

STUDENT HANDBOOK

SCHOOL OF SOCIAL WORK

Andrew Young School of Policy Studies

GEORGIA STATE UNIVERSITY

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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. Brian Bride

Professor and Director, School of Social Work

INTRODUCTION

School of Social Work Mission

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

The purpose of the social work profession is to promote human and community well-being guided by a person and environment construct, 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 (Council on Social Work Education, 2008, EPAS, p. 1). 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 also 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, general supervision and monitoring of undergraduate program activities, undergraduate student advisement, and retention. The BSW Director also assists the School Director 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 Field Education** is responsible for the overall administration of the field education component for the School of Social Work. This involves working with field supervisors, faculty members, and students. Tasks include placing social work students in field sites; establishing student orientation to field; setting field policies, procedures, and standards; developing field curriculum; evaluating field experiences; developing and facilitating field supervisor trainings; 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 and Community Services** is responsible for the student affairs of the school. Responsibilities include chairing the MSW Admissions Committee, new student orientation, securing additional financial assistance for students, assisting students with job searches, serving as the faculty advisor for all social work clubs and creating and distributing school recruitment and application materials. The Director of Student and Community Services serves as a non-voting, policy administrator of the School's Professional Review Committee. The Director of Student and Community Services is administratively responsible to the Director of the School and also works collectively with degree program directors for 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.

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

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

SCHOOL OF SOCIAL WORK FACULTY

The Social Work faculty at Georgia State University is a group of individuals committed to educating competent future social work professionals, conducting relevant research and serving the community. They have articles and studies published in such journals as *Journal of Social Work Education*, *Journal of Human Behavior in the Social Environment*, *Journal of Gerontological Social Work*, *Journal of Offender Rehabilitation*, *International Social Work*, *Journal of Applied Social Sciences*, *Research in Social Work Practice*, *Health and Social Work*, *Journal of Social Service Research*, *Child Welfare*. Faculty members present research papers at various conferences including the Council on Social Work Education, National Association of Social Workers, Baccalaureate Program Directors Association, and Society for Social Work and Research.

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, Jewish Family and Career Services, 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.

Brian Bride, Ph. D. (University of Georgia), MSW (Florida State University), MPH (Harvard University)

Professor & Director, 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, LMSW (University of Georgia)

Director of Student and Community Services

Primary research interests include career development, neonatology and child and maternal health issues.

Nicholas Forge, Ph.D. (Fordham University), MSW (Georgia State University)

Clinical Assistant Professor

Primary research interests include homelessness among LGBTQ youth and young adults, HIV/AIDS, and service provision and evaluation.

Bernice Liddie-Hamilton, Ph.D. (Fordham University), M.S. (Columbia University)
Clinical Associate Professor & Director, Field Education

Primary research interests include ethics in social work practice and child welfare.

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.

Debra Klausner, LCSW (University of Georgia)
Lecturer

Primary research interest is program development and implementation; clinical practice and supervision in both community-based and residential private and non-profit settings; fundraising and development for non-profit child welfare agencies; community outreach and advocacy for social justice issues.

Nancy P. Kropf, Ph.D. (Virginia Commonwealth University), MSW (Michigan State University)

Associate Dean of Research and Strategic Initiatives, AYSPS and Professor of Social Work
Primary research interests include late life caregiving relationships, evidence based practice with older adults, and gerontological social work education.

Terri Lewinson, Ph.D. (University of Georgia), MSW (University of Georgia)
Assistant 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 & Director, BSW Program

Primary research interests include mental health and substance abuse.

Jill L. Littrell, Ph.D. (Arizona State University), M.S.S.W. (University of Wisconsin at Madison)

Associate Professor

Primary research interests include psychopathology, substance abuse, and the relationship between emotional vicissitudes and health statuses of those who are HIV positive.

Peter Lyons, Ph.D. (State University of New York at Buffalo), M.Ed. (Victoria University)
Associate Provost for Institutional Effectiveness and Professor of Social Work

Primary research interests include child welfare and administration & management.

Robin Hartinger-Saunders, Ph.D. (State University of New York at Buffalo), MSW (State University of New York at Buffalo)

Assistant Professor

Research interests include child welfare; violent youth; neighborhood, family and peer factors as predictors of offending behavior in youth; collaborative partnerships, and the use of online technology in social work practice and social work education.

Lionel D. Scott, Jr., Ph.D. (Ohio State), MSW (Boston University)

Associate Professor & 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)

Assistant Professor

Primary research focuses on improving settings and services for lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) people and addressing structural oppression.

Carol Smith, MSW (Valdosta State University)

Academic Professional

Primary research interest is 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.

Mindy R. Wertheimer, Ph.D. (Georgia State University), M.S. Social Work (Columbia University)

Clinical Professor & Director, MSW Program

Primary research interests include social work education, curriculum development, educational leadership, nonprofit board development and governance issues, and role of the nonprofit board chair.

Deborah Whitley, Ph.D. (University of Pittsburgh), M.P.H. (University of Pittsburgh), M.S.S.A. (Case Western Reserve University)

Associate Professor & Director, National Center on Grandparents Raising Grandchildren

Primary research interests include social welfare policy & welfare reform, and child welfare with special emphasis in inter-generational caregiving.

James L. Wolk, D.S.W. (Tulane University), MSW (University of Missouri at Columbia), M.P.A. (California State University at Fullerton)

Professor Emeritus of Social Work

Primary research interests include social work practice, substance abuse and program evaluation.

BACHELOR OF SOCIAL WORK PROGRAM

Mission and Goals

The mission of the BSW program is to prepare 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 social work program emphasizes a problem-solving approach that allows for a range of system interventions undergirded by application of the strengths perspective and the profession's Code of Ethics.

To accomplish the mission of the BSW program, the School of Social Work has set forth these 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 practice as entry-level generalist social workers.

BSW Program Competencies

The following ten competencies provide the structure for the undergraduate social work curriculum:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Admission Requirements

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

BSW applications are available on the School's website.

Student Categories

Pre-Social Work (PSW) status – includes all students admitted to Georgia State University who choose Social Work as their intended major. It is during PSW status that students complete the general core curriculum. PSW students should seek advisement through the Georgia State University Advisement Center and Andrew Young School of Policy Studies' Office of Academic Assistance (OAA). PSW 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:

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

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 1. Applications submitted after June 1st will be considered on a space available basis. *Please note that academic credit is not given for life experience and current or previous work experience.

Programs of Study

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

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

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

Academic Advisement

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/>

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 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.

Curriculum for Bachelor of Social Work

BSW program information and curriculum is available at:
<http://aysps.gsu.edu/socialwork/bachelor-of-social-work>.

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:

- ANTH 1102 Introduction to Anthropology (3)
- ECON 2105 Principles of Macroeconomics (3)
- MATH 1070 Elementary Statistics (3)
- PSYC 1101 Introduction to General Psychology (3)
- SOCI 1101 Introduction to Sociology (3)
- SW 2000 Introduction to Social Work (3) (Can be taken at GSU if not transferred in)

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 at both our downtown and *Alpharetta campuses. We only start new BSW students in the fall semester.

***Alpharetta Campus:** The eight core BSW courses that are required in the Junior year are now available at our Alpharetta campus. Free parking. Alpharetta Campus Info:
<http://aysps.gsu.edu/socialwork/news/social-work-courses-alpharetta-center>.

MASTER OF SOCIAL WORK PROGRAM

Mission and Goals

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

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

The following ten competencies provide the structure for the graduate social work curriculum:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. a. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. [1st year MSW]

- b. Engage, assess, intervene, and evaluate with groups, organizations, and communities.
[2nd year MSW]

Skill Sets

The concentration 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 concentration year is organized around skill sets developed with the primary goal of creating competencies in students for the assessment, development, maintenance, and evaluation of community partnerships. The chart below outlines the six skill sets for the second year.

<i>SKILL</i>	<i>DEFINITION</i>
COMMUNITY/ ORGANIZATIONAL COMMUNICATIONS	The ability to apply a range of written, oral, and electronic modes of communication in relationship-building and interactions among groups, organizations, and communities.
COMMUNITY ASSESSMENT	The ability to identify and assess community needs and assets and contribute to the development of shared goals/outcomes.
FINANCIAL RESOURCE DEVELOPMENT	The ability to create resource development strategy and identify diverse funding sources.
COMMUNITY/ ORGANIZATIONAL DEVELOPMENT	The ability to develop, monitor, strengthen, and/or evaluate collaborative relationships that focus on building healthy communities.
LEADERSHIP & MANAGEMENT	The ability to engage in leadership behaviors and to synthesize knowledge and skills in the management of projects, partnerships, and organizations.
RESEARCH, EVALUATION & TECHNOLOGY	The ability to apply research methods and technological processes in evaluating work with organizations and communities.

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 concentration. The school grants admission on the basis of the applicant's academic record and personal qualifications. Admission into the program occurs only once a year in the Fall semester for full-time and part-time students, and in the Summer semester for advanced standing students. The Priority Deadline for admission materials is February 15th; all applications submitted after February 15th will be considered on a space-available basis. Only completed applications, which includes the GRE (Graduate Record Exam), will be considered for admission. The following are the minimum requirements for admission to the 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.
- Historically, the majority of our applicants have at least a minimum combined score of 800 or better on the Verbal and Quantitative sections of the Graduate Records Exam (GRE) taken prior to August 2011 and a 310 on the Graduate Records Exam (GRE) after August 2011.
- Evidence that the applicant possesses the personal and professional qualities essential for the social work profession.

An applicant should submit credentials following the instructions on the official Andrew Young School of Policy Studies Application for Graduate Study as well as the supplemental School of Social Work application for admission. The following items should be included in the application packet:

- The completed Application for Graduate Study for the Andrew Young School of Policy Studies.
- The \$50 application fee.
- The supplemental social work admission application and statement of purpose.

- Two official copies of all undergraduate transcripts in sealed envelopes.
- Three letters of recommendation.
- Residency Information Sheet; this form should be filled out and submitted regardless of residency status.
- For international students who earned their undergraduate degree outside of the United States, an evaluation of foreign educational credentials by an independent evaluation service (information available in the Andrew Young School of Policy Studies Office of Academic Assistance).

The decision to admit is contingent upon the applicant providing accurate and current information and updating this information as circumstances change. Acceptance into the 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.

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.

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 three classes a semester with the second year requiring courses in the summer. They will have the option 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).

Advanced Standing – Only applicants who have graduated from an undergraduate social work program accredited by the Council on Social Work Education are eligible to apply for advanced standing status. The Bachelor of Social Work degree must have been earned within five years of

applying to the 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 three credit elective during the Summer. The courses will support preparation for entering the concentration year and its advanced practice field education component in Community Partnerships.

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 of an accredited Master of Social Work program. Students wishing to transfer should contact the Director of Student and Community Services in order to obtain pre-admission advisement.

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 & Community Services, who serves as the student’s academic advisor. The student is expected to meet with the academic advisor at least once a semester for the purpose of course selection, curriculum and program information, and beginning or enhancing acculturation to the field of social work. During the second year of full-time matriculation students will remain with the Director of Student and Community Services as their advisor. The student is expected to meet with the advisor at least once each semester for the purpose of academic and career planning and development, graduation audit checks, and for sequencing course selections in accordance with school procedures. MSW advisement appointments are scheduled only during Fall and Spring semesters, so students are expected to plan accordingly. Failure to complete required social work courses in sequence will likely delay completion of the program.

MSW Program Curriculum

The School of Social Work’s graduate program has one concentration: Community Partnerships. This program concentration is designed with the central purpose of preparing students for advanced practice in community work. It originates within a generalist practice foundation 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 professional foundation content and (2) the community partnerships concentration.

1st YEAR: Professional Foundation (30 semester hours)

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

The professional foundation provides core knowledge for competent social work practice through the presentation of new advances in practice knowledge as well as the accumulated knowledge of social work education and the social work profession. The foundation year focuses on a generalist social work practice from 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 foundation year. The generalist practice focus is the basis for course content (knowledge, skills, and professional values) that covers practice with individuals, families, groups, organizations, and communities using a problem-solving model. Such content is reinforced in the Foundation Field Education I & II courses where it is expected that students apply classroom learning to micro, mezzo, and macro social work practice.

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

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

Social work practice occurs in the context of communities where partnerships are developed for promoting social and economic justice and maximizing human potential. Community is defined as a social unit based on common location, interest, identification, culture and/or activities. Partnership is defined as the association of principals who contribute resources in a joint venture

sharing the benefits and risks of building communities. Partnerships have the potential to advance the needs and capacities of the total community through:

- Strengthening individuals and families;
- Bridging and reinforcing relationships (a) within and among community groups, (b) among community agencies/organizations, and (c) between community groups and community agencies/organizations; 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.
- 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,
<http://www.futurehealth.ucsf.edu/Public/Center-Home.aspx>]

CURRICULUM FOR MASTER OF SOCIAL WORK

MSW curriculum and program information can be located at:

<http://aysps.gsu.edu/socialwork/5810>

MSW Social Work Electives

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

<http://aysps.gsu.edu/socialwork/5810>

Certificate Programs

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

- Gerontology (Gerontology Institute)

<http://www2.gsu.edu/~wwwger/1710.html>

- Nonprofit Management (Department of Public Management and Policy)

<http://aysps.gsu.edu/pmap/public-management-and-policy-nonprofit-management-and-social-enterprise-certificate>

- Geographic Information Science (GIS) (Department of Anthropology & Geosciences)

<http://geosciences.gsu.edu/5792.html>

- Public Health (Institute of Public Health)

<http://publichealth.gsu.edu/academic/degrees/grad-cert-in-public-health/>

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

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 student liability insurance and field education materials. Additional field education information can be found on the School's website at aysps.gsu.edu/socialwork

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 February 15 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, he or she may be unable to enter field education as outlined on the student's advisement plan. Failure to follow the student's prescribed advisement plan may also delay entry into field. 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 February 15th – 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: Check Website). 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, he or she may not be able to enter field education as originally planned. Failure to follow the prescribed course sequencing may also delay entry into field.

Field Education Requirements

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.

Concentration year MSW and Advanced Standing students must complete a minimum of 500 clock hours of supervised placement in a community-based practice setting. Concentration field

education courses, SW 8500 and SW 8900 are designed as a continuum of two consecutive semesters. These courses provide a field education experience that enables the student to apply the knowledge, values, and skills of creating community partnerships. This experience incorporates a community-based field education placement and field integrative seminar.

General Information

- The School of Social Work acknowledges and appreciates the obligations students have to employers and/or families. However, the school cannot exempt students from the requirements of the program because of these obligations. Furthermore, BSW and MSW field placements cannot necessarily be arranged for weekends or evenings for students whose occupational, family or other obligations make it difficult to conform to standard field placement requirements. Students are encouraged early on to make arrangements with whomever necessary before enrolling in the program.
- Academic credit is not given for 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 foundation OR 2nd-year: MSW Community Partnerships concentration. 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 he/she 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).
- **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 are 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.

I. 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.

II. Academic and Professional Standards

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 of conduct set by the School and the National Association of Social Workers.

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 one academic semester in which to bring his/her 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: In field education courses, students with 5 or 6 semester hours of grades between “C” and “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 placement experience:** The agency field supervisor, the faculty liaison, and/or the Director of Field Education's evaluation of the student will be reviewed. Concerns around the student's professional competence may arise due to the student's inability to: (1) establish and maintain positive and constructive interpersonal relationships with clients and field supervisors, (2) poor performance in the field (see mid-semester and final evaluation criteria), and/or (3) lack of professional demeanor. Any of these concerns will be assessed within the developmental framework of the student's social work education and experiences. Lack of professional demeanor may be evidenced by the student's:
 - Lack of commitment to professional growth and development
 - Tardiness or absenteeism at the field placement
 - Failure to adhere to agency policies, standards, and guidelines
 - Lack of appropriate professional dress and appearance
 - Failure to enact appropriate behaviors with clients
 - Failure to meet project/task/assignment deadlines
 - Inability to accept constructive feedback from the field supervisor
 - Failure to exhibit maturity or learning readiness
 - Failure to maintain professional boundaries
 - Failure to exhibit ethical behavior
3. **Unprofessional behavior or ethical misconduct:** Failure to comply with the ethics, values, and principles of the social work profession as defined by the NASW Code of Ethics; exploitation of clients, engaging in sexual activities with clients; participation in dishonesty, fraud, deceit or misrepresentation; and/or involvement in illegal activities (conviction of a felony, breaking the law, specific criminal behavior such as trafficking in and/or possession of drugs).
4. **Inability to function within the role of a student:** Inappropriate classroom behavior (disruptiveness, tardiness, inattentiveness, disrespectful behaviors that undermine the work or morale of faculty and students). The student demonstrates an inability to accept feedback and effectively utilize the problem solving process.
5. **Negative attitude:** Demonstrates a negative attitude/lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the student's ability to actively participate in the learning experience.

6. **Personal problems:** This may include either physical, emotional, or life-related problems that interfere with a student's ability to meet both the academic and professional standards and requirements and/or raise questions about suitability for profession. This may include evidence of psychological/emotional problems such as mental illness, emotional instability, emotional disturbance, overt psychosis, irrational behavior, substance abuse, and addictive behavior.
7. Failure to comply with the policies and procedures of Georgia State University and/or the Andrew Young School of Policy Studies and/or the School of Social Work and/or the field placement agency.

Professional Review Process and Policy

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 processes and policies for which the academic performance of students and/or their ability to function according to the expectations and standards of the school and the profession's standards of conduct can be reviewed and acted on as necessary.

Process

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

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

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 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 faculty advisor may call a PRC meeting.
 - (c) If the problems are not resolved, the student will proceed to step #2.

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

2. If the 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 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 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.

Professional Review Committee

The School of Social Work's Professional Review Committee (PRC) is responsible for reviewing issues related to a student's academic and professional competence. Based on this review, the PRC is responsible for making a decision as to a student's continuance in the respective social work program. The respective Program Director, the Director of Student and Community Services, the advisor, 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 the field placement or seminar. The Director of Student and Community Services will serve as the non-voting, policy administrator to assure that the relevant School, College and University policies and procedures are being followed, and that the student is being informed of the options available to him/her. Students will receive written or verbal notification of date, time and place of any hearing, and composition of the committee. Admission into the BSW or MSW program does not guarantee continuance as a Social Work student.

III. 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.

IV. Scholastic Discipline

Bachelor of Social Work Students:

Good standing is defined as having the minimum cumulative Georgia State grade point average for the student's class standing. The scholastic discipline regulations will apply to students whose grades are not high enough to maintain good academic standing. Each student is responsible for understanding the scholastic discipline policy and for knowing how each semester's grades affect his or her academic standing. These regulations can be found in the University's Undergraduate Catalog. The Office of Academic Assistance should be contacted anytime a student does not understand his/her 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.

V. 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. For 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 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.

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

VII. 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.

VIII. University Code of Conduct

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

The Student Code of Conduct and Policies, the Regulations and Laws Regarding Drugs and Alcohol, and the information required by the Crime Awareness and Campus Security Act can be found in the student handbook, On Campus. Further, students are highly encouraged to review the student handbook and become familiar with these policies.

IX. School of Social Work Media Conduct & Electronic Communications

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. Also, It is imperative that you understand what form of communication works best for your particular faculty member whether that be Desire to learn 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.

GENERAL ACADEMIC INFORMATION

Registration

Students log onto the university's website and register through GoSOLAR via PAWS (<https://paws.gsu.edu/cp/home/loginf>). 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 (2010, 6th ed.) for written assignments in all social work courses. The Publication Manual provides rules and guidelines for formatting written material, tables, and references. Course instructors will specify which course assignments require the use of APA-style editing. Such assignments may include article reviews, research proposals or papers, annotated bibliographies, evaluation of practice papers, and critical thinking assignments.

Additional APA-style resources include:

- Szuchman, L. T., & Thomlison, B. (2010). *Writing with Style: APA style for social work* (4th ed.). Belmont, CA: Thomson Brooks/Cole.
- <http://apastyle.apa.org>

Graduation

All candidates for a degree must file a formal application for graduation with the Graduation Office (231 Sparks Hall; 404-413-2600), 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 www.gsu.edu/registrar/graduation.html.

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

Class Standing

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

Freshman - fewer than 30 semester hours

Sophomore - 31 through 59 semester hours

Junior - 60 through 89 semester hours

Senior - 90 or more semester hours

Graduate - student who has been formally admitted to graduate status

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

Grading System

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

A Excellent

B Good

C Average Minimum grade required for certain courses, as specified elsewhere in this catalog.

D Poor A grade of 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 course-work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

U Unsatisfactory This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic 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:

A+	97+	4.3
A	90-96	4.0
A-	88-89	3.7
B+	86-87	3.3
B	80-85	3.0
B-	78-79	2.7
C+	76-77	2.3
C	70-75	2.0
D	60-69	1.0
F		0
WF		0
IP		0

SOCIAL WORK-RELATED SUPPORT SERVICES, ACTIVITIES AND AWARDS

Community Advisory Council

The School of Social Work makes use of a Community Advisory Council made up of individuals who represent a wide range of social work practice and positions in the metropolitan Atlanta

area. This Council serves in an advisory capacity to the School Director and where appropriate, to the faculty on matters which pertain to the growth and development of the School. The Community Advisory Council plays an active role in promoting student recruitment, promoting special programs and providing consultation as needed.

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 770-234-0567.

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. Nomination can be made by faculty or students by submitting no more than a one-page typed explanation of why the nominee should be considered for this award.

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

Scholarships, Financial Assistance 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 and Community Services, after admission has been confirmed.

Title IV-E Child Welfare Training Grants are offered through a partnership between the School of Social Work Georgia State University, and the Georgia Department of Human Resources. Interested students must be currently enrolled in either the BSW or MSW program, select a field placement in a public child welfare setting, and be committed to work in the area of child welfare. 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 and two open access lab at North Metro Center. The labs all have IBM compatible 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. All social work students are required to obtain free e-mail accounts from the computer lab.

<http://technology.gsu.edu/technology-services/it-services/labs-and-classrooms/computer-labs/pantherprint/>

William R. Pullen Library

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

7:30 a.m. to 6 p.m. on Friday; 9 a.m. to 6 p.m. on Saturday; and 10:00 a.m. to 11 p.m. on Sunday.

<http://library.gsu.edu/>

UNIVERSITY RESOURCES

Addresses and Telephone Numbers

Homepage: <http://www.gsu.edu>

University Telephone Information: (404) 413-2000

School of Social Work

1242 Urban Life Center

Phone: (404) 413-1050

Fax: (404) 413-1075

e-mail: socialwork@gsu.edu

Office of Undergraduate Admissions

200 Sparks Hall

(404) 413-2500

Office of Student Financial Aid

102 Sparks Hall

(404) 413-2400

Office of Disability Services

230 Student Center

(404) 413-1560 (Voice/TDD)

Health Services

147 Sparks Hall

(404) 413-6219

Office of the University Ombudsperson

215 One Park Place South

(404) 413-2510

Transportation and Parking

University Center, 2nd floor

(404) 413-9500

Locker Rentals

Student Center, 3rd floor

(404) 463-9115

Textbook Link

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

Welcome Center

Room 134 of Dahlberg Hall

30 Courtland Street

(404) 413-2063

* Campus Tours offered (Mon-Fri)

Office of Academic Assistance*

Andrew Young School of Policy Studies

14 Marietta Street NW, Suite G52

Atlanta, GA 30303

e-mail: admissions@gsu.edu

(404) 413-0027

* Academic advising for enrolled
students & graduate admissions
information

University Housing

Suite 250 - University Center

(404) 413-1800

Commuter Housing

Suite 400 - University Center

(404) 413-1515

Office of Student Activities

218 University Center

(404) 413-1750

Counseling Center

75 Piedmont Ave, N.E.

Suite 200A - Counseling & Testing Center

Suite 240 - Student Health Promotion

(404) 413-1640

University Bookstore

University Center, 3rd floor

(404) 413-9700

Campus Safety and Security

One Park Place South

(404) 413-2100

APPENDICES

APPENDIX A

BACHELOR OF SOCIAL WORK CORE COURSES & DESCRIPTIONS

SW 2000 Introduction to Social Work

A survey of the profession of social work from an historical and contemporary perspective which examines how social workers seek to improve the well-being of people and communities as they are affected by a wide range of social issues. The profession's commitment to social justice in rapidly changing multicultural world will also be explored. (3 credits)

SW 3000 Communication/Cultural Diversity

The purpose of this course is to establish good communication skills in both verbal and written form, to explore passive, aggressive, and assertive communication styles, and to understand the applicability of computers in facilitating and managing communications. The student also will develop an awareness and understanding of how human diversity influences ways in which individuals, families, groups, communities, and the larger society interface with service delivery systems. Issues related to ethics and confidentiality will be examined. (3 credits)

SW 3200 Social Welfare Institutions

This course introduces social work students to the antecedents of the American welfare state and the development of the social work profession. Historical phenomena provide a background against which one examines not only what happened in the past, but also why certain events occurred, how they happened, and the consequences of their occurrence on the American social welfare system. Content about differences and similarities on the experiences, needs and beliefs of various population groups, and the resources provided by larger society to address varying population needs is examined. Both descriptive and analytical approaches are used to help explain the development and complexity of the American welfare state. (3 credits)

SW 3300 Human Behavior and the Social Environment I

This course is a study of human behavior during the developmental phases of infancy, early childhood, and adolescence. Biological, psychological, and social aspects of development are integrated to provide a comprehensive understanding of individuals within the context of social environments. Multiple theoretical perspectives are explored to guide practitioners in decision-making with regard to client assessment, intervention, and evaluation. This course serves as one of three Critical Thinking through Writing (CTW) courses required of all Social Work majors. (3 credits)

SW 3400 Human Behavior and the Social Environment II

This course is a study of human behavior during the developmental phases of young, middle, and late adulthood. Biological, psychological, and social aspects of development are integrated to provide a comprehensive understanding of individuals within the context of social environments. Multiple theoretical perspectives are explored to guide practitioners in decision-making with regard to client assessment, intervention, and evaluation. This course is the second in the HBSE series required of all Social Work majors. (3 credits)

SW 3500 Methods of Social Work Research

A survey of research methods applicable to social services. Emphasis will be placed on beginning skill in evaluation and research and implication for knowledge guided practice. The course also provides an overview of research and statistical techniques that are applied by Social Workers. A major emphasis will be placed on those areas of research design, methodology, and analysis that will enable students to become critical consumers of the professional and empirical literature. (3 credits)

SW 3600 Social Welfare Policy

This course introduces the development and implementation of contemporary social welfare policies and service programs in the United States. As a designated Critical Thinking through Writing (CTW) course, students critically analyze and document the policy making process. The course highlights the influence of social values on policy development and the differential allocation of material and social resources. The current provisions and service delivery systems emanating from contemporary social welfare policies are examined, with special attention given to America's most vulnerable population groups. (3 credits)

SW 3700 Communication Skills for Social Workers

This course constitutes one of the practice methods courses in the core social work curriculum. Its inherent purpose is to facilitate effective communication between the social work generalist and client systems. The course emphasizes appropriate interviewing skills, recording, and the use of technology in communications. (3 credits)

SW 3800 Case Management and Community Resources in Social Work

This course teaches students about case management practice, and provides an overview of community resources to address a variety of human needs and the collaborations of partnerships between human providers. (3 credits)

SW 4100 Social Work Methods I

Social Work Methods I introduces the basic knowledge, values, and skills that comprise generalist social work. Emphasis is placed upon practice with individuals, families, small groups, organizations, and communities. (3 credits)

SW 4200 Social Work Methods II

In Social Work Methods II, students will become proficient at identifying multiple levels of intervention and targets for change to address a wide variety of social problems. An overview of specific theories of change, along with evaluation approaches and implied styles of intervention, are covered. (3 credits)

SW 4500 Field Education I

An educationally directed practicum in a social service agency. A generalist approach is applied to guide beginning social work practice with diverse individuals, families, small groups, organizations, and communities. Demonstration of knowledge of professional values, agency structures, and policies. Emphasis on the integration of content from all areas of the curriculum. A fee to cover liability insurance is required. (6 credits)

SW 4900 Field Education II

A continuation of Practicum I (SW 4930) with greater emphasis on demonstration of assessment, planning, implementation, evaluation, and research skills. Integration and application of knowledge and ethics on the development of skills required for social work practice. (6 credits)

APPENDIX B

MASTER OF SOCIAL WORK CORE COURSES & DESCRIPTIONS

SW 7100 Foundations of Community Partnerships

This integrative course will introduce students to community partnerships from social systems and ecological perspectives. Macro content from human behavior and social environment, policy, and practice content, undergirds the community partnership framework. Provided is an overview of community practice, through an examination of theories, history, applications, and domains. Students will develop an understanding of the mission of social work and issues of economic and social justice in the context of community and will participate in community building through an experiential component. (3 credits)

SW 7200 Human Development Through the Life Course

This course presents knowledge on developmental issues occurring throughout the life span. The focus is on gaining knowledge on individuals, families, small groups and interpersonal

relationships in a multi-cultural context. Students will develop a critical understanding of current theories of well-being, stress, coping, and adaptation, as well as macro issues such as oppression, privilege, and discrimination. The inter-relationships between small and large social systems will be explored, as well as the influence of bio-psycho-social factors on individual and family well-being. The implications of this knowledge for all social work practice in the community will be considered. (3 credits)

SW 7300 Methods of Community Research

This course is designed to provide an overview of basic principles of social science research that provide the foundation for research in social work settings. Research processes will be examined in stages from problem formulation to data collection and some basic descriptive analysis. Both qualitative and quantitative methods will be reviewed. This course will stress the importance of the relationship between research and social work practice, and prepare students to evaluate existing social science research. Ethical issues, human diversity, and issues in community research will be discussed. (3 credits)

SW 7400 Social Work Practice I

SW 7400 and SW 7800 are designed as a continuum. SW 7400 is designed to introduce students to the purpose, values and ethics of the profession and to provide foundation knowledge and skill development for generalist social work practice from a strengths perspective. Students will develop skills in critical thinking, building relationships, interviewing clients, assessing situations, planning and implementing change and evaluating outcomes across all levels of practice. Various theoretical frameworks used to describe and analyze interactions among and between individuals, families, groups, and communities will be presented. (3 credits)

SW 7500 Field Education I

SW 7500 and SW 7900 are designed as a continuum. This course provides a field experience that enables the social work student to integrate social work foundation knowledge, values, and skills with agency based social work practice. This experience incorporates an agency based field practicum and field integrative seminars. (5 credits)

SW 7501 Diversity and Social Justice I

This course is the first in a two-course sequence to provide an introduction to understanding diversity in the context of social justice in the United States and in social work practice. The course focuses on understanding and applying multicultural concepts to practice, developing awareness of one's cultural identity, and exploring how diversity and justice issues impact generalist practice in the context of field education. (1 credit)

SW 7600 Social Welfare Policy

This course focuses on the historical development and implementation of contemporary social welfare policies and programs in the United States. Critical analysis of the policy making process is emphasized. The influence of social values on the policy development process is highlighted relative to the differential allocation of material and social resources. Specific attention is given to understanding roles performed by social workers as community practitioners to affect change, and acknowledging the interplay among legislative, judicial and administrative levels of government. Although the primary focus is on federal/state government policies; presentations will incorporate policy development at the local as well as organizational/agency levels when appropriate. The current provisions and service delivery systems emanating from social welfare policies are examined, with special attention given to society's most vulnerable population defined by status, age, health or economic circumstances. (3 credits)

SW 7700 Community Foundation Integrative Seminar

This seminar course explores the professional identity shift from that of a generalist social worker to one as a community partnerships practitioner. Students will critically analyze contexts and trends that shape community partnerships practice. This is a required course of all advanced standing students prior to entry to the second year of the MSW program [Summer Bridge course for advanced standing students]. (3 credits)

SW 7800 Social Work Practice II

SW 7400 and SW 7800 are designed as a continuum. Building on generalist practice content, this course will focus on the change process and the sustainability of change efforts that target individuals, families, groups, organizations, and communities. This course moves students from learning about generalist social work practice to applying it across micro, mezzo and macro levels. (3 credits)

SW 7900 Field Education II

This course is a continuation of SW 7500. (6 credits)

SW 8100 Skills and Techniques of Community Partnerships I

This is the first of two courses that focus on core skills, techniques for community partnership practice. Through the course students will develop skills in creating and sustaining community partnerships necessary for addressing social, economic and political issues facing communities today. Students will examine community practitioner roles and skills and apply these to contemporary community practice conceptual frameworks and models. The application of skills necessary for building organizational and community capacity and the development of authentic community partnerships will be emphasized. (3 credits)

SW 8200 Skills and Techniques of Community Partnerships II

This is the second of two courses that focus on core skills, strategies and techniques for community partnership practice. This course addresses the vital role of evaluation and technology in the modern social work environment. The course develops students' skills in the formative and summative evaluation of community service delivery systems. With strong emphasis on the integration of evolving technologies for the human services, including online and data analysis tools, students will address methods for assessing and improving the quality of programs, policies, and community partnerships. (3 credits)

SW 8300 Leadership and Management

This course offers students a general introduction to the theory and practice of leadership management from a social perspective within public, for-profit and non-profit organizations. Theories of management (human resource, policy, functional and strategic management) organizational structures, roles and skills for mezzo and macro practice within an agency or organization are examined. The unique perspective that social workers bring to this discipline in resolution of community and agency decision making are central elements in this course. The ways in which the social work manager as leader can facilitate community partnerships will also be examined. (3 credits)

SW 8500 Community Field Education I

SW 8500 and SW 8900 are designed as a continuum. This course provides a field education experience that enables the social work student to apply the knowledge, values, and skills of creating community partnerships. This experience incorporates a community-based field education practicum and field integrative seminars. (5 credits)

SW 8501 Diversity and Social Justice II

This course is the second of in a two-course sequence to provide an analysis of diversity in the context of community and social justice in the United States in social work practice. The course focuses on understanding cultural and institutional forms of oppression and privilege, their inter-relatedness from a community perspective, and how they impact community partnerships in the context of field education. (1 credit)

SW 8800 Community Project

This course is designed to have students synthesize, integrate and apply content from the foundation and concentration through the creation of a community project. In coordination with one or more agencies and working in small groups, students will develop, implement, and evaluate a community project. (3 credits)

SW 8900 Community Field Education II

This course is a continuation of SW 8500. (6 credits)

APPENDIX C

SCHOOL OF SOCIAL WORK ELECTIVES & DESCRIPTIONS

SW 4320 Social Work Administration

An introduction to theory and practice in the administration of social services. Emphasis is on the social worker's role and function as an administrator and on the evaluation of the problems of operation and maintenance in a social service agency. (3 credits)

SW 4330/8330 Contemporary Health Challenges

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

SW 4340/8340 Social Work and the Law

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

SW 4350/8350 Economics of Poverty and Public Policy

Application of economic concepts to the study of poverty in the U.S. Topics include poverty and inequality, economics of the family, racial/gender implications, neighborhood effects, history of welfare structure and programs, and current issues in public policy related to poverty. (3 credits)

SW 4360/8360 Forensic Social Work

The course will introduce students to social work issues that are encountered by social workers, attorneys, and other specialists in a forensic setting. The course will include a critical analysis and study of particular social issues and the impact of those issues on the purposes and the effectiveness of organizations and individuals who work within the legal system. The course will address social work skills and ethical issues in a forensic setting. (3 credits)

SW 4440/8440 Global Social Work Practice, Policy, and Research

This course will offer students an introduction to social work issues from an international perspective. Using literature from around the world that focuses on global social issues, the course will address concepts of power, class, gender, race, sexuality, religion, violence, poverty, immigration, and social exclusion. Students will be required to evaluate critically what the international perspective might teach us about social work theory, practice, policy and research in the US.

SW 4450/8450 Child Maltreatment Practice, Policy and Research

Child abuse and neglect are examined from both historical and contemporary perspectives using an ecological framework. Methodological and theoretical issues surrounding the study of maltreatment are highlighted. Symptomatology and sequelae of abusive behavior are examined with specific reference to the implications for family and community systems. Medical, legal, social, and cultural aspects of child maltreatment are explored. The role of community partnerships in the identification, intervention, treatment and prevention of child maltreatment is emphasized. (3 credits)

SW 4460/8460 Aging Practice, Policy, and Research

This course is designed to provide the basic knowledge and beginning skills appropriate for social work practice with older persons. Emphasizes biological, sociological, and psychological aspects of the aging process with special attention to the cultural, social, political, and economic factors affecting delivery of social services to the aging. (3 credits)

SW 4470/8470 Substance Abuse Practice, Policy, and Research Issues

This course will provide students with an overview of the various classes of psychotropic drugs. Students will learn the physiological mechanisms of action of each of the major classes of drugs. They will learn how each drug affects mood and behavior, how each drug affects major organ systems in the body, and how genetic and social factors may predispose an individual to drug use. (3 credits)

SW 4480/8480 Disabilities Practice, Policy, and Research

This course will provide students with the opportunity to develop their knowledge of the impact of both physical and developmental disabilities on individuals and families. Focus is on responses to those disabilities diagnosed at birth or acquired through illness or injury. Emphasis is placed on utilizing appropriate social work interventions, while recognizing such variables as age, socioeconomic status, family constellation, cultural issues, and pre-morbid conditions. Understanding disabilities from a human rights perspective and the impact of oppression on people with disabilities will be explored. A historical perspective on how disability has been perceived and addressed by societal institutions will be presented. (3 credits)

SW 4490/8490 Child Welfare Practice, Policy, and Research

This course is an introduction to the range of child welfare services including foster care, adoptions, permanency planning, and family preservation. Students will have the opportunity to explore current challenges inherent in the delivery of child welfare services to children, youth, and families. This course is intended to serve as a forum for the exchange of ideas and will focus on a range of critical issues in the field of child welfare including family violence, child maltreatment, HIV, drug exposure, and homelessness. (3 credits)

SW 4950/7950 Selected Topics in Social Work

This course will offer knowledge and skills on variable topics that impact social work practice. May be repeated up to six hours if topic varies. (3 credits)

SW 4960 Seminar on Social Work Issues and Problems

An examination of problems, current issues, or areas of special interest related to the social work profession. (1-6 credits)

SW 4990/7990 Directed Individual Study

This course allows the student to extend his/her knowledge in a particular area through an independent study. A social work faculty member must agree to supervise this study, and it must be approved by the school director. (1-6 credits)

SW 7960 Seminar on Community Partnerships

An exploration of current challenges, issues, research skill or areas of special interest related to the social work practice of community partnerships. (3 credits)

SW 8310 Group Facilitation

This course addresses knowledge and skill development in group facilitation. Issues ,principles, and challenges common to diverse groups (e.g., focus groups, work teams, committees, partnerships, coalitions) are explored. Students will be exposed to specific methods of group facilitation, such as team building, consensus planning, and strategic action planning, and to the facilitator's role in working with macro focused groups. (3 credits)

SW 8315 Social Media Tools

This course will focus on how to incorporate the use of social media in community partnerships practice. Students will examine both the theoretical framework for the use of social media by human service organizations and the application of social media to meet organizational mission through actual case studies. Organizational challenges in implementing social media will be

addressed. Course will an applied experience offering student’s tools and techniques for integration in professional practice. (3 credits)

SW 8320 Grantwriting

This course offers applied grantwriting techniques within the governmental, corporate, and private sectors of grantmaking. Students will learn how to successfully compete for funding to support academic research and community-based service projects. (3 credits)

SW 8370 Psychopathology

The purpose is to acquaint students with the major types of psychopathology. Students should recognize those descriptions that are the defining features of each of the major pathologies. Theories as to the etiology considering both biochemical and social explanations will be reviewed. Contrasting perspectives of the ways in which a society can label and address deviant behavior will be presented. (3 credits)

APPENDIX D

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

<https://www.socialworkers.org/pubs/code/code.asp>

APPENDIX E

CAREER OPPORTUNITIES IN SOCIAL WORK

Social work is a profession devoted to helping people function the best they can in their environment. Setting the social work profession apart from other helping professions is the “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).

SOCIAL WORK CAREERS	RELATED FIELDS	EMPLOYERS
Aging/Gerontology	Advocacy and intervention Home health care Geriatric Case Management Public Policy Adult day care Family services Information and referral	Hospital and medical centers Nursing homes Senior centers Area agencies on aging Senior volunteer programs Senior housing facilities Mental health centers Family service agencies Employee assistance programs
Child Welfare	Family preservation Child day care Child protection Family foster care Group care Adoption Public welfare Advocacy and intervention	Adoption agencies Child day care Foster care agencies Family preservation agencies Public child welfare organizations Private child welfare organizations
Public Welfare	Income maintenance Adult protective service Housing services Supervision Management Administration Public policy Research	Public welfare agencies Private social service agencies Research institutes
School Social Work	Clinical social work pupil personnel services	Elementary and secondary 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 Corrections Aging Child welfare Developmental disabilities Health care Group work & therapy	Community mental health centers Psychiatric hospitals Residential treatment centers Partial (day treatment) hospitals Managed mental health programs Employee assistance programs Schools Family service agencies

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 Health Public welfare agencies
Policy and Planning	Community development Community organization Health care management Management	Public interest groups Local, state, and federal government Voluntary health and welfare

Policy and Planning continued	Administration Political organizing Government relations Advocacy	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