate and current information and updating this information as circumstances change. Acceptance into the MSW program depends upon enrollment limitations and size and academic quality of each year’s applicant pool. Meeting minimum requirements is not a guarantee of admission into the program. Please note that academic credit is not given for life experience and current or previous work experience.

**Academic Advisement**
Students in the Master of Social Work program are required to participate in academic advisement. Each entering MSW student is initially advised during orientation by the Director of Student, Program, and Community Services, who serves as the student’s academic advisor. The student is expected to have contact with the academic advisor at least once a semester during their course of study for the purpose of course selection, curriculum and program information, and to address any academic issues/concerns. as their advisor. MSW advisement appointments are scheduled throughout the year. Failure to complete required social work courses in sequence will likely delay completion of the program.

FIELD EDUCATION

Field education is an integral component of the BSW and MSW curricula. It involves the placement of social work students in educationally supervised agency settings. The primary purpose of field education is to enable students to integrate social work theory and practice through the direct application of social work knowledge, values, and skills. Field education provides opportunities to test and refine classroom learning in professional social work settings. There is a lab fee associated with field education to cover the costs of certified background checks, student liability insurance and field education materials. Additional field education information can be found on the School’s website at http://aysps.gsu.edu/social-work/

Bachelor of Social Work Field Education

Applying for Field Education

BSW students apply for field education only after all lower-division and prescribed social work courses and other requirements have been satisfactorily completed. Students enroll in field education for consecutive Fall-Spring semesters. For students beginning field education, applications must be turned in to the School of Social Work by the December 1st prior to the fall semester the student is planning to enter field. The field application and its instructions can be found on the School’s website. If a student fails to submit a completed online field application by the due date, the student may be unable to enter field education as outlined on the student’s advisement plan. Failure to follow the student’s prescribed advisement plan may also delay entry into field. All students must meet with their advisor to determine eligibility prior to applying for field education.

Field Education Requirements
BSW students must complete a minimum of 400 supervised hours of field education placement and are required to attend a classroom-based field integrative seminar as part of their field education. The purpose of the integrative seminar is to provide field education students a forum for the synthesizing of classroom learning with their agency-based field placement. SW 4500 and 4900 are designed as a two-semester sequence requiring 16-clock hours of field per week, Monday through Friday, during the day. The field education grade is a combination of the recommended field placement grade by the field supervisor and the field seminar grade by the faculty liaison. The faculty liaison is responsible for assessing the final grade.

**Master of Social Work Field Education**

**Applying for Field Education**

Part-time 1st-year students need to complete the appropriate field application and submit it to the School of Social Work by December 1st – prior to the fall semester the student is planning to enter field. Students who are applying for the 2nd-year community partnerships field placement must submit the appropriate field application (Deadline date: December 1st). All field applications and instructions can be found on the School’s website. If a student fails to submit a completed online field application by the due date, the student may not be able to enter field education as originally planned. Failure to follow the prescribed course sequencing may also delay entry into field.

**Field Education Requirements**

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

Foundation year MSW students must complete a minimum of 400 clock hours of supervised agency-based placement in a generalist setting. Foundation field education courses, SW 7500 and SW 7900, are designed as a continuum of two consecutive semesters. These courses provide a field experience that enables the social work student to integrate social work foundation knowledge, values, and skills with agency-based social work practice.
Specialization year MSW and Advanced Standing students must complete a minimum of 500 clock hours of supervised placement in a community-based practice setting. Specialization field education courses, SW 8500 and SW 8900 are designed as a continuum of two consecutive semesters. These courses provide a field education experience that enables the student to apply the knowledge, values, and skills of creating community partnerships. This experience incorporates a community-based field education placement and field integrative seminar.

**General Information**

- The School of Social Work acknowledges and appreciates the obligations students have to employers and/or families. However, the school cannot exempt students from the requirements of the program because of these obligations. Furthermore, BSW and MSW field placements cannot necessarily be arranged for weekends or evenings for students whose occupational, family or other obligations make it difficult to conform to standard field placement requirements. Students are encouraged early on to make arrangements with whomever necessary before enrolling in the program.

- Academic credit is not given for life experience and current or previous work experience.

- Students may not solicit field placement requests from community agencies/organizations.

- The School of Social Work recognizes that many students work full-time while attending school. In an effort to be responsive to this situation, the School offers the opportunity for students to develop and submit a proposal to have their place of employment serve as an employment-related field placement. The following policies and procedures must be followed:

1. A student can have only ONE employment-related placement for BSW/MSW field education credit, i.e., 1st-year: MSW generalist OR 2nd-year: MSW Community Partnerships specialization. Advanced-standing students cannot have employment-related field placements for both the BSW and MSW field placements.

2. A student cannot use one’s current position and tasks for the field placement. The field intern position and tasks must be different. In addition, the field supervisor cannot be the same person as the student’s work supervisor.

3. A student must submit a proposal to the Director of Field Education by the due date as determined by the field director. This proposal must include:
a. Description of current position and job tasks

b. Contact information for work supervisor

c. Description of proposed position and related job tasks as a field intern in your place of employment (use the appropriate IPP to inform your response)

d. Describe how you will complete the required weekly field placement hours over the two semesters. Some deviation may be approved using the December break, spring break, etc. to complete the required hours.

e. Contact information for proposed field supervisor

f. Acknowledgement from the proposed field supervisor that one is able to supervise the student and agrees to all field supervision requirements and responsibilities (on School’s website)

4. Each proposal will be reviewed and evaluated on a case-by-case basis. The Director of Field Education will make the final decision in each case.

5. The agency/organization must agree to the field placement site responsibilities and sign the School’s affiliation agreement (memorandum of understanding).

6. A student who volunteers in the community cannot use this volunteer experience or the agency/organization as a field placement.

**Attendance at Field Placement**

The field experience requirement is an opportunity for student to integrate and apply social work knowledge and skills. To maximize this learning experience, students are expected to:

- Attend placement according to the schedule established with the field educator at the start of placement;
- Arrive on time; and
- Stay for the full duration of each scheduled day

Students who need to take sick time during the field placement must make arrangements with their field instructor to make up the time they have missed. Students are responsible for promptly making up the missed hours. Make-up hours must be approved by both the field instructor and liaison. **All missed hours must be made up by the student in the semester they are missed. There are NO exceptions. A written make-up schedule will be based on the**
availability of substantive learning experiences as deemed appropriate by the field educator.

Students are expected to maintain a timesheet that accurately reflects the hours completed. This must be signed, on a weekly basis, by the field instructor and forwarded to the faculty liaison on the dates designated on the seminar syllabus.

*Students can be expected to travel up to one hour to an assigned agency if it is deemed necessary and appropriate by the Field Office to maximize the learning opportunities.

SCHOOL OF SOCIAL WORK POLICIES AND PROCEDURES

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

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

Code of Ethics

All students admitted into the BSW and the MSW programs are expected to read, understand and follow the National Association of Social Workers’ (NASW) Code of Ethics. This code provides a set of values, principles, and standards to guide conduct and decision making when interacting with clients and colleagues and for when ethical issues arise.

Link to the NASW Code of Ethics:


Review of Academic and Professional Standards

THE POLICY
Students admitted into the School of Social Work will be held by the academic standards including academic honesty set by the University, the Andrew Young School of Policy Studies (AYSPS), and the School. The University and AYSPS academic standards and policies are available online. In addition, students will be held accountable to the professional standards set by the School and the National Association of Social Workers.

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

A. Academic Competence

Bachelor of Social Work Students:

In order to graduate and maintain good academic standing, undergraduate students at GSU are required to maintain at least a grade point average of “C” (2.0) or better overall. Undergraduate students are required to maintain at least a grade of “C” or better in each of the social work courses that are contained in area G. Students who receive a grade of “D” or “F” in one or more core social work courses must meet with their academic advisor to determine next steps. Consequences may include, but are not limited to, the student: (1) being placed on scholastic warning; (2) taking a reduced course load; (3) retaking a course(s); and/or (4) being terminated from the BSW program (which would necessitate an academic review prior to termination). In addition to the possible outcome of termination from the BSW program, other outcomes may include, but are not limited to: (1) delayed entry into field education and (2) delay of graduation. Students who earn a “D” or “F” in retaking a core social work course may be terminated from the BSW program.

In order to graduate, each student admitted to the Bachelor of Social Work program in the Andrew Young School of Policy Studies must maintain a minimum of a 2.0 cumulative grade point average. A student whose cumulative grade point average falls below a 2.0 at the end of the semester will be placed on academic warning. The student will be notified of this standing by the Office of Academic Assistance. These regulations are detailed in the online Undergraduate Catalog.

Master of Social Work Students:
In order to graduate and maintain good academic standing, graduate students at GSU are required to maintain at least a grade point average of “B” (3.0) or better overall. Students who fall below the minimum standards will be placed on academic warning by the Andrew Young School of Policy Studies. The student will be notified of this standing by the Office of Academic Assistance. If an academic warning occurs the student has two academic semesters in which to bring one’s grades back up to standard before dismissal from the MSW program becomes an option. **However, a “D” or “F” grade in 6 or more semester hours will constitute an automatic dismissal from the program.**

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

The option to remediate a grade less than a “B” or to remediate a grade point average that falls below a 3.0 as determined by the PRC is available only once during a student’s matriculation in the MSW program. Remediation of a grade or grade point average does not automatically allow a student to continue in the program. After this option has been exercised, if a student earns another grade lower than a “B” or falls below a 3.0 grade point average, placing the student on a second scholastic warning, the student will be dismissed from the program.

Please note: Students must earn a "B" or better in field education in order to continue into the next semester's field education course. In field education courses, students with 5 or 6 semester hours of a final grade below a B- over the course of one semester will be subject to academic review. The same academic review policy and outcomes as outlined in this section will be followed. Depending on the outcome of the academic review, if a student is allowed to continue after earning less than a “B” in a 5 or 6 semester hour field course, that specific course must be retaken in the next semester in which it is offered. Before being allowed to retake field education, the student may be required to take an independent study course with a field component supervised by the Director of Field Education.

**B. Professional Competence**

**All Social Work Students:**

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

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

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

1. **Academic performance**: see above BSW and MSW academic competence criteria.

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

   - Lack of initiative to professional growth and development
   - Tardiness or absenteeism at the field placement
   - Failure to adhere to agency policies, standards, and guidelines
   - Lack of appropriate professional dress and appearance
   - Failure to enact appropriate behaviors with clients
   - Failure to meet project/task/assignment deadlines
   - Unwillingness to accept constructive feedback from the field supervisor and incorporate suggested adjustments
• Failure to exhibit maturity or learning readiness

• Failure to maintain professional boundaries with clients as well as agency staff/supervisors

• Failure to exhibit ethical behavior

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

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

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

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

7. **Student Social Media Conduct & Policy**: Social Media Conduct is not limited to Facebook, LinkedIn, Twitter, Instagram etc. It is important to note that what we do and say reflects directly on the University, the School of Social Work and you personally as a budding professional social worker. Please note that it is crucial that you think twice about posting negative comments about the university, the program, field placement agencies on any social media accounts. One thing to remember: Once it is out there, it is there regardless of how many restrictions you place on your social media accounts.
8. **Electronic Communication with Faculty**: Faculty members all have their own unique preference with regards to communication with students. It is imperative that you understand what form of communication works best for your particular faculty member whether that be iCollege or GSU email. Please remember to be professional when addressing faculty members in all communication just as you would with a future client or agency.

9. Failure to comply with the policies and procedures of Georgia State University and/or the Andrew Young School of Policy Studies and/or the School of Social Work and/or the field placement agency.

**Program Termination Policy**

Admission into the BSW or MSW program does not guarantee continuance as a Social Work student. A student may be terminated for the reasons as listed above under Academic Competence or Professional Competence. If there are academic/field performance issues related to "unprofessional behavior or ethical misconduct" and/or "personal problems," program termination will be considered.

**Review of Academic and Professional Standards**

**THE PROCESS**

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

At any step during the review process, direct intervention by the Professional Review Committee is an immediate option. If a problem involves egregious academic or professional incompetence as evidenced either in the courses or in field education, the student’s situation will be reviewed directly by the School’s PRC (step #3). The PRC will render a final decision on the case.

If a problem is identified, the steps outlined below shall be implemented:
1. The student will meet with and discuss the matter with the individual faculty member* who has identified the problem. The faculty member will attempt to resolve the matter through discussion. If warranted, the faculty member will make suggestions for performance objectives. Outcomes:

   (a) If the matter is resolved and performance objectives are warranted, they will be put in writing and copies distributed to the student, the Director of Student, Program, and Community Services and placed in the student’s file.

   (b) Review of the student’s progress will be monitored and documented. If the outlined performance objectives are not met, the Director of Student, Program, and Community Services may call a PRC meeting.

   (c) If the problems are not resolved, the student will proceed to step #2.

*The faculty member is only obligated to provide grades/feedback in meeting specific course requirements (assignments, tests, papers, field performance, etc.). In addition, the faculty member determines how grades/feedback will be given to students. Educational policies and standards are outlined in course syllabi, and the student is expected to adhere to such policies and standards. For the student, this involves meeting all course requirements, maintaining a professional demeanor, attendance and participation in the classroom and/or online, as outlined in each course syllabus. It is not the individual faculty member’s role to initiate discussion about individual class performance with the student. This supports the educational philosophy of respecting the college or graduate student as an adult learner with responsibility for one’s own academic performance.

2. If the matter is not resolved, it will be referred to the appropriate BSW or MSW Program Director. The Program Director will meet with and discuss the issue with the faculty member and the student to attempt to resolve the matter.

   (a) If the matter is resolved and performance objectives are warranted, they will be put in writing and copies distributed to the student, the Director of Student, Program, and Community Services and placed in the student’s file.

   (b) Review of the student’s progress will be monitored and documented. If the outlined performance objectives are not met, the Director of Student, Program and Community Services may call a PRC meeting.

   (c) If the matter is not resolved, the student will proceed to step #3.
3. If a student has completed the steps outlined above and the problem is not resolved, it will be taken up by the Professional Review Committee. This committee reviews an individual student's academic and professional performance and renders a decision.

During the process, it may become apparent that the student has decided not to continue the pursuit of a social work degree. The student may volunteer to withdraw at any time. If the PRC decides to dismiss a student from the program, the decision and reasons supporting the decision must be put in writing to the student, with copies to the respective program directors and Andrew Young School of Policy Studies Office of Academic Assistance for placement in the student’s file.

A decision made by the PRC may be appealed by the student, following the appropriate Andrew Young School of Policy Studies and Georgia State University procedures. If dismissed from the program: readmission is contingent upon review of the file; readmission is not guaranteed; and readmission may be denied.

**GSU Academic Honesty**

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

**Definitions and Examples**

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

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

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

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

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

**Multiple Submissions.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature. If students are referring back to their prior written work, they should cite and reference that prior work.

**Scholastic Discipline**
Good standing is defined as having the minimum cumulative Georgia State grade point average for the student’s academic standing. The scholastic discipline regulations will apply to students whose grades are not high enough to maintain good academic standing. Each student is responsible for understanding the scholastic discipline policy and for knowing how each semester’s grades affect one’s academic standing. These regulations can be found in the University’s Undergraduate or Graduate Catalog. The Office of Academic Assistance should be contacted anytime a student does not understand their academic standing. The office is located in the Andrew Young School of Policy Studies on the 1st floor of the Andrew Young School building at 14 Marietta Street SW.

**Termination Policy**

A student who falls below academic standards is notified that a Professional Review Committee will be constituted. The PRC committee will meet with the student to discuss consequences of poor academic performance. At this time, the student’s entire academic record will be evaluated. If possible, corrective actions will be discussed, such as withdrawing a Graduate Assistantship to concentrate on academic course work, reducing the number of credits enrolled, or withdrawing for a period of time. However, there are other situations where a student’s performance is beyond the possibility of remediation or corrective action, such as episodes of academic dishonesty or removal from internship sites. In these cases, the student will be terminated from the respective social work degree program. For BSW students in this situation, a change of major is considered if appropriate. **MSW students who are terminated for reasons of poor academic performance or professional performance may not apply for reinstatement.**

In all scenarios, these outcomes are discussed with the student at the PRC meeting. In addition, the Director Student, Program, and Community Services follows up with a letter of the PRC outcome to the student and a copy is sent to the Office of Academic Assistance for placement in the student’s permanent file.

**Withdrawal Policy**

Student Withdrawal from Classes, the Program and/or the University

A student who fails to meet the academic and professional standards of the School of Social Work may be administratively withdrawn from the University when in the judgment of the Dean of Students, the Director of the Counseling Center and/or the University physician, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which (a) poses a significant danger or threat of physical harm to the student or to the person or property of others or (b) causes the student to interfere with the rights of members of the University community or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the Student Conduct Code and Policies and other publications of the University.
Undergraduate students are allowed to withdraw with a grade of W a maximum of six times in their careers at Georgia State. If a student withdraws more than six times, the student will receive a grade of WF for the seventh, eighth, etc. withdrawal. Withdrawals taken before Fall 2006, hardship withdrawals, military withdrawals, withdrawals at other institutions, and withdrawals after the midpoint (where a grade of WF is automatically awarded) do not count against this limit. Students may DROP a course during the first week of class using GoSOLAR. Drops are not withdrawals. Courses dropped do not count against the W limit.

If the student wishes to withdraw voluntarily due to hardship reasons prior to or after a semester, the student must submit a formal letter to the Director of the School of Social Work with the understanding that there is no guarantee of reinstatement. A formal request letter of reinstatement must be submitted to the Director of the School. Failure to follow the proper procedures will result in re-application for admission into the School. All requests and decisions are made on a case-by-case basis, and may require students to adhere to revised program requirements or other stipulations related to the individual’s situation. For 1st -year MSW students, a maximum of four years between completing the first-year courses and beginning the second-year specialization is allowed; however, admission is not guaranteed and the student may be asked to take the summer bridge courses prior to admission into the second year of graduate study. Please note that a student seeking a hardship withdrawal during a semester must follow GSU policy for completing a hardship withdrawal. It cannot be granted by the School of Social Work.

Reinstatement

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

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

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

GSU deadline for submitting letter seeking re-admittance status:
- Fall Semester: February 1 (priority deadline)
  June 1 (regular deadline)
- Spring Semester: October 1 (priority deadline)
  November 1 (regular deadline)

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

**Student Appeals and Petitions**

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

The appeals procedures for students in the Andrew Young School of Policy Studies are available in the Office of Academic Assistance. The Student Appeals Policy and Procedure provides for an impartial review of a grading decision which cannot be resolved between the student and instructor. The Student Petition for Waiver provides students with the procedure to follow if they wish to petition for a waiver of established policy and procedure from curricular and/or programmatic requirements. All students may obtain assistance in interpretation of appeals policies and procedures in the Office of Academic Assistance.
GSU Student Regulations, Policies, and Code of Conduct

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

The Student Code of Conduct and Policies, the Regulations and Laws Regarding Drugs and Alcohol, and the information required by the Crime Awareness and Campus Security Act can be found in the student handbook.

Link to the GSU Student Handbook: https://studenthandbook.gsu.edu/.

Link to the GSU Code of Conduct: https://codeofconduct.gsu.edu/.

GENERAL ACADEMIC INFORMATION

Registration

Students log onto the university’s website and register through GoSOLAR via PAWS (https://paws.gsu.edu/). Registration appointment times are available online shortly before registration begins. For complete directions for registering online, visit www.gsu.edu/registrar/how_to_register.html

APA Style Requirement

The School of Social Work requires students to use the Publication Manual of the American Psychological Association (2020, 7th ed.) for written assignments in all social work courses. The Publication Manual provides rules and guidelines for formatting written material, tables, and references. Course instructors will specify which course assignments require the use of APA-style editing. Such assignments may include article reviews, research proposals or papers, annotated bibliographies, evaluation of practice papers, and critical thinking assignments.

Graduation

All candidates for a degree must file a formal application for graduation with the Graduation Office (231 Sparks Hall; 404-413-2600), in person or via the online application on PAWS. Every candidate for a degree from Georgia State University must apply for graduation at least two semesters before the one targeted for Commencement. This registration MUST TAKE PLACE through the Graduation Services. No graduation will be approved without prior registration. More information is available online at http://registrar.gsu.edu/graduation/.
Every candidate for graduation MUST be registered during the semester of completion of all graduation requirements.

**Class Standing**

Students are classified on the basis of earned academic semester hours as follows:
Freshman - fewer than 30 semester hours
Sophomore - 31 through 59 semester hours
Junior - 60 through 89 semester hours
Senior - 90 or more semester hours
Graduate - student who has been formally admitted to graduate status

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

**Grading System**

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

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

U  Unsatisfactory  This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic coursework. No credit will be given. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

**Cumulative Grade-point Average**

Determinations of scholastic standing are generally based upon a cumulative grade-point average which appears on each student’s permanent record. For undergraduate students, the cumulative grade-point average is calculated by dividing all hours carried at Georgia State University into total quality points earned. For graduate students, the cumulative grade-point average is calculated based upon all graduate courses taken at Georgia State University only. The symbols I, IP, W, S, and U do not have numerical equivalents and are not used in calculating grade-point averages.

The numerical equivalents for academic grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>90-96</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>88-89</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>86-87</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>80-85</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>78-79</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>76-77</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
SOCIAL WORK-RELATED SUPPORT SERVICES, ACTIVITIES AND AWARDS

Community Advisory Council

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

BSW Social Work CLUB (Can Lead Us Beyond)

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

MSW Bridge Builders

Bridge Builders is the graduate level social work club within the School of Social Work. Bridge Builders offers monthly events that bring together all MSW students through social and educational activities. The club partners with one social service agency each semester to participate in a group community service event. Activities primarily focus on career and professional opportunities within the field of Community Social Work. Bridge Builders also supports the undergraduate social work club and serves as a resource to the undergraduates as they explore graduate school possibilities.

Phi Alpha Honor Society- Omicron Gamma Chapter

The purpose of Phi Alpha Honor Society is 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.

Social Work Alumni Council

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

**National Association of Social Workers**

Students are encouraged to further their academic and professional development through student membership in NASW. Applications can be found in the School or by contacting NASW by phone 1-800-742-4089 or visit the website at www.socialworkers.org. The Georgia chapter of NASW can be reached by calling 678-538-9873 or email: contact.naswga@socialworkers.org.

**Social Work Awards**

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

**Diane B. Davis Social Work Award** was established by social work practitioners in state agencies to honor the memory of Diane Davis, a colleague who exemplified high standards of professional practice. The faculty selects a senior in the social work program who has a grade point average of 3.75 or higher and who has demonstrated a consistently high level of competency and creativity in social work.

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

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

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

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

**Scholarships, Financial Assistance and Other Financial Resources**
The University and Andrew Young School of Policy Studies offer various scholarships for enrolled, eligible students. Information can be obtained from the Office of Student Financial Aid. Information regarding departmental scholarships and graduate assistantships are available on the School of Social Work website. Students are also encouraged to contact the Office of Student Financial Aid to obtain additional information on Pell Grants and various federal loan programs.

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

**Title IV-E Child Welfare Education and Training Grants** are offered through a partnership between the School of Social Work, and the Georgia Department of Human Services. Interested students must be currently enrolled in either the BSW or MSW program, select a field placement in a public child welfare setting, and be committed to work in the area of public child welfare in exchange for receipt of financial assistance. Availability varies each year depending on annual funding (check the School’s website for updates).

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

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

**Information Systems and Technology Open Labs**

The university has four open access computer labs on the downtown campus. The labs all have Windows desktop computers connected to a local area network and laser printers. In addition, the main lab located in 109 Library South and the Arts and Humanities Computer Lab also contain Apple computers

https://technology.gsu.edu/technology-services/it-services/labs-and-classrooms/

http://technology.gsu.edu/technology-services/it-services/labs-and-classrooms/computer-labs/pantherprint/
Georgia State University Library

The Georgia State University Library contains over 1.5 million volumes, including nearly 300,000 electronic books, 28,000 electronic journals, and 2,800 periodicals and newspaper titles. Library hours can be found at: https://library.gsu.edu/about/library-hours/

http://library.gsu.edu/

UNIVERSITY RESOURCES

Please check GSU catalogues and/or your iCollege course pages for student resources.

Addresses and Telephone Numbers
Homepage: http://www.gsu.edu
University Telephone Information: (404) 413-2000
School of Social Work
55 Park Place, 5th Floor
Phone: (404) 413-1050
Fax: (404) 413-1075
e-mail: socialwork@gsu.edu

Office of Undergraduate Admissions
200 Sparks Hall
(404) 413-2500

Office of Student Financial Aid
227/228 Spark Hall
(404) 413-2600

Office of Disability Services (Access & Accommodations Center)
205 Student Center
(404) 413-1560 (Voice/TDD)

Health Services
141 Piedmont Ave, Suite D
(404) 413-1930

Office of the University Ombudsperson
215 One Park Place South
(404) 413-2510

Transportation and Parking
University Center, 2nd floor  
(404) 413-9500

Textbook Link  
http://www.efollett.com/

Welcome Center*  
100 Auburn Ave  
(404) 413-2063  
To Schedule a campus tour: https://undergradapply.gsu.edu/portal/atl-daily-tours

University Advising Center*  
* Academic advising for first years, sophomores, & juniors (< 90 credit hours), undergraduate transfer students, and Perimeter College transition applicants.  
https://advisement.gsu.edu/  
25 Park Place – 4th & 5th Floor  
(404) 413-2300  
Use the Navigate app: https://gsu.navigate.eab.com/app/#!/authentication/remote/

Office of Academic Assistance*  
* Academic advising for graduate students, seniors (90+ credit hours) & graduate admissions information  
Andrew Young School of Policy Studies  
14 Marietta Street NW, Suite G52  
Atlanta, GA 30303  
e-mail: AYSOAA@gsu.edu  
(404) 413-0021

University Housing  
75 Piedmont, Suite 110  
(404) 413-1800

Counseling & Testing Center  
Citizen’s Trust Building  
75 Piedmont Ave, N.E.  
Suite 200A - Counseling & Testing Center  
(404) 413-1640

University Bookstore  
66 Courtland Street  
(404) 413-9700

Campus Safety and Security  
http://safety.gsu.edu  
15 Edgewood Ave
Emergency: Dial 911
Campus police: (404) 413-3333
Non-emergencies & safety escorts: (404) 413-2100
Hearing impaired: (404) 413-3203
LiveSafe mobile app: https://safety.gsu.edu/livesafe/
CAREER OPPORTUNITIES IN SOCIAL WORK

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

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

<table>
<thead>
<tr>
<th>SOCIAL WORK CAREERS</th>
<th>RELATED FIELDS</th>
<th>EMPLOYERS</th>
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<tbody>
<tr>
<td>Aging/Gerontology</td>
<td>Advocacy and intervention</td>
<td>Hospital and medical centers</td>
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<td></td>
<td>Home health care</td>
<td>Nursing homes</td>
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<td></td>
<td>Geriatric Case Management</td>
<td>Senior centers</td>
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<td>Public Policy</td>
<td>Area agencies on aging</td>
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<td></td>
<td>Adult day care</td>
<td>Senior volunteer programs</td>
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<td>Family services</td>
<td>Senior housing facilities</td>
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<td>Information and referral</td>
<td>Mental health centers</td>
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<td>Family service agencies</td>
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<td>Employee assistance programs</td>
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<tr>
<td>Child Welfare</td>
<td>Family preservation</td>
<td>Adoption agencies</td>
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<td></td>
<td>Child day care</td>
<td>Child day care</td>
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<td></td>
<td>Child protection</td>
<td>Foster care agencies</td>
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<td></td>
<td>Family foster care</td>
<td>Family preservation agencies</td>
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<td></td>
<td>Group care</td>
<td>Public child welfare organizations</td>
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<td></td>
<td>Adoption</td>
<td>Private child welfare organizations</td>
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<td></td>
<td>Public welfare</td>
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<td></td>
<td>Advocacy and intervention</td>
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<tr>
<td>Public Welfare</td>
<td>Income maintenance</td>
<td>Public welfare agencies</td>
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<td></td>
<td>Adult protective service</td>
<td>Private social service agencies</td>
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<td></td>
<td>Housing services</td>
<td>Research institutes</td>
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<td>Supervision</td>
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<td>Management</td>
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<td>Administration</td>
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<td>Public policy</td>
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<td>Research</td>
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<tr>
<td></td>
<td>Clinical social work</td>
<td>Elementary and secondary</td>
</tr>
</tbody>
</table>
| School Social Work | pupil personnel services | | schools  
| | | | Special education placement offices  
| | | | Head start centers  
| | | | Counseling centers  
| | | | Early intervention programs  
| Justice/Corrections | Corrections  
| | | | Probation  
| | | | Forensics  
| | | | Youth services  
| | | | Parole  
| | | | Prisons  
| | | | Courts  
| | | | Police departments  
| | | | Victim assistance programs  
| Developmental Disabilities | Case management  
| | | | Planning  
| | | | Research  
| | | | Policy  
| | | | Program evaluation  
| | | | Management  
| | | | Community-based living arrangements  
| | | | State and local agencies  
| | | | Medical facilities  
| | | | Schools  
| Employment/Occupational Social Work | Clinical social work  
| | | | Alcohol and other drug abuse treatment  
| | | | Health and wellness education  
| | | | Grass roots organizing  
| | | | Corporations  
| | | | Business  
| | | | Employee assistance programs  
| | | | Labor unions  
| | | | Organizational development  
| Health Care | Hospital social work  
| | | | AIDS counseling/education  
| | | | Public health  
| | | | Hospice  
| | | | counseling/management  
| | | | Home health care  
| | | | Case management  
| | | | Discharge planning  
| | | | Maternal and child health  
| | | | Physical rehabilitation  
| | | | Chemical dependency  
| | | | Disease prevention and health promotion  
| | | | Health maintenance organizations  
| | | | Nursing homes  
| | | | Hospitals  
| | | | Clinics  
| | | | Hospice  
| | | | Group homes  
| Mental Health/Clinical Social Work | Alcohol & other drug abuse treatment  
| | | | Individual & family psychotherapy and counseling  
| | | | Grief counseling  
| | | | Victim services  
| | | | Community mental health centers  
| | | | Psychiatric hospitals  
| | | | Residential treatment centers  
| | | | Partial (day treatment) hospitals  
| | | | Managed mental health  

| Community Organization | Corrections  
Aging  
Child welfare  
Developmental disabilities  
Health care  
Group work & therapy | programs  
Employee assistance programs  
Schools  
Family service agencies |
| --- | --- |
| Community Organization | Community development  
Social planning  
Program development  
Community education  
Grassroots organizing  
Consumer advocacy  
Voter registration  
Economic development  
Politics  
Group work  
Neighborhood organizing | Advocacy organizations  
Development corporations  
Community action agencies  
Neighborhood & community centers  
Local, state, and federal governments  
Associations |
| International Social Work | Social development  
Community development/organization  
Group work  
Advocacy  
Social planning/development  
International adoption  
Technology transfer  
Family planning  
Child welfare  
Health and mental health  
Post-traumatic stress  
Substance abuse  
Management  
Social policy  
Employment services  
Refugee services | International aid organizations  
Relief organizations  
International human right agencies  
Refugee relief agencies |
| Management/ Administration | Planning  
Policy  
Organization  
Development  
Advocacy | Family service agencies  
Child welfare agencies  
Social service agencies  
School pupil personnel departments  
Area agencies on aging  
State mental health departments  
Employee assistance programs  
Probation departments  
HealthPublic welfare agencies |
| Policy and Planning | Community development  
| Community organization  
| Health care management  
| Management  
| Administration  
| Political organizing  
| Government relations  
| Advocacy | Public interest groups  
| Local, state, and federal government  
| Voluntary health and welfare councils  
| Advocacy organizations  
| Development corporations  
| Trade associations  
| Administrative agencies |
| Politics | Campaign management  
| Community organization  
| Advocacy  
| Government relations  
| Social policy | Political campaigns  
| Political parties  
| Political organizations  
| Associations  
| Government agencies  
| Advocacy groups |
| Research | Planning  
| Policy  
| Community development  
| Advocacy  
| Social planning  
| Program development  
| Economic development  
| Politics | Colleges and universities  
| Research institutes  
| Associations  
| Advocacy organizations  
| Development corporations  
| Local, state, and federal governments |