ASU

Social Work Department

When we teach class, the world takes note.

MSW STUDENT HANDBOOK

ALABAMA STATE UNIVERSITY

COLLEGE OF LIBERAL ARTS & SCIENCES
MONTGOMERY, ALABAMA 36101

Purpose

This handbook outlines the requirements of the Master of Social Work (MSW) offered through the College of Liberal Arts and Social Sciences at Alabama State University. This handbook should be used with *The Graduate Catalog, The School of Graduate Studies Graduate Student Handbook,* relevant policies in *The Pilot* official student handbook, and other applicable University academic and student policy documents.

University Accreditation

Alabama State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award undergraduate, graduate, and professional degrees as well as certificate programs. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500, Extension 4504 for questions about the accreditation of Alabama State University.

Department of Social Work Accreditation

The Master of Social Work Program in the Department of Social Work at Alabama State University is accredited by the Council on Social Work Education. Contact The Council on Social Work Education at 1701 Duke Street, Suite 200, Alexandria, VA 22314 or call 703-683-8080 for questions about the accreditation.

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THE HISTORY OF ALABAMA STATE UNIVERSITY SOCIAL WORK DEPARTMENT

The State Department of Education in Alabama approved the development of a social work program at Alabama State University in the late 1960s. By 1971, seven courses were offered, and sociology majors were able to select social work as a concentration. When social work was offered for the first time as a major in 1974, four students were enrolled. By 1979, 164 students were majoring in social work.

During the 1982-83 academic year, the social work program began the process of applying for accreditation from the Council on Social Work Education (CSWE). In 1985, Social Work was organized as an autonomous program within the Department of History and Social Sciences. A program director with a CSWE accredited master's degree and doctoral experience was appointed to provide leadership for the program. Curriculum changes, initiated in 1984, reflected the Council on Social Work Education Standards and Procedures in effect at that time. The program was granted initial accreditation by the Council on Social Work Education in 1989 and was reaffirmed in 1992. The Social Work Department gained full status as a separate academic department in the fall of 1994 and was reaffirmed in 2000.

The Department currently boasts two programs, the Bachelor of Social Work (BSW) and the Master of Social Work (MSW), the latter which received full accreditation from the Council on Social Work Education in 2016. Upon successful completion of the prescribed curriculum students receive a BSW or MSW degree and are prepared for entry into beginning social work practices in a variety of employment settings with families, groups, organizations, and communities.

MISSION STATEMENT

The mission of the MSW program at ASU is to prepare students for advanced professional practice. As related to the University's mission, the Department's mission is to prepare students with requisite advanced social work knowledge, skills, and values in specialized areas of practice, and the use of scientific inquiry to aid in practice and policy analysis, grounding instruction on human behavior, need and growth in the strengths perspective. Students will be able to apply critical thinking skills to their understanding and commitment to diverse populations to promote human and community well-being while alleviating the impact of social and economic injustice on diverse individuals, families, and communities domestically and globally, particularly those injustices that are unique to the marginalized and oppressed communities of Alabama and the Southeastern United States as well as those that are the result of structural inequity.

The MSW program is designed to prepare students for professional practice specializing in Forensic Social Work and Mental Health.

GOALS OF THE MSW

PROGRAM The MSW program will prepare students to:

Goal 1:
>Integrate scholarship into practice through an evidence-based knowledge that encourages formative and summative evaluation, and which subscribes to best practices in the field.

Goal 2:
>Take an advocacy role in addressing social problems, including crime and violence, social welfare, policy development, and family and community barriers to well-being.

Goal 3:
>Prepare students to practice in a manner consistent with using ethical principles in the development of research to further advance and enhance social work knowledge and skills.

Goal 4:
>Prepare students to apply critical thinking skills in their understanding and commitment to alleviating social problems within the context of research theory and social work practice.

Goal 5:
>Provide students with requisite knowledge, values, and skills to become independent and effective leaders who can mobilize resources to transform and empower communities.

Goal 6:
>Prepare students to take an active professional role in addressing social problems in order to ensure social and economic justice.

Goal 7:
>Apply the principles of social work to the legal system. This includes applicable local, state, and Federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies, and correctional facilities.

MSW PROGRAM OBJECTIVES

The Alabama State University Master of Social Work program will measurably produce the following:
- Graduates who obtain employment in government and in the private sector.
- Graduates who engage in research–informed practice and practice-informed research, and program evaluation related to their areas of concentration.
- Graduates who demonstrate a strong commitment to promoting social and economic justice by engaging in leadership and policy practice which address social problems affecting at-risk populations.

THE PROFESSION OF SOCIAL WORK

From the inception of the profession, social workers have looked at human behavior in relation to society. Our earliest pioneers, for example, Mary Richmond, stressed the psychosocial nature of the person and his or her environment. At the root of social work is the belief that any assessment of behavior should view a person's behavior in relation to the needs, opportunities and obstacles that exist in the environment (Newman & Newman, 2012).

The official definition of social work is the one offered by the National Association of Social Work (NASW). NASW defines social work accordingly:

> The professional activity of helping individuals, groups or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal (NASW, 2013).

PURPOSES OF SOCIAL WORK

Social Work is connected and involved with the interactions among people and the institutions of society that affect the ability of people to accomplish tasks, realize aspirations and values, and alleviate distress. These interactions among people and social institutions occur within the context of the largest societal good. Therefore, three major purposes of social work may be identified:

- To enhance the problem-solving, coping, and development capacities of people;
- To promote the effective and human operation of the systems that provide clients with resources, services, and opportunities; and
- To link people with systems that provides them with resources, services, and opportunities.

Primary Values of the Social Work Profession Students
in the social work field must exhibit these values:

- respect for the dignity, worth, and uniqueness of every human being,
- recognition of the need for a democratic and caring society, and
- the right to self–determination.

Practice Principles
Students in social work must practice the following principles:

- recognize that every client system is unique and deserving of consideration and respect (individualization).
- understand the human need to express one's feelings and the value in this expression as a means of fostering growth (purposeful expression of feelings).
- use one's feelings and emotions appropriately for the service of others (controlled emotional involvement).
- demonstrate that human beings have a right to be accepted, as they are (acceptance)
- avoid passing judgments on people (nonjudgmental attitude).
- respect the right of clients to choose for themselves as much as possible (self-determination).
- keep information obtained from or about a client confidential (confidentially).

NASW CODE OF ETHICS

The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with over 132,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound policies. The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers (NASW, 2014).

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

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*For a complete copy of the N.A.S.W. Code of Ethics, refer to
www.socialworkers.org/pub/code/default.asp
or the department web-site
http://www.alasu.edu/academics/colleges--departments/college-of-arts-sciences/social-work/index.aspx

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DEPARTMENT OF SOCIAL WORK INFORMATION

ADMISSION CRITERIA

The MSW program at ASU consists of a 60-hour Traditional program and a 36-hour Advanced Standing program for eligible students with a BSW degree earned from a CSWE accredited program within eight (8) years of anticipated enrollment. All students, to include Advanced Standing, two year full-time and part-time students, must show proof of an earned bachelor's degree from a College/University accredited by a recognized regional accrediting association.

Admission requirements are as follows (each program track addressed consecutively):

ADVANCED STANDING ADMISSION REQUIREMENTS
(ONE YEAR CURRICULUM)

To be considered for admission to the Advanced Standing program, applicants must:

1. Submit evidence of completion of a bachelor's degree from a College/University accredited by a recognized regional accrediting association in Social Work within the last eight (8) years and from a Social Work program accredited by the Council on Social Work Education (CSWE);

2. Have a GPA of 3.0 or better on a 4.0 scale;

   3. Submit official transcripts from <u>ALL</u> post-secondary institutions attended;

   4. Submit a Statement of Purpose including their reasons for choosing to pursue the MSW, relevant work experience, proposed area of concentration, and strengths and needs relevant to graduate study in Social Work *(not to exceed 1000 words);*

   5. Submit three letters of recommendation (one from a previous Social Work professor, one from the practicum instructor on the BSW level or a supervisor, if employed in social services; and one personal reference). All letters must address the applicant's readiness for graduate study.

   6. Submit an application to the Alabama State University Office of the Harold Murphy Graduate School for priority admission consideration by **March 15th** of the year of intended enrollment;

   7. Submit non-refundable application fee; and

   8. Submit a current professional resume.

TRADITIONAL ADMISSIONS REQUIREMENTS
(TWO YEAR AND FOUR YEAR PART-TIME CURRICULUM)

To be considered for admission to the Traditional and Part-time programs, applicants must:

1. Submit evidence of completion of baccalaureate degree from a College/University accredited by a recognized regional accrediting association. Students having baccalaureate degrees in non-social work areas of study must demonstrate a broad liberal arts base to include six (6) hours in the Social, Behavioral **or** Psychological sciences; three (3) hours in statistics; and four (4) hours in human biology;

2. Have a GPA of 2.70 or better on a 4.0 scale;

3. Submit official transcripts from **all** post-secondary institutions attended;

4. Submit a Statement of Purpose including their reasons for choosing to pursue the MSW, relevant work experience, proposed area of concentration, and strengths and needs relevant to graduate study in Social Work *(not to exceed 1000 words)*;

5. Submit three letters of recommendations (one from a previous professor, one from an employer or volunteer supervisor; and one personal);

6. Submit an application to the Alabama State University Office of the Harold Murphy Graduate School for priority admission consideration by **April 15th** of the year of intended enrollment;

7. Submit non-refundable application fee; and

8. Submit a current professional resume.

Applications for admission are due March 15 (summer admission) and April 15 (fall admission). Admission to the MSW program at Alabama State University is based on the following:

A. Academic Record (40%): Minimum undergraduate cumulative GPA of 2.70 (traditional); or 3.0 or higher (Advanced Standing). Applicants with a cumulative GPA of less than 2.6 are not considered. Applicants with a GPA between 2.60 and 2.69 will be considered for conditional admission. Previously awarded graduate degrees and prior enrollment in programs where a degree was not awarded are considered in the admissions decision-making.

B. Three Letters of Recommendation (20%): Appropriateness of letter writers (e.g., supervisory person, employer, or professor) and quality of the writer's evaluation (degree to which the letter indicates appropriate qualities and attributes of the applicant and supports these with details and examples).

C. Statement of Purpose: (25%): Applicant's demonstration of personal maturity, written communication skills, interest in and understanding of social work as a profession.

D. Resume (15% for human service experience): Applicants prior work or volunteer experience in the human services field.

E. Scores on the GRE or MAT: (No minimum score required). Exemplary scores will be considered in the context of the other required admission materials.

The evaluation process for determining admission to the MSW program includes:

Evaluation by the MSW Admissions Committee. The committee chair reviews the committee's evaluation and makes a recommendation to the MSW Program Director. Each admissions committee member's evaluation will be documented. Any one committee member may not reject an applicant unilaterally, unless an applicant does not meet the GPA criterion.

Students who apply by the priority deadlines noted above will be notified of their final admission status in writing no later than May 15th of the year in which they apply.

An applicant may receive full or conditional admission status:

1. Full admission. All requirements and conditions met.
2. Conditional admission may be offered to: 1) Foundation applicants with a deficiency in Biology, Statistics, and/or Research Methods; and/or 2) Applicants with a cumulative GPA between 2.60 and 2.69.

Students receiving conditional admissions will be notified in writing of deficiencies and expectations to correct eligibility requirements. These deficiencies must be corrected during the first semester following admission.

All applicants are notified in a timely manner of the Admissions Committee's decision by the Harold A. Murphy Graduate School. The ASU Graduate School is notified of the Admissions Committee's decision through the required depart m ent recomm endati on form in WebAdmit, the University's centralized application service. The ASU Graduate School then sends a letter to each applicant confirming their full admission, conditional admission, or their denial.

Admitted students will receive a personal letter from the Master of Social Work program providing additional information about their program type and concentration options. Applicants who receive full or conditional admission must return a signed response to the Admissions Chair within 10 working days of the date of the letter of admission signifying their intent to honor their acceptance. Applicants failing to return the contract within the required time will be given a 10-day grace period before their names are removed from the list of admitted candidates.

If all slots are filled, admitted applicants will be placed on a waiting list by priority, and notified in writing as space becomes available.

SCHOLARSHIPS, STIPENDS, AND ASSISTANTSHIPS

Scholarships, stipends and assistantships are offered upon availability. Students are also encouraged to seek additional sources of funding and support from external grantors.

FELONY CONVICTION

Applicants for admission to the MSW program must report any history of felony convictions. Conviction of a felony offense may not necessarily prevent a student from being admitted to the Social Work program, but may make social work licensure in the state of Alabama more difficult to acquire. Social work students may be assigned to a field practicum site which serves vulnerable clients, and liability issues may prevent a student who has been convicted of certain felonies to be assigned to those practicum sites.

Students are required to report felony convictions at the time of application for admission to the Social Work program and again when making application for Field Placement I and II. Failure to report a felony conviction will result in the termination of the student from the Social Work program.

Mail and Written Communication
Mailboxes will be provided for students in the Department.
Current Address/Telephone/Email Address must be provided.

ACCESS TO DEPARTMENT FACULTY/ADVISORS

Faculty/Staff	Role	Location	Email Address	Phone Number
Dr. Tabitha Brookins	Assistant Professor	Trenholm, 200	Tbrookins@alasu.edu	(334) 229-4780
Dr. Denise Davis-Maye	Professor, Interim Department Chair	Abernathy, 324	Dmaye@alasu.edu	(334) 604-8458
Ms. Penny Genous	Adjunct Instructor	Abernathy, 318	Pgenous@alasu.edu	(334) 604-8379
Ms. Kai Mumpfield	Director of Field	Trenholm, 200	Amumpfield@alasu.edu	(334) 604-8121
Dr. Dawna Nelson	Assistant Professor	Abernathy, 326	Dnelson@alasu.edu	(334) 604-8445
Ms. Sharonda Pettaway	Assistant Professor	Hatch Hall, 248	spettaway@alasu.edu	(334) 604-9181
Dr. Shanae Shaw	Assistant Professor	Abernathy Annex 211	sshaw@alasu.edu	(334) 604-8379
Mrs. Debra Hickey	MSW Program Secretary	Abernathy Annex 211	Dhickey@alasu.edu	(334) 604-8379
Social Work Department Official Correspondence			socialwork@alasu.edu	

All MSW students are assigned a department faculty advisor who serves as the principal contact person. The policy requires scheduled meetings and encourages informal contacts between students and the advisor throughout the student's period of study in the department. It is the responsibility of the student to meet with their advisor to ensure that the proper courses are selected and that requirements of the program are properly met.

The following are the goals of the Advisement Program:

- To facilitate the development of students into professional social workers by providing specified individual and group time for discussion of social work as a professional activity and of the preparation necessary for professional practice, including specified knowledge, skills, values, and ethics;
- To provide continuous opportunities for assessment of personal suitability for professional social work practice;
- Ensure that students take the proper courses in the proper sequence;
- Approve selection of elective courses;
- Monitor the academic progress of students, update students' curriculum records each semester, and periodically review program policies with students.

During the initial meeting, the student will receive a program of study and approval to take classes for the first period of enrollment. Students who apply for admission late—less than three (3) weeks prior to the beginning of a semester—may be delayed in registering for classes resulting in the payment of late fees. Students should consult with the assigned advisor each semester to ensure that the proper classes have been selected and to keep abreast of current Graduate School and Departmental policies and procedures.

Students must check with the Graduate School regularly to verify all test dates, registration dates, etc.

COMPUTER LABS

Students have access to computer labs throughout ASU as well as the computer lab housed in the Social Work Department where a majority of classes will be held. Additionally, the Levi Watkins Learning Center (library) has a computer lab on the second floor in room 202. The computer lab is for typing papers or creating other documents. To access the internet, Library catalog, or Library databases students may also use the computers on the 1st, 3rd, or 4th floors.

CURRICULUM

The rationale for the program's curriculum design is based on a belief that graduates of the MSW program will be prepared for advanced social work practice and organizational leadership. Upon completion of the program, students should be equipped with an advanced requisite of knowledge, skills, and values in specialized areas of practice. Graduates will be prepared to work with various populations in the state of Alabama and beyond with particular emphasis on those who are vulnerable, marginalized, and under-served.

The MSW Program is grounded in multiple perspectives including but not limited to, the strengths perspective, person-in-environment, and social justice. Students will apply their General Education knowledge in the Social Work curriculum and will learn or expand their knowledge of the profession's values, knowledge, and skills.

ASU's Department of Social Work offers an Advanced Standing Program (one year), the Traditional Master of Social Work Program (two years), and a Part-Time Program (four years). Thirty-six (36) semester credit hours are required to complete the Advanced Standing Program and sixty (60) semester credit hours to complete the two year or part-time program.

Advanced Standing Track

ASU provides an advanced training opportunity for BSW graduates which builds on their skills and provides them an opportunity to complete their graduate studies. Students with BSW degrees from CSWE accredited social work programs may apply for the advanced standing program.

Students must also have a cumulative GPA of 3.0 or higher on a 4.0 scale, including a grade of B or better in Social Work foundation courses. They must have also earned a Baccalaureate Degree within eight (8) years of the year of intended enrollment to be eligible for the Advanced Standing Track. Students must complete the 12-month Advanced Standing program in three (3) consecutive semesters unless otherwise approved for a formal leave of absence. If a student is eligible for a formal leave of absence while enrolled in the advanced standing program, they must reenroll in the program within one academic year to remain eligible for the advanced standing track pending that the period of leave does not result in the student being ineligible for advanced standing based on the time since completion of BSW.

The program's curriculum is designed to reinforce learning by continuously building and reinforcing students' developing and advancing knowledge base, concurrently offering opportunities both in class and later in field to apply that learning. Some knowledge is infused throughout the curriculum, while other knowledge is primarily located in concentration specific dedicated courses.

Traditional/Part-Time Track

The professional foundation curriculum is designed to provide students with knowledge and skills necessary to apply and carry out core social work practice competencies with individuals, families, groups, communities and organizations; thus ultimately developing a generalist perspective of social work practice. This includes a focus on the uniqueness of social work values and philosophy, a commitment to promote social justice and diversity, multiple theoretical frameworks, and a commitment to ensure evidence-based practice. The MSW foundation curriculum builds upon the liberal arts base in the application of knowledge derived from the social and behavioral sciences.

Students who have a Bachelor's degree in a related social science discipline may also apply for admission to the two-year program. Admission is contingent upon successful completion of identified prerequisite courses and the completion of a successful interview with program faculty as needed. These courses include:

- Human Biology
- Human Biology Lab
- Introduction to Sociology
- Social Problems
- Cultural Anthropology
- Elementary Social Statistics
- Introduction to Economics
- General Psychology

Repeat Course Policy

Students admitted to the Advanced Standing program will begin their coursework in the program's concentration year. Students accepted into the Advanced Standing Program **will not** be repeating content from the BSW program.

BSW students not eligible for the Advanced Standing Program must follow the two-year traditional program MSW curriculum, which does include courses similar to the senior year of a BSW program. It is the position of our MSW program faculty that BSW students who have not mastered the BSW course content and competencies are ineligible for Advanced Standing Program admission.

BSW students who do not meet the admission requirements for the Advanced Standing Program, can request a course substitution for up to six (6) credit hours (2 courses) during their first year (foundation year) of the program. The foundation-year degree requirements will be substituted based on demonstrated mastery of content. Mastery of content is defined as having earned no less than a final grade of "A" in their BSW courses Human Behavior and Social Environment I and II or Social Welfare Policy I and II. If the student has an "A" in Human Behavior and Social Environment I and/or II, they can request a waiver for the class(es) they received the "A" for up to 6 credit hours. If the student has mastered the course content in the Policy series of courses as evidenced by earning an "A" in both Social Welfare Policy I and II, the

student may waive up to three (3) credit hours of policy in the graduate program. If it is not clear to the academic advisor whether a BSW course is comparable to the learning objectives of the MSW course, a determination will be made by the academic advisor, MSW Program Director, and the Department Chair upon reviewing the course descriptions, objectives, outlines, and syllabi from the undergraduate program.

The students' academic advisors will inform applicants of course options for course substitutions after the admission decision is determined. Students will receive a letter that identifies course substitution options and requirements. A copy of the letter will be filed in students' records for use in academic advising.

Transfer of Credits

MSW students may apply for a maximum transfer of nine (9) semester hours of graduate credit in which grades of "B" or better are earned at an accredited graduate degree-granting institution. Credit earned in correspondence work will not be accepted. Any graduate work to be transferred must meet the following requirements: (1) courses must be taken within time limitation (up to 10 years) as stated for the graduate program of study (2) the course was restricted to graduate students only; (3) the content of the course must correspond to that of a course at this institution; and (4) courses (foundation courses and approved electives) must be approved by the student's Advisor and the MSW Program Director. Students desiring to have graduate credits transferred must complete a Transfer of Credit form (available in The Graduate School) and have an official transcript sent from the Registrar of the college/university previously attended. Students transferring courses for teacher education programs must have taken them at an institution with state-approved programs.

In compliance with CSWE's standard, academic credit for life or previous work experience is not awarded. Therefore, academic credit for life and/or previous work experience will not be given, in whole or in part, in lieu of the field practicum or of courses in the MSW course curriculum guide. Students are informed of this policy in the Social Work Program's Student Handbook; Field Education handbook, it is also noted in the application materials and included in the University Catalog. Academic credit for life and/or previous work experience will not be given, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas.

MSW CONCENTRATION

OVERVIEWS Concentration in Forensic Social Work

The Forensic Social Work concentration will prepare students for professional practice in the judicial arena. Specifically, it will prepare students to work with individuals, families, groups and organizations that are involved in the criminal and juvenile justice systems. This concentration will equip students for micro and macro practice in law enforcement, the court system, probation, residential settings (group homes, forensic

mental health hospitals), correctional facilities (jails, prisons, juvenile detention facilities), child custody cases, child abuse investigations, and victim assistance programs.

Concentration in Mental Health

The Mental Health Concentration will prepare students for professional practice with individuals and families experiencing mental health challenges. This curriculum prepares students to assume practice and leadership roles and responsibilities in such settings as, community mental health agencies, substance abuse programs, mental health organizations, health care, long-term institutions, research settings, and business and industry.

FOUNDATION EDUCATION REQUIREMENT

Required Courses

(Traditional/Part-time)- 32 credit hours

SWK 501 Foundations of Social Work Practice (3)
SWK 502 Human Behavior and the Social Environment I (3)
SWK 503 Human Behavioral and the Social Environment II (3)
SWK 504 Social Welfare Policy and Services I (3)
SWK 505 Social Welfare Policy and Services II (3)
SWK 506 Intermediate Research (3)
SWK 507 Field Practicum I (4)
SWK 508 Field Practicum Seminar I (1)
SWK 510 Group Dynamics (3)

(Advanced Standing)- 8 credit hours

SWK 509 Psychopathology (3)
SWK 510 Group Dynamics (3)
SWK 600 Advanced Standing (2)

Concentration Education Requirement

(Traditional/Part-time/Advanced)- 28 credit hours

*SWK 601 Advanced Research & Program Evaluation (3)
*SWK 602 Integrative Seminar (3)
*SWK 603 Field Practicum II (6)
*SWK 604 Field Practicum Seminar II (1)
Course requirement for ALL concentrations

Forensics

SWK 605 Introduction to Forensic Social Work (3)
SWK 606 Policy, Leadership and Administration in Forensic Social Work (3)
SWK 607 Expert Testimony in Forensic Science (3)
SWK 608 Community Supervision w/Special Populations (3)
SWK 609 Advanced Practice and Theory in Forensic Social Work (3)

Mental Health

SWK 509 Psychopathology (3)
SWK 615 Multicultural Applications of the DSM 5 (3)
SWK 616 Dual Diagnosis & Assessments (3)
SWK 617 Policy, Leadership, & Admin. I in Mental Health (3)
SWK 618 Advanced Practice and Theory in Mental Health (3)

** SWK 619 Field Practicum III (4)

**SWK 620 Field Seminar III (1)
**For Part-time ONLY students

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**Elective Courses
(Traditional/Part-time)- 6 credit hours**

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SWK 621 Aging and the Law (3)
SWK 622 Caregiving with the Elderly (3)
SWK 623 Special Topics in Mental Health (3)
SWK 624 Working with the LGBTQ Aged (3)
SWK 625 Working with the Rural Aged (3)
SWK 626 Death & Dying (3)

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Additional Approved Electives

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EDU 532 Behavior Disorders of Children (3)
CRJ 627 Criminal Investigation (3)
CRJ 628 Legal Rights of the Convicted (3)
CRJ 629 Law and Evidence (3)
CRJ 630 Community Offender and Supervision (3)
COU 526 Psychological Testing (3)
SOC 527 Marriages and Family (3)
SOC 570 Sociology of Health and Illness (3)

Total University credits for a Master of Social Work:
   60 credits (Traditional/Part-time)
   36 credits (Advanced Standing)

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FIELD EDUCATION

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Field Practicum and Seminar [8-12 credit hours' contingent upon program selected]

Students will complete 900 clock hours in diverse agencies in the community as required for the course. Students in the traditional two-year program will complete two courses that are designed to integrate classroom study with practice in a social work setting. The first course, Field Practicum I, a 400 hour/4 credit hour introductory field experiences, will focus on generalist practice. The second course, Field Practicum II, a 500 hour/6 credit hour advanced field experience, will focus on area of concentration.

Students who completed field work in support of a BSW within eight calendar years of their enrollment, both those qualifying for advanced standing program as well as those enrolled in the traditional program, must complete 900 hours of field work of which 400 credit hours may be transferred from their undergraduate field practicum experience. These candidates will be exempt from the foundation year field placement. Students will complete 500 credit hours (Field Practicum II) in an approved field setting during their concentration year.

Part time MSW students must also complete 900 hours of field work implemented differently and tailored to their specific needs. They will engage in three semesters of field practicum (Field I, Field II and Field III, each 300 hours of field work).

ADVANCED STANDING
Course Curriculum
1 Year – 36 Credit Hours

Concentration: Forensics		Concentration: Mental Health	
Summer		Summer	
SWK 600 Advance Standing	2	SWK 600 Advance Standing	2
SWK 509 Psychopathology	3	SWK 509 Psychopathology	3
SWK 510 Group Dynamics	3	SWK 510 Group Dynamics	3
Fall		Fall	
SWK 605 Intro. to Forensics SWK	3	SWK 615 Multi-Cultural Applications of the DSM V	3
SWK 606 Policy, Leadership, & Admin. in FSW	3	SWK 617 Policy, Leadership, & Admin. in MH	3
SWK 607 Expert Testimony in Forensic	3	SWK 616 Dual Diagnosis & Assessments	3
SWK 608 Community Supervision w/Special Populations	3	SWK 623 Special Topics in MH	3
Spring		Spring	
SWK 601 Advanced Research and Program Evaluation	3	SWK 601 Advanced Research and Program Evaluation	3
SWK 618 Advanced Theory in Mental Health Social Work	3	SWK 618 Advanced Theory in Mental Health Social Work	3
SWK 602 Integrative Seminar	3	SWK 602 Integrative Seminar	3
SWK 603 Field Practicum II	3	SWK 603 Field Practicum II	3
SWK 604 Field Seminar II	3	SWK 604 Field Seminar II	3

TWO YEAR PROGRAM Course Curriculum
2 Years - 60 Credit Hours

Foundation Generalist			
Fall		**Spring**	
SWK 510 Group Dynamics	3	SWK 503 HBSE II	3
SWK 504 Social Welfare Policy I	3	SWK 506 Intermediate Research	3
SWK 502 HBSE I	3	SWK 505 Social Welfare Policy II	3
SWK 501 Foundations of SWK Practice	3	SWK 507 Field Practicum I	4
	12	SWK 508 Field Seminar I	1
			14

Summer (6 hrs. electives)
Elective courses in concentration as approved by advisor

Concentration

Fall		**Fall**	
Concentration: Forensics		**Concentration: Mental Health**	
SWK 605 Intro. to Forensics SWK	3	SWK 615 Multi-Cultural Applications	
SWK 606 Policy, Leadership, & Admin.		of the DSM V	3
in FSW	3	SWK 617 Policy, Leadership, & Admin.	
*SWK 607 Expert Testimony in Forensic		in MH	3
*SWK 608 Community Supervision		*SWK 616 Dual Diagnosis & Assessments	3
w/Special Populations	3	*SWK 509 Psychopathology	3
	12		12

Spring		**Spring**	
SWK 601 Advanced Research &		SWK 601 Advanced Research &	
Program Evaluation	3	Program Evaluation	3
SWK 614 Adv. Theory & Practice		SWK 618 Advanced Theory & Practice in MH	3
in FSW	3	SWK 602 Integrative Seminar	3
SWK 602 Integrative Seminar	3	SWK 603 Field Practicum II	6
SWK 603 Field Practicum II	6	SWK 604 Field Seminar II	1
SWK 604 Field Seminar II	1		16
	16		

Some courses are offered as 8-week, hybrid, or online

PART TIME PROGRAM 4 Years - 60 Credit Hours

FOUNDATION GENERALIST - 1st Year	
Fall	
*SWK 510 Group Dynamics	3
SWK 502 HBSE I	3
	6
Spring	
SWK 501 Foundations in SWK Practice	3
*SWK 504 Social Welfare Policy I	3
	6
Summer	

FOUNDATION GENERALIST - 2nd Year	
Fall	
SWK 503 HBSE II	3
*SWK 505 Social Welfare Policy II	3
	6
Spring	
SWK 506 Intermediate Research	3
SWK Elective	3
	6
Summer	
SWK 503 Field Practicum I	3
SWK 504 Field Seminar I	1
	4

FORENSICS - 3rd Year		MENTAL HEALTH - 3rd Year	
Fall		**Fall**	
SWK 605 Introduction to		SWK 509 Psychopathology	3
Forensics SWK	3	SWK 617 Policy, Leadership,	
SWK 606 Policy, Leadership,		& Admin. in MH	3
& Admin. in FSW	3		6
	6		
Spring		**Spring**	
SWK 601 Advanced Research		SWK 601 Advanced Research	

& Program Evaluation	3		& Program Evaluation	3
SWK 614 Advanced Theory			SWK 618 Advanced Theory & Practice	
& Practice in FSW	<u>3</u>		in MH	<u>3</u>
	6			6
Summer			**Summer**	
SWK 603 Field Practicum II	3		SWK 603 Field Practicum II	3
SWK 604 Field Seminar II	<u>1</u>		SWK 604 Field Seminar II	<u>1</u>
	4			4

FORENSICS – 4th Year		Mental Health - 4th Year	
Fall		**Fall**	
*SWK 607 Expert Testimony		SWK 615 Multicultural Applications	
in Forensics	3	of the DSM V	3
SWK Elective	<u>3</u>	SWK Elective	<u>3</u>
	6		6
Spring		**Spring**	
*SWK 608 Community Supervision		*SWK 616 Dual Diagnosis	
w/ Special Populations	3	& Assessments	3
SWK 602 Integrative Seminar	<u>3</u>	SWK 602 Integrative Seminar	<u>3</u>
	6		6
Summer		**Summer**	
SWK 619 Field Practicum III	3	SWK 619 Field Practicum III	3
SWK 620 Field Seminar III	<u>1</u>	SWK 620 Field Seminar III	<u>1</u>
	4		4

Some courses are offered as 8-week, hybrid, or online.

STUDENT CONCERNS

ACADEMIC POLICIES

EVALUATING PROFESSIONAL PERFORMANCE

As a student in ASU's MSW program, it is the expectation that all students demonstrate a level of professionalism and professional performance that is in alignment with our professional code of conduct and the NASW Code of Ethics, Section 4.05. Students who show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with generalist social work practice is a student concern (adapted from Bemak, Epp, & Keys, 1999, p. 21). The student concern can be reflected in one or more of the following ways: " (a) an inability and/or unwillingness to acquire and integrate professional standards into one's gamut of professional behavior , (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning" (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis, 1987, p.598). Student behavior in the learning environment,

This definition of student concern is consistent with the NASW Code of Ethics, Section 4.05: (a) Social Workers should not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility. (b) Social Workers whose personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

As a student in ASU's MSW program, it is the expectation that all students demonstrate a level of professional performance that is in alignment with social work's professional code of conduct, the NASW Code of Ethics. When it has been determined that a student has demonstrated behaviors deemed unsuitable for social work practice, the procedures for the above noted policy will be utilized to develop a corrective action plan or termination from the program.

SOCIAL WORK PROGRAM NON-ACADEMIC FAILURE POLICY AND PROCEDURES

Alabama State University Master of Social Work Program faculty has an obligation to the social work profession to ensure, in as much as possible, that its MSW graduates are academically, emotionally, and ethically prepared for professional practice. Because of this obligation, students who exhibit signs of mental or emotional stress, engage in behavior which violates the National Association of Social Workers' Code of Ethics, and/or engage in other behaviors (problematic alcohol and substance use, or criminal behavior) will be evaluated to determine if they should continue in the program, and if so, those requirements that would insure that they are prepared for professional practice.

Alleged problems may be presented by faculty, staff, field instructors, or other students. Information relevant to the evaluation of the problem should be as thorough as possible and include the sources of the information.

Identified problems with accompanying documentation should be presented in writing to the Program Chair. The Program Chair will notify the student and his/her advisor in writing that a potential problem(s) has been identified and convene a meeting with the student and his/her advisor to discuss and evaluate the allegations.

During this meeting, the parties involved will attempt to resolve the difficulties. If the resolution of the problem(s) requires remediation and/or correction, a written remediation/correction plan will be prepared and signed by the student (if the student agrees to the charge and plan), the advisor, and the Program Chair. The written statement of the alleged problem (s) and the remediation plan would be placed in a confidential file established for this purpose. The remediation plan must be explicit with clearly stated behavioral criteria for evaluating its success or failure. Compliance with the remediation plan and completion of the behavioral criteria will be monitored by the Program Chair.

When the resolution recommends a period of withdrawal from the Program, a written plan will be prepared which sets forth the considerations for reinstatement, including the minimal period of time which must elapse before the student can apply for reinstatement and the documented behavioral changes expected. The written plan must be signed by the student, the advisor, and Program Chair and placed in a confidential file. The same procedures will apply if the resolution is a temporary withdrawal of the student from the program.

When the student disagrees that a problem exists or disagrees with the proposed resolution, the student may, within fourteen (14) calendar days, request that the Chair convene a panel of judges to consider the issues and recommend a resolution. The panel shall consist of three faculty members, the Program Chair, and a faculty member other than the student's advisor, and another faculty member selected by the student. The panel may make one of the following recommendations: (1) the student should continue in the program; (2) the student will continue and agree to work on remediation/corrections for the specified problem; or (3) the student will be required to withdraw, indefinitely or temporarily for the reasons specified.

The Panels' decision will be presented to the entire program faculty within seven (7) calendar days for a decision on the recommendation. If the student is dissatisfied with the decision of the panel/and program, the student may initiate the procedure described on page 13 of the University's handbook of *Students Rights and Responsibilities*.

Consistent with the values of the Social Work profession, all parties will maintain strict confidentiality in the process. If information is needed from sources outside of the Social Work Program or University, written consent will be obtained from the student to secure a release for such information.

SOCIAL WORK ATTRITION POLICY

The academic status of students who are formally admitted to the program will be evaluated minimally twice during the academic year by the assigned advisor. The advisors will submit students to the Social Work Admissions Committee for the review and recommend termination when the record of the student shows the following:

    a.   When student's overall grade point average falls below 3.0

    b.   When a grade of "C" has been earned in a social work course during the semester

    c.   When student has provided rationale for previous failing grade and has a plan for renewal that seemed sufficient to allow continuance in the major, but still has earned a grade of less than a "C" in a second social work course.

The procedures for dismissal are as follows:

- student's deficiencies will be reviewed by all members of the Social Work Admissions Committee;
- the Committee will meet with the student to discuss academic deficiencies, allowing student to respond; and
- when evidence substantiates that the student is lacking in the necessary qualifications for meeting the academic and/or ethical requirements of the profession, he or she will be counseled out of the program and assisted in finding a more suitable field of study.

STUDENTS RIGHTS AND RESPONSIBILITIES

The University and the Social Work Department are obligated at all times to provide a curriculum that prepares students for beginning a professional level of social work practice in accordance with the Council on Social Work Education Standard (CSWE) for Masters programs. Students have to commit themselves to preparation for professional social work practice. In accordance with these standards, the program acknowledges the following statement of Student Rights:

Statement of Student Rights

Students have the right to expect the following:

1. department faculty to provide them high quality instruction and training for generalist social work practice that is consistent with the cognitive and affective of learning Department objective on the Council on Social Work Education Standards;

2. fair evaluation of performance based on written criteria that are consistent with course objectives;

3. an advisement procedure that not only facilitates their development into professional social workers but also assures that the proper courses are taken in proper sequence;

4. a written syllabus presented at the beginning of each course specifying the purpose of the course, prerequisites, objectives, course requirements, grading criteria, and expected outcomes;

5. representative participation in the development and evaluation of Program policies;

6. mechanisms that facilitate and encourage participation in their own organization; and

7. policies and procedures that allows the expression of grievances.

Student input has been critical for the ongoing evaluation of policies related to the academic program and student affairs. Students' input in policies affecting academic and student affairs is obtained through the following avenues:

- Advisement sessions with faculty advisor;
- Students' opinions that emerge out of Whitney Young Social Work Club, NABSW, and Phi Alpha Honor Society meetings;
- Student formal evaluations of courses and teaching;
- Field instruction seminar; and
- Student membership on the Social Work Advisory Council.

Two Master of Social Work students are selected each year to serve on the Social Work Advisory Council. Membership on this committee provides social work students with additional avenues for participating in shaping the policies of the department and program.

Statement of Student Responsibilities

Students have the responsibility of demonstrating their commitment to preparation for professional social work practice in the following ways:

1. Exhibiting behaviors that are consistent with social work values and ethics and that demonstrate respect and sensitivity to rights and dignity of all individuals;

2. Demonstrating scholarly interest in assigned classroom readings and activities;

3. Participating in student and professional social work association and activities, particularly Alabama State University Social Work student organizations;

4. Scheduling conferences with Social Work Department faculty advisors prior to registration for assistance with course scheduling to assure adherence to the Department's policies;

5. Participating on committees related to the development and implementation of Department program policies and activities (with other students and faculty); and,

6. Utilizing writing, reading, math, and speech laboratories to improve communication skills (on professional subjects and in the professional context).

STUDENTS GRIEVANCE PROCEDURES

The Student Grievance Procedure is designed to be used by student(s) following a specific complaint as a result of actions or policy decisions by the faculty or for a school-related conflict with another student. The intent of this procedure is to assure students' fair and just consideration and to provide guidelines, which follow, for the resolution of student grievances:

1. The student must first attempt to resolve the matter with the faculty person or student.

2. If the matter is not resolved within 14 days from the date of the grievance meeting, the student should submit a written statement to the chair describing the nature of the grievance. The written statement to the Department Chairperson constitutes the opening of the procedure.
    The Department Chair shall respond in this manner:
    - acknowledge in writing receipt of written grievance statement from the student and forward a copy of the written grievance statement to the faculty person; and
    - inform both parties of the findings and conclusion in writing; the Chairperson decides to bring the parties to a meeting to interpret the findings and conclusion.

3. If both parties sign the statement of findings and conclusions, then the problem is resolved.

4. If either party does not sign the statement of findings and conclusions then the matter is not resolved, and the following procedure is automatically put into motion.

5. If the Department Chair is directly involved in the decision or policy of concern, then the senior faculty member shall perform the following role:
    a. A chair from another department will forward the three written statements to the Student-Faculty Grievance Committee for adjudication. This committee shall include the following persons:
       (1) a student member appointed by the president of one of the social work organizations;
       (2) the student's faculty advisor; and
       (3) a faculty member chosen by the Department Chair.

Note: None of the above shall be selected if they have been directly involved in the decision leading to the grievance.

6. Each Student-Faculty Grievance Committee shall be an Ad Hoc Committee, serving only in the instance of the particular grievance for which it has been established. The committee should function as follows:
    a.At the first meeting the committee shall select a Chairperson;

b. Records on the hearing shall be kept either in writing or by use of a tape recorder;

c. The committee shall follow whatever procedures it considers appropriate to ensure thorough study, fair consideration, and equitable resolution of a particular grievance;

d. When the grievance has been resolved, the Chairperson of the Ad Hoc Committee shall inform the Department Chairperson in a written statement, signed by both parties; and

e. If the student is not satisfied with the resolution or decision of the committee, then the student may initiate the procedure described on page 29 *(Code of Student Academic Responsibilities)*.

Consistent with the values of the Social Work profession, all parties in the grievance process must adhere to strict confidentiality.

FIELD EDUCATION ADMISSION POLICY

The Social Work Department admits only those students who are candidates for the Master's degree in social work to the Field Education courses and social work practice courses. There are specific guidelines that determine students' eligibility for field placement. The MSW Program does not provide any course credit based on life or previous work experience of the student. Only students officially admitted to the MSW Program can register for social work field placement courses or be matched with a placement agency.

Foundation and second year, concentration, students must complete basic steps in order to become certified to begin field placement. The student must attend a field placement orientation, then complete an application and individual interview with the Field Coordinator and/or Director of Field and the final step is the actual agency interview. Any student who fails to meet the steps outlined could be delayed or denied field placement. Only official excuses from student affairs will be accepted.

In addition, students must have successfully completed all pre-requisite course requirements or are enrolled in co-requisite courses and have an overall 3.0 GPA in coursework. Students must have a satisfactory field readiness evaluation, and successfully completed the Field Instruction application process. This completed coursework provides the student with the necessary foundation for Field Instruction and the field application and readiness process allows field education team and student to assess or address any areas of concerns prior to moving into field placement.

FIELD INSTRUCTION APPROACH AND STRUCTURE

The structure of Field Education at Alabama State University promotes a planned relationship between cognitive and experiential learning. Student assignments during placement are designed according to the goal and objectives of the Alabama State University Social Work Department, the objectives of Field Education, and the student's abilities and interests. All assignments are educationally directed and professionally supervised to represent a planned linkage between classroom learning and agency experiences.

The student maintains a daily log of the activities engaged in at the agency. The Director of Field and/or Field Liaison is informed about the student's weekly professional development through the log sheets. The advantage of this design is that it promotes the utilization of theoretical material while it is being presented (Danowski, 2005).

Factors Affecting the Success of this Approach to Field Education
1. The Field Instructor accepts the role of teacher and supervisor.
2. The Field Instructor is knowledgeable of the theoretical content in the social work course.
3. The Field Instructor provides experiences that link course content with field experiences.

4.   The Field Instructor works with the Field Coordinator in planning the course (Field Education), including sequencing field content with in-class content (Practice Courses) to allow their integration.

The Concurrent Structure

Field Placement at Alabama State University is based on the concurrent field model. Thirty-two (32) clock hours per week are required in the Field Placement Agency. Students receive four (4) semester credit hours for Field Practicum I (Foundation); six (6) semester credit hours for Field Practicum II (Concentration) and one hour each for Field Placement Seminar I and II. On Tuesday's and Thursday's students are enrolled in social work courses in which discussion of field experiences are processed and integrated into those social work courses.

The Field Instructor will be aware of the Field Placement course objectives and will provide the students within the agency the opportunity to integrate the theoretical learning from the classroom with work in the agency. Agency supervisors are made aware of students assignments during the field instructor's orientation and through ongoing dialogue.

SOCIAL WORK LICENSURE REQUIREMENTS

Obtaining social work employment in most states, including Alabama, requires licensing. The social worker's authority presumes that a social worker follows a code of ethics and has expertise that includes assessment capabilities and knowledge about appropriate interventions designed to alleviate problems. According to the Association Social Work Boards, the licensure process ensures a level of safe practice and protects the general public from unacceptable levels of practice. Social Work Licensure involves passing an examination on the professional foundation content mandated by the Council on Social Work Education (CSWE).

Pamphlets on social work licensure requirements for the State of Alabama are available for review in the Department's Social Work Resource Center or the offices of social work faculty. Other information on Social Work regulation and the examinations may be obtained from the ASWB website at www.aswb.org. The Social Work Program has a limited number of practice copies of the licensure examination to assist students in preparing to sit for the examination. The Department also has software available for use by students in preparing for the licensure exam. Annual workshops and seminars are scheduled to assist students in preparing for the examinations.

UNIVERSITY POLICIES

AFFIRMATIVE ACTION STATEMENT

Alabama State University respects the intellectual potential and dignity of students as individuals, without regard to age, sex, race, color, cultural background, national origin, or disability in admission of students or employment in any of its programs and activities. Alabama State University's Social Work Department prepares students to accept and work with persons whose beliefs and/or practices may be different from those propagated by the university, the department, and field education agencies. Department objectives, course objectives, and bibliographical materials are intended to produce students who are nondiscriminatory and engage in sensitive, culturally diverse practice with client systems of all sizes.

AMERICANS WITH DISABILITIES ACT

The University is committed to providing an environment that ensures that no individual is discriminated against on the basis of his/her disability. Students with disabilities as defined under the Americans with Disabilities Act, who need special academic accommodations, should notify the University Counseling Center. The Center will work with the student and the instructor to coordinate and ensure reasonable academic accommodations.

APPEALS

All academic complaints should be appealed first to the faculty member involved and the department chairperson. Further appeals should be made to the dean of the respective college and the graduate dean; however, according to the Student Handbook, if the complaint is still not resolved by the dean, then the student may appeal to the provost/vice president for academic affairs and ultimately to the University President.

Academic dismissals may be appealed to the Graduate Council. Any such appeal must be made in writing to the dean of The Graduate School at least 60 days prior to the official registration date for the term in which the student is seeking readmission.

CODE OF STUDENT ACADEMIC RESPONSIBILITY

The first law of academic life is intellectual honesty. The following regulations are consistent with the high standards expected of students at Alabama State University. Violation of any of the following standards subjects the student to disciplinary action.

A. Bribery

The offering, giving, receiving or soliciting of anything of value in order to obtain a grade or consideration a student would not expect to achieve from his or her own academic performance.

B. Cheating

1. Any conduct during a program, course, quiz or examination that involves the unauthorized use of written or oral information, or information obtained by any other means of communication.
2. The buying, selling or theft of any examination or quiz prior to its administration.
3. The unauthorized use of any electronic or mechanical device during any program, course, quiz, or examination, or in connection with laboratory reports, or other materials related to academic performance.
4. The unauthorized use of laboratory reports, term reports, theses or written materials in whole or in part.
5. The unauthorized collaboration on any test, assignment or project.
6. Participating in, or permitting, any of the above activities as defined in B, 1-5.

C. Lying

Lying is the deliberate misrepresentation by words, actions or deeds of any situation or fact, in part or whole, for the purpose of avoiding or postponing the completion of any assignment, duties, test or examination in a course, internship or program.

D. Plagiarism

Plagiarism is the act of taking an idea, writing or work of another and presenting it as the product of one's own activity, whether in whole or in part. It is the dishonest use of the work of another person. A person has committed plagiarism when he or she:

1. Submits the words, sentences, ideas, conclusion and/or examples from a source — a book, an article, another student's paper, etc. — without acknowledging the source.
2. Submits another person's work in lieu of his or her own work.
3. Allows another student, or students, to take all or part of his or her course and/or examination.
4. Knowingly aids another student in plagiarizing an assignment as defined in D, 1-3.

ATTENDANCE AND ABSENCES

Each student is expected to attend all lectures, seminars, laboratories and field work for each registered class, including the first class session, in order to verify registration with instructors and to complete all work assigned for the course. Failure to observe this policy may seriously jeopardize a student's academic standing.

If a student does not attend class during the first week (first five instructional days) of the semester and does not give prior notification to the instructor of reasons for absence and intent to attend the class, the student will be dropped from the course.

A student is permitted one unexcused absence for each credit hour generated by the class. For example, two (2) absences are allowed in a two-hour class. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced in an assignment of a grade of "F".

At the beginning of the class, the instructor is responsible for having listed on his or her syllabus the University Attendance Policy. The student will be held responsible for adhering to the University Attendance Policy. Instructors of courses are not obligated to provide makeup opportunities for students who are absent, unless the absences have been officially approved.

An officially approved absence, however, merely gives the individual who missed the class an opportunity to make up the work and in no way excuses him or her from the work required. Official excuses are granted by the Office of Student Affairs for authorized University activities, verified personal illness or illness or death in the immediate family.

Absences will count from the first day of registration for each course. Students receiving veteran's benefits are required to attend classes according to the regulations of the Veterans Administration in addition to those regulations set by the University for all students. It is the responsibility of the instructor to keep an accurate attendance record of all students enrolled. Students should understand that absences may jeopardize their grades. It is the responsibility of the student to withdraw from the University or drop a course.

LEAVE OF ABSENCE

All graduate level students wishing to be excused from the continuous enrollment policy must request a Leave of Absence from The Graduate School. A Leave of Absence must be obtained from The Graduate School prior to the semester the absence is to take effect or within a reasonable time of learning such leave is necessary. A student may be granted a Leave of Absence for medical reasons, family necessity or dependent care, military service, or other approved personal reasons. The student must provide The Graduate School with the appropriate documentation when requesting a Leave of Absence. Examples of appropriate documentation may include military leave papers, signed medical excuses, verification of family care, etc. Students may petition The Graduate School for a Leave of Absence for a maximum of two terms; however, military deployment or extenuating circumstances could allow for an extension. The request must be filed and approved before the anticipated absence. Also, it is the student's responsibility to make sure that all re-admission and re-entry requirements are satisfied within their designated program of study. Students who are enrolled in the Advanced Standing Program will be eligible continue in

Advanced Standing following an approved leave of absence of a period no more than one year only if they are within the eight (8) year requirement.

TRANSFER CREDIT

A total of up to nine semester hours of graduate credit in which grades of B or better are earned at an accredited graduate degree-granting institution may be accepted as transfer credit. Credit earned in correspondence work will not be accepted.

Any graduate work to be transferred must meet the following requirements: (1) courses must be taken within time limitation as stated for the graduate program of study; (2) the course was restricted to graduate students only; (3) the content of the course must correspond to that of a course at this institution; and (4) courses must be approved by the student's adviser and the dean of The Graduate School. Students desiring to have graduate credits transferred must complete a Transfer of Credit form (available in The Graduate School) and have an official transcript sent from the registrar of the college/university previously attended. Students transferring courses for teacher education programs must have taken them at an institution with state-approved programs.

The Social Work Department <u>does not</u> give credit for life experience or previous work experience of the student. Regardless of students' related work experience, they must satisfy all requirements of the program, as well as field practicum.

TIME LIMITATION

All degree requirements must be completed within the eight-year time period.

STUDENT ACTIVIES/ORGANIZATIONS AND SERVICES

Departmental, Professional and Honor Organizations

Social Work program faculty encourages students to join and actively participate in the Whitney M. Young Social Work Club, National Association of Black Social Workers (NABSW), and Phi Alpha Social Work National Honor Society. Notices of meetings are posted in classrooms and on bulletin boards and are announced in classes. Faculty members view participation in the clubs as an integral part of the total Department curriculum.

Membership is open to all students in Department, with only minimal annual dues. Under the leadership of elected student officers and a faculty advisor, the clubs engage in a variety of activities, which provide excellent opportunities for student socialization, professional enrichment, and community service. A major annual event is the Honors Banquet, where students invite speakers from the practice community. This program also includes the presentation of awards to students who have excelled in academics, community service, and service to the organization.

Students are also encouraged and expected to join the National Association of Social Workers (NASW), Alabama Conference of Social Workers (ACSW), the student chapter of Council of Social Work Education (CSWE), and the student chapter of Alabama/Mississippi Social Work Education Conference. Brochures and membership information are available in the Social Work Resource Center or from social work faculty members.

In addition to the above, MSW students are also encouraged to become active members of the Graduate Student Association (GSA) on the campus of Alabama State University.

Graduate Student Association (GSA)

The purpose of this organization is to serve as a vehicle in promoting graduate student interest, needs and concerns both on the main campus and off-site locations.

STUDENT RESOURCES

Counseling Services
Mr. Chris Johns, MS, LPC Director
334-229-4382
www.alasu.edu

The ultimate objective of all counseling services is to provide students with opportunities for increasing their life skills and to complement their academic development. The academic world is an environment in which men and women can grow intellectually, socially, and emotionally. To experience academic achievement without growing personally, emotionally and socially inhibits students from developing to their full potential.

The University Counseling Center offers the following services:

A. **Individual Counseling** provides an opportunity for students to discuss, in confidence with a trained counselor, any difficulties, thoughts, feelings or concerns that are causing them to be anxious or depressed.

B. **Group Counseling** provides opportunities for students to participate with peers, professional counselors and experienced leaders in exploring feelings, behaviors and other concerns in a supportive atmosphere; to gain clarification and feedback; and to plan some appropriate action.

C. **Crisis Counseling Program** is designed to help students face obstacles to life goals or traumatic situations that are for the time insurmountable through the customary method of problem-solving.

Testing Services
Mrs. Peggy Jones
334-229-4385
www.testing@alasu.edu

The Testing Center provides a variety of services for the entire University. Among the services offered are national examinations, University required examinations, test administration for institutional programs, test scoring, and test interpretation. Testing dates for the academic period are announced at the beginning of the year. Students are urged to obtain a schedule from the testing office (McGehee Hall 105) for information concerning testing dates. Equally important, however, is the research assistance provided by the center to University personnel in their effort to understand and to relate more effectively to student development, curricular development and the University environment.

Students with Disabilities Center
Mrs. Deborah Anderson
334-229-5127
www.alasu.edu

Alabama State University is firmly committed to the principle of providing equal educational employment opportunities for individuals with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Our policies, programs and activities are designed to ensure that all facilities are made available to students and employees with disabilities in the most appropriate integrated setting. We are further committed to the identification and removal of any and all existing barriers that prevent disabled students and employees from enjoying any rights and privileges, advantages or opportunities enjoyed by others. Questions that may arise regarding University compliance and/or requests for reasonable accommodations should be directed to the Vice President for Student Affairs, Alabama State University, P.O. Box 271, Montgomery, Alabama 36101-0271; (334) 229-4241.

Special instructions are provided during the orientation period that takes place at the beginning of each semester. These instructions include an introduction to all of the facilities and services available to the students with disabilities and the process that the student must follow to get keys to key-controlled elevators.

The program will provide reasonable accommodations for individuals qualifying under the Americans with Disabilities Act and other State and Federal laws and regulations. The service is dependent upon verifiable student needs. Examples of services provided or coordinated include note takers, scribes, print enlarger, reading for the visually impaired, provision of keys to elevators, personal counseling, speech therapy referral, proofreading and cooperation with vocational rehabilitation agencies. Students with documented special needs who intend to enroll in Alabama State University should contact the University Counseling Center at (334) 229-4382 or the Americans with Disabilities Act (ADA) coordinator at (334) 229-5127.

In the event a student with a disability finds that an academic program is located in an inaccessible facility, he or she should report it to the office of the dean of his or her college or academic unit. The dean will work with appropriate campus officials to determine reasonable accommodations.

If the deans report students with physical, perceptual and learning disabilities, the Office of Student Affairs will advise such students concerning the availability and location of auxiliary aids to reduce negative effects of physical, cognitive and mental disabilities.

Career Services
Ms. Ella Tucker
229-4156
www.alasu.edu/career_services

The University maintains a comprehensive career planning library that allows for self-directed usage and contains many vocational publications and information on employers, colleges, graduate schools, job search, resume preparation and free handout material as well as a computerized occupational information terminal. In addition, the center also provides a testing program that helps students evaluate values, interests, aptitude, and identification of careers and specific occupational information. Career counseling is provided by appointment, and numerous seminars/workshops on interpersonal topics are conducted.

The Office of Career Services assists graduate students in obtaining career employment before and after graduation. Services include on-campus interviewing, part-time work, internships, resume/credentials preparation and referrals, interview techniques, seminars, interaction/interchange seminars, career counseling and a variety of career day programs.

To be eligible for these services, a candidate must be registered with the Career Services and must annually update this registration to remain active. To register with the office call (334) 229-4156 or register online at www.alasu.edu/career_services.

Minority and International Student Services
Mr. Steven Harvon
334-229-4713
www.alasu.edu/student-life/minority--international-affairs/index.aspx

Alabama State University strives to provide equal opportunity for all students. Students whose racial heritage is not black/African-American currently constitute a minority group at ASU. These persons are encouraged to exercise the privilege to enroll in the University and to secure for themselves the benefits of its numerous offerings.

Recognizing that minority groups in any setting have special needs and concerns, the University has established a program to meet the needs of these students. This program is responsible for services performed on behalf of international students from their initial inquiries until their return home.

The Office of Minority/International Student Affairs is located in 6 University Center.

Health Services Center
Ms. Gwendolyn Mann
334-229-4436
www.alasu.edu

The University Health Center is supervised by the Office of Student Affairs. Located on the ground floor of Willease Simpson Hall, it provides health services for all registered students. Regular hours for the Center are 8 a.m. to 5 p.m., Monday and Friday; 8 a.m. to 7 p.m. on Tuesday, Wednesday, and Thursday. During the summer the hours are from 8 a.m. to 5 p.m. Monday-Friday.

The following services are offered by the University Health Center:

1. Counseling to promote wholesome physical health habits

2. Routine medical care

3. Emergency Management Assistance

For the benefit of all students attending the University, the center facilities include a well-equipped, modern infirmary. Daybeds are available for short durations of illness not of a serious nature.
A resident student suffering from an accidental injury or sudden illness during hours when the Health Center is not open should contact the residence hall staff or campus police for appropriate medical arrangements. Nonresident students should contact campus police. An ambulance may be dispatched to campus for transportation to a hospital if indicated.

All students are automatically covered under a limited group sickness and accident insurance policy upon completion of registration to the University. The policy may not cover the total medical cost. Under such conditions, the student is responsible for any excess in charges not covered by the policy. The policy also includes a $7,500 life insurance benefit.

Appendix

SOCIAL WORK COURSE DESCRIPTIONS

SOCIAL WORK (SOC)

SWK 500 Cultural Diversity in Social Work (3) This course builds on foundation courses by giving more information and knowledge of cultural diversity in social work practice and its significance to theory, practice, and research.

SWK 501 Foundations of Social Work Practice (3) The course is an introduction and overview of the social work practice and begins with an examination of the characteristics of the integrated practice model that ground practice in a social-justice oriented approach. These include conceptualizing work with individuals, families, groups, neighborhoods and organizations within a community context; using strengths and empowerment-oriented perspectives and alternative approaches to the foundation for social work practice.

SWK 502 Human Behavior and the Social Environment I (3) The first of two sequential courses, HBSE I utilizes a multidimensional framework to analyze the biological, psychological, social and cultural, and spiritual dimensions of human behavior from conception to death. This foundational course is designed to help students gain an understanding of human development, dynamics, and the growth of individuals and families within their environmental context.

SWK 503 Human Behavioral and the Social Environment II (3) The second of two sequential courses, HBSE II introduces students to the major micro, mezzo, and macro theories of human behavior. Students will develop a deeper understanding of theoretical approaches used to guide social work assessments.

SWK 504 Social Welfare Policy and Services I (3) This is the first of two sequential courses, Social Welfare Policy and Services I is designed to provide opportunities for students to analyze the historical and the philosophical development of social welfare and to develop skills in social welfare policy and program analysis, formulation and advocacy. Students learn the relationship of social welfare to the social, political, economic and cultural context in which it exists.

SWK 505 Social Welfare Policy and Services II (3) This is the second of two sequential courses, Social Welfare Policy and Services II introduces policy practice with the goal being to change policies in legislative and community settings. It examines to process of policy development, analysis, and advocacy skill development aimed at empowering vulnerable populations.

SWK 506 Intermediate Research (3) This foundation research course provides an introduction and review to the research principles and methods of basic social work research and the scientific process. This course is designed to prepare students to understand and appreciate scientific research as a valuable tool in social work practice.

SWK 507 Field Practicum I (4) The purpose of field practicum I **(foundation year placement)** is to develop an advanced social work practitioner who: 1) is grounded in the values and knowledge base of the social work profession; 2) who uses the full spectrum of the values and knowledge base to guide interventions with clients and client systems; 3) who evaluates the outcomes of interventions in order to improve the quality of service delivery; and 4) is aware of the importance and value of professional use of self.

SWK 508 Field Practicum Seminar I (1) A companion to Field Practicum I (**foundation year placement**), Field Seminar I, provides students an on-campus academic setting where they can critically reflect upon their field experiences, their classroom education, and themselves within a context of challenge and support from classmates and faculty. Seminar assignments and class sessions are designed to promote integration of theory and practice. The seminar aims to enhance students' purposeful use of self to effectively facilitate interactional relationship and problem-solving processes incorporating holistic, ecosystems, strengths based, human rights, and empowerment perspectives at an advanced level.

SWK 509 Psychopathology (3) The general purpose of this course is to help students develop a refined and well-developed appreciation and understanding of mental illness that will reflect the latest and evolving biological, clinical, psychosocial knowledge, research, and perspectives on mental illness.

SWK 510 Group Dynamics (3) The general purpose of this advanced social work practice course is to provide leadership knowledge, skills, and abilities to better understand and meet the challenges of working within complex and diverse social settings that address a range of contemporary social service issues. This course focuses on developing group leaders who possess both an understanding of group dynamics and effective leadership skills.

SWK 600 Advanced Standing (2) This course is mandatory for all advanced standing students and is designed to provide a conceptual orientation necessary for the concentration year of graduate studies. The goal of this course is to enhance students' skills and knowledge generic to generalist social work practice, human behavior and the social environment (HBSE), research methods and social welfare policy analysis in preparation for the concentration year. It addresses topics necessary for advanced MSW-level practice and to support effective and ethical micro- and macro-level interventions.

SWK 601 Advanced Research & Program Evaluation (3) This advanced course in research methodology builds on SWK 506 Intermediate Research. The focus of this course is on social work practice research paradigms, models, and methods of program evaluation.

SWK 602 Integrative Seminar (3) This capstone course gives students the opportunity to analyze and apply with greater depth, breadth, and specificity their knowledge, skills, and theories to values and ethics, diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policy, social work practice, research and field education. The course builds upon all previous courses in the curriculum and the field internships utilizing a multi-level case study method and prepares students for professional practice. The course will be taken concurrently with students' final field placement to enhance reciprocal learning in class and in **field.**

SWK 603 Field Practicum II (6) Taken concurrently with SWK 604, (Field Practicum Seminar II) and SWK 602 (Integrative Seminar), this course is designed to be taken by students during their concentration year. Field practicum II is focused on advanced direct practice and to facilitate development of advanced direct practice competency in the student's area of concentration focus (gerontology, forensic social work or mental health).

SWK 604 Field Practicum Seminar II (1) A companion to Field Practicum II **(concentration year placement**), Filed Seminar II, provides students an on-campus academic setting where they can critically reflect upon their field experiences, their classroom education, and themselves within a context of challenge and support from classmates and faculty. Seminar assignments and class sessions are designed to promote integration of theory and practice. The seminar aims to enhance students' purposeful use of self to effectively facilitate interactional relationship and problem-solving processes incorporating holistic, ecosystems, strengths based, human rights, and empowerment perspectives at an advanced level.

SWK 605 Introduction to Forensic Social Work (3) This course will provide an introduction to the study of forensic social work, as well as identify a broad range of issues faced by social workers who practice in the judicial arena. Emphasis will be on forensic casework, interviewing, evaluating and treatment intervention. A social problem approach will be used. This approach will include reviewing the historical and contemporary development of the forensic social work profession, social work roles in problem solving, forensic social work as a profession, and the future of it in the social work profession.

SWK 606 Policy, Leadership and Administration in Forensic Social Work (3) This course will critically analyze major social policies and demonstrate and understanding of how social policies related to Forensic Social Work are formulated, influenced and their role in service delivery and practice. Students will be encouraged to look for key elements or principles leading to effective administration and organizational performance.

SWK 607 Expert Testimony in Forensic Social Work (3) This course will focus on clinical assessment and treatment in a variety of forensic settings. Topics include forensic interviewing and assessment of children and adults, treatment of offenders and victims, legal procedures involving the interaction of clinical social workers with the justice system, and expert testimony by mental health professionals. Students will explore a different forensic technique or specialty.

SWK 608 Community Supervision w/Special Populations (3) This course will introduce students to the procedures, practices, and personnel involved in community-based corrections and its usage of them. Students will learn about the wide array of effective punishments and treatment programs that constitute alternatives to incarceration, and which are designed to meet the level of risk posed by, and he needs of, each individual. These include probation, parole, electronic monitoring, house arrest, day-treatment centers, boot camps, restitution, fines, and more.

SWK 609 Advanced Practice and Theory in Forensic Social Work (3) This course focuses on knowledge and theories from various disciplines with a specialization in Forensic Social Work, Gerontology, or Mental Health will be equipped to with knowledge and theories from various disciplines to understand gerontology related, forensic, or mental health theoretical frameworks of causation amongst adults and/or children. Student Students will focus on analytical skills (e.g., conceptual and diagnostic skills) and application skills. Selected theories will examine causation from the sociological, psychological, and behavioral perspectives.

SWK 611 Policy, Leadership and Administration in Gerontology (3) This course will critically analyze major social policies and demonstrate and understanding of how social policies related to Gerontological Social Work are formulated, influenced and their role in service delivery and practice. Students will be encouraged to look for key elements or principles leading to effective administration and organizational performance.

SWK 614 Advanced Practice and Theory in Gerontology (3) This course focuses on knowledge and theories from various disciplines with a specialization in Forensic Social Work, Gerontology, or Mental Health will be equipped to with knowledge and theories from various disciplines to understand gerontology related, forensic, or mental health theoretical frameworks of causation amongst adults and/or children. Student Students will focus on analytical skills (e.g., conceptual and diagnostic skills) and application skills. Selected theories will examine causation from the sociological, psychological, and behavioral perspectives.

SWK 615 Multicultural Applications of the DSM 5 (3) This course provides an **advanced understanding** of the clinical application of the DSM 5. This class will consider the bio-psycho-social etiological base for the major psychological disorders. This class will present a client-centered model of differential assessment and diagnosis, using the DSM 5 as the base of exploration, based on a holistic paradigm that integrates known biological, psychological, social, and cultural factors.

SWK 616 Dual Diagnosis & Assessments (3) This course will provide participants with an understanding of the nature of the overlap between psychiatric disorders and psychoactive substance use disorders and the assessment and treatment of dually diagnosed clients: chemically dependent individuals who have a coexisting psychiatric disorder and mentally ill individuals who are chemical abusing or dependent. Students will acquire an understanding of the differential diagnosis of chemical dependency and mental disorders, the mental disorders likely to be present in dual diagnosis clients, and the assessment strategies and intervention approaches for working with clients who have dual disorders, especially addicted trauma survivors, including some non-traditional approaches for treating addictions that are particularly relevant for this population.

SWK 617 Policy, Leadership, & Admin. I in Mental Health (3) This course will critically analyze major social policies and demonstrate and understanding of how social policies related to Mental Health Social Work are formulated, influenced and their role in service delivery and practice. Students will be encouraged to look for key elements or principles leading to effective administration and organizational performance.

SWK 618 Advanced Practice and Theory in Mental Health (3) This course focuses on knowledge and theories from various disciplines with a specialization in Forensic Social Work, Gerontology, or Mental Health will be equipped to with knowledge and theories from various disciplines to understand gerontology related, forensic, or mental health theoretical frameworks of causation amongst adults and/or children. Student Students will focus on analytical skills (e.g., conceptual and diagnostic skills) and application skills. Selected theories will examine causation from the sociological, psychological, and behavioral perspectives.

SWK 623 Special Topics in Mental Health (3) This course focuses on the development of a foundation of knowledge and skills necessary for culturally competent, recovery-oriented clinical social work practice across selected populations and mental health practice settings. Students will continue their examination of client problems within the context of the person and environment with specific attention to mental health agency settings. Students will strengthen engagement, assessment, planning, goal setting, interventions and evaluation skills as they apply to direct and indirect practice with persons in mental health settings.

SWK 625 Working w/The Rural Aged (3) This Course will introduce students to the uniqueness of rural culture along with the resource challenges provided to family caregivers, professionals and para-professionals in assessing resources for the rural elderly population. A special emphasis will be placed on health and human service delivery in rural areas.

[APPENDIX B: Program Design]

ALABAMA STATE UNIVERSITY SOCIAL WORK DEPARTMENT
PROGRAM OF STUDY
<u>PROGRAM DESIGN</u>

Curriculum Guide Bridge (Summer) (Advanced Standing)				
Course	**Course No.**	**Credit Hours**	**Grade**	**Semester Completed**
Advance Standing	SWK 600	2		
Psychopathology	SWK 509	3		
Group Dynamics	SWK 510	3		

Curriculum Guide Foundation Year (Traditional Program) *All 2-year program students are required to take 6 semester hours of elective courses that have be approved by your advisor.				
Course	**Course No.**	**Credit Hours**	**Grade**	**Semester Completed**
Fall Semester				
Foundations of SWK Practice	SWK 501	3		
Human Behavior & Social Environment I	SWK 502	3		
Social Welfare Policy I	SWK 504	3		
Group Dynamics	SWK 510	3		
Spring Semester				
Human Behavior & Social Environment II	SWK 503	3		
Social Welfare Policy II	SWK 505	3		
Intermediate Research	SWK 506	3		
Field Practicum I	SWK 507	4		
Field Practicum Seminar I	SWK 508	1		

Curriculum Guide Elective Traditional Program (Summer Semester)				
Course	**Course No.**	**Credit Hours**	**Grade**	**Semester Completed**
Psychopathology (Mental Health Concentration	SWK 509	3		
		3		

Concentration Year
(Advanced Standing or Traditional Program)

Student Must Select __ONLY One__ (1) Concentration Area

Concentration One: Forensic Social Work				
Course	**Course No.**	**Credit Hours**	**Grade**	**Semester Completed**
Fall Semester				
Introduction to Forensics	SWK 605	3		
Policy, Leadership, & Administration in FSW	SWK 606	3		
Expert Testimony in Forensic	SWK 607	3		
Community Supervision w/Special Population	SWK 608	3		
Spring Semester		3		
Advance Research & Program Evaluation	SWK 601	3		
Advance Theory & Practice in FSW	SWK 609	3		
Integrative Seminar	SWK 602	3		
Field Practicum II	SWK 603	6		
Field Practicum Seminar II	SWK 604	1		
Concentration Two: Mental Health				
Course	**Course No.**	**Credit Hours**	**Grade**	**Semester Completed**
Fall Semester				
Multi-Cultural Application of the DSM 5	SWK 615	3		
Policy, Leadership, & Administration in MHS	SWK 617	3		
Dual Diagnosis & Assessments	SWK 616	3		
Special Topics in Mental Health (ADV Standi Psychopathology (Traditional)	SWK 623/ SWK 509	3		
Spring Semester				
Advanced Research & Program Evaluation	SWK 601	3		
Advanced Theory & Practice in MHSW	SWK 618	3		
Integrative Seminar	SWK 602	3		
Field Practicum II	SWK 603	6		
Field Practicum Seminar II	SWK 604	1		

SELF-ASSESSMENT SURVEY

Name _____

Scale:

0 = Don't Know
1 = Below Average
2 = Average
3 = Above Average
4 = Outstanding

PERSONAL APTITUDE	0	1	2	3	4
Ability to form individual relationships					
Ability to verbally communicate					
Ability to relate to others in a group situation					
Assertiveness					
Leadership ability					
Ability to be flexible					
Ability to work with others regardless of race, sex, sexual orientation age, religion or national origin					
Ability and desire to practice social work within the Code of Ethics and values of the profession					
Ability to empathize					
Emotional maturity and ability to manage stress					
Self-awareness					
ACADEMIC APTITUDE/PERFORMANCE	0	1	2	3	4
Motivation to learn					
Self-discipline					
Academic abilities					
Writing ability					
Performance on course assignments					
Performance on course exams					
Classroom participation					

(Continued on next page)

PERSONAL STATEMENT ESSAYS

Answer the following questions:

1. Describe what influenced your interest in the social work major (i.e. family, friends, clergy, social worker, teacher, volunteer/work experiences, academic experiences, personal life experiences, etc.).

2. Describe what you consider to be one of the most pressing social problems. What, in your opinion, causes this problem? What do you think the social work profession has to offer in the solution of this problem? What qualities, skills, and attributes do you have that would contribute to the solution of this problem?

3. Based upon the attached self-assessment, identify at least <u>three areas</u> of needed development or personal growth and your plan for improving in these areas. (Be specific)

4. Please identify questions you have about the major, the program, and the profession. Add any other information you believe is relevant to this application.

[APPENDIX D: Social Work Clubs]

SOCIAL WORK CLUBS

Social Work Program faculty encourages students to join and actively participate in the Whitney M. Young Social Work Club, National Association of Black Social Workers (NABSW), and Phi Alpha Social Work National Honor Society. Notices of meetings are posted in classrooms and on bulletin boards and are announced in classes. Faculty members view participation in the club as an integral part of the total Department curriculum.

Membership is open to all students in the Department, with only minimal (annual) dues. Under the leadership of elected student officers and a faculty advisor, the clubs engage in a variety of activities, which provide excellent opportunities for student's socialization, professional enrichment, and community service. One of the major annual events is the Honors Banquet, where students invite speakers from the practice community. This program also includes the presentation of awards to students who have excelled in academics, community service, and service to the organization.

Students are also encouraged and expected to join the National Association of Social Workers (NASW), Alabama Conference of Social Workers (ACSW), the student chapter of Council of Social Work Education (CSWE), and the student chapter of Alabama/Mississippi Social Work Education Conference. Brochures and membership information are available in the Social Work Resource Center or from social work faculty members.