



Health and
Human Sciences

SOUTHEASTERN LOUISIANA UNIVERSITY

Bachelor of Social Work Program

STUDENT HANDBOOK

2024-2025

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Revised July 2024 This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this Southeastern Louisiana University BSW Student Handbook, those who use the Handbook should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all of the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the Program Director, the Health and Human Sciences Department Head, or other appropriate individuals in the College of Nursing & Health Sciences at Southeastern Louisiana University.

If you have a disability and need assistance to obtain this publication in an alternate format, please contact the Social Work Program at socialwork@selu.edu.

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Preface

This handbook is intended to orient you to Southeastern Louisiana University's Social Work Program. It provides an overview of the program's policies and procedures, as well as general information that will help you to succeed in the program. Please read it thoroughly and refer to it as needed. Occasionally, the program's policies are modified to better meet the needs of students and faculty. Changes to the handbook will be posted to the social work program CANVAS site as an addendum to the handbook.

As a social work student, you have input into the development, modifications and changes in the policies and procedures of the Social Work Program. The Social Work Student Association is a key vehicle for your involvement in the program, as well as a means to voice your opinions on program development. We encourage you to participate in this organization and bring your thoughts, ideas, perceptions and involvement to the meetings. The Social Work Program faculty and staff are also available to hear your suggestions for program improvement.

This Handbook was written and compiled by the faculty, staff and students of the Social Work Program. We appreciate the invaluable assistance from all contributors and welcome continued input from the Social Work Program faculty, students and staff.

The faculty and staff of the Social Work Program of Southeastern Louisiana University welcome you as a social work major. We believe that our Program provides you the opportunity to acquire the knowledge, values, and skills required for entry level professional social work practice. We are here to assist you and urge you to seek advice and assistance. Please keep in mind that the Social Work Handbook is a supplement to the University's general catalog. The general catalog is the roadmap for completion of the program and university degree. It is ultimately the student's responsibility to follow this roadmap and utilize the general catalog as well as the Social Work Student Handbook to assist you in successfully proceeding through your course of studies.

We wish you a productive and rewarding academic and professional educational experience.

Faculty and Staff of the Social Work Program

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Tonyalea Elam, LMSW, Instructor and Associate Coordinator of Title IV-E Child Welfare Program

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The Social Work Program has a reputation for excellent professional education in beginning generalist social work and of service to the professional community in which it is situated. The faculty is diverse in background, expertise, practice experience, teaching interests and research.

Accreditation

The Social Work Program is a member of the Council on Social Work Education and is accredited by the Council's Commission on Accreditation at the bachelor's level. Students graduating with a Bachelor of Arts Degree in Social Work obtain a degree from Southeastern Louisiana University which prepares them for beginning generalist social work practice in a variety of private and public social service agency settings. Many graduates from the program pursue a master's degree in social work (MSW) after graduation. Students graduating with the required grade point average and obtaining required scores on the Graduate Record Examination, may successfully meet admission requirements to similarly accredited graduate schools of social work.

Notice of Nondiscrimination

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Executive Order 13672, Southeastern Louisiana University does not discriminate on the basis of race, sex, gender identity, sexual orientation, ethnicity or national origin, religion, age, genetic information, disability status or veteran status in its administration of educational policies, programs, or activities; its admissions policies; scholarship and loan programs; athletic or other university-administered programs; or employment. Inquiries or complaints should be directed to the Vice President of Student Affairs, Rm. 126 Dyson Hall . Southeastern Louisiana University, Hammond, LA, 70402. Telephone 985-549-5250 . Email esummers@southeastern.edu.

Situations may arise in which students believe they have not received fair treatment by a representative of the University. When a student has a concern about the performance, action, or inaction of a member of the staff or faculty, the student should approach the faculty or staff

member first, if possible, in an attempt to resolve the matter. Unresolved concerns involving social work faculty should be taken to the Head of the Department of Health and Human Sciences and then to the Dean of the College of Nursing and Human Sciences, if the problem is not resolved at the department head level. Unresolved concerns involving non-faculty staff should be taken to the staff member's supervisor, the Head of the Department of Health and Human Sciences, and then to the next higher supervisor.

Power Based Violence and Sexual Misconduct Policy

Southeastern Louisiana University does not discriminate on the basis of sex in its educational programs and activities. The university, in an effort to foster an environment of respect for the dignity and worth of all members of the university community, is committed to maintaining an educational environment free of sexual harassment. It is the policy of the university that no member of its community shall engage in sexually harassing or sexually violent behavior toward another. Any student or employee who violates this policy is subject to disciplinary action which may include expulsion from the university or termination of employment. Sexual harassment, including sexually violent behavior, is illegal under both state and federal law. See https://www.southeastern.edu/resources/policies/policy_detail/sexual_misconduct.html for more information.

Discrimination and Harassment Policy

Southeastern Louisiana University is committed to maintaining an educational and workplace environment free of any type of discrimination and/or harassment which is illegal and which will not be tolerated. In furtherance of that commitment, this policy forbids discrimination and/or harassment of any kind by or against any applicant, employee, student, or any other individual/group of individuals on the basis of race, color, sex, religion, sexual orientation, gender identity, national origin, disability, genetic information, age, veteran status, political affiliation, citizenship, or retirement status. Cases involving allegations of discrimination and/or harassment by students are covered by the University Code of Conduct, Article IV: C. Proscribed Conduct, 3. Abusive Conduct, and are handled as such by the Office of Student Advocacy and Accountability. See www.southeastern.edu/studenthandbook.

This policy complies with the requirements and objectives set forth by Presidential Executive Order 11246, Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the Veterans Employment and Readjustment Act of 1972, the Equal Employment Opportunity Act of 1972, Section 901 of Title IX of the Educational Amendments of 1972, the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Genetic Information Nondiscrimination Act of 2008, Louisiana Executive Order 13, all as amended, and Louisiana Executive Order JBE 16-11.

General Information

Southeastern Louisiana University- Brief Historical Overview

Southeastern is the outgrowth of the Hammond Junior College which was established in 1925 by the citizens of the southern half of Tangipahoa Parish. The first session began on September 14, 1925 with a president, four instructors and forty students. Both freshman and sophomore students were enrolled, and facilities of the Hammond High School were used. The main objectives of the junior college were to provide a two-year curriculum in teacher education and basic undergraduate work in arts and sciences. The curriculum was approved by the State Board of Education. The student body grew and by 1928, fifteen acres of the present campus were purchased. In 1930, a third year was added to the curriculum and in 1937 a fourth year was added. The first degrees were conferred in May, 1939. On March 3, 1946, Southeastern was formally approved and accepted to full membership in the Southern Association of Colleges and Schools as a four-year, degree granting institution. On June 16, 1970, the school's name was officially changed to Southeastern Louisiana University. The University has continued to grow and in the late 1990s was named "the fastest growing state university in America."

Southeastern Louisiana University- Social Work Program Overview

The Social Work Program at Southeastern Louisiana University is committed to designing an educational program that is sensitive to the service needs and problems of poverty that are manifested in Louisiana and the Florida Parishes. Consistent with this commitment, the Program also supports the basic purpose of social work education. Specifically, the preparation of competent and effective generalist social work practitioners who are committed to practice with individuals and social systems that address services to the poor and oppressed, and who work to alleviate poverty, oppression and discrimination and the cross cutting issues that derive from these conditions, and who promote the positive value of diversity. This purpose also converges with the basic historic purposes of the social work profession, which are committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The Social Work Program has embraced Southeastern Louisiana University's core values to anchor its purpose and mission. To repeat, those core values are:

- Caring
- Learning
- Community
- Diversity
- Excellence
- Scholarship
- Integrity

The mission of the Southeastern Social Work Program is derived from and consistent with the University's social and economic contexts. The Social Work Program's mission converges with the mission of Southeastern "to lead the educational, economic and cultural development of

southeast Louisiana.”

Mission

Social Work Program Mission Statement

Committed to excellence, the Southeastern Social Work program is dedicated to advancing social work professionals with a strong foundation in anti-racism, diversity, equity, and inclusion (A DEI). We champion empowerment and positive change in rural communities in Southeast Louisiana. Our mission is to equip graduates with the skills to address unique challenges faced by diverse populations. Through innovative education and immersive field experiences, we prepare students to be compassionate advocates, adept problem-solvers, and leaders who uplift and transform the lives of individuals, families, and communities in need.

Program Goals

In order to fulfill its mission, the Southeastern Social Work Program has adopted the following goals.

1. Prepare competent and effective generalist social work practitioners to work effectively with diverse individuals, groups, families, organizations and small communities in rural areas and yet assure they be well versed in global and international ramifications of contemporary social and political realities.
2. To engage in on-going exploration and expansion of the social work knowledge base related to:
 - a. Competent and effective generalist social work service and leadership in the development, provision, and evaluation of social services in a variety of organizational settings and service delivery systems within a rural and global context.
 - b. Social functioning, social policy, social and economic justice and social problems associated with rural poverty.
 - c. Research-informed practice.
 - d. Responding to the impact of context on professional practice.
3. To provide leadership in the development of social services through:
 - a. Active interaction with area service delivery systems through the Southeastern Social Work Program Community Advisory Board Committee, the National Association of Social Workers, and through participation on social service advisory boards and boards of directors, and continuing education initiatives.
 - b. Professional consultation, advisement, and/or research and evaluation for and with public and private social service agencies in a variety of organizational settings and service delivery systems.

4. To ground the social work education of competent and effective generalist social work practitioners in the history, values, purposes and philosophy of the social work profession by:
 - a. Preparing students to work with diverse at risk populations, be culturally competent, and to become and maintain awareness of the ramifications of social and economic injustice within rural and global contexts.
 - b. Infusing and affirming the professional history and philosophy of social work values, ethics, purpose and goals throughout the educational curriculum, affirming and promulgating the values, standards and principles as reflected in the National Association of Social Work Code of Ethics and the Louisiana Social Work Practice Act and the Louisiana Rules, Standards and Procedures and Practices whenever and wherever relevant throughout the curriculum.
 - c. Reaffirming the Social Work Program's commitment to the history and philosophy of the social work profession reflected in the Council on Social Work Education Educational Policy and Accreditation Standards through our thoughtful and responsive self-assessment, constructive change and documentation of these processes.

5. To base social work education of competent and effective generalist social work practitioners on a body of knowledge, values and skills by:
 - a. Promulgating a generalist problem solving and intervention curriculum model built upon a broad-based liberal arts perspective for effective empowerment oriented social work practice with individuals, groups, families, organizations and communities.
 - b. Utilizing theoretical frameworks supported by empirical evidence to ensure students understanding of individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
 - c. Preparing baccalaureate level generalist social workers to become critical thinkers and to understand and accept the responsibility to remain proficient in professional research-based practice through lifelong acquisition and development of knowledge and skills toward client empowerment, strengths, advocacy and transformation.
 - d. Facilitating the recognition and support of the strengths and resiliency of all individuals, groups, families, organizations, communities, and societies.

6. To enable students in Southeastern's Social Work Program to integrate the knowledge, values and skills of the social work profession toward competent practice through:
 - a. Maintaining and advancing teaching excellence in Southeastern's Social Work Program.
 - b. Appropriate volunteer, service learning and through field internship practice experiences.
 - c. Active student interaction with area service delivery systems through participation in the Southeastern Social Student Association professional

program and community services initiatives, on the Southeastern Social Work Program Community Advisory Board Committee, the National Association of Social Work, and continuing education initiatives.

Council on Social Work Education (CSWE) Program Competencies

The Council on Social Education (CSWE) mandates that each accredited undergraduate social work program address competencies and behavioral outcomes outlined by the CSWE's EPAS (Educational Policy and Accreditation Standards). These competencies and outcomes are available on the [CSWE's website](#). The competencies and outcomes describe how an undergraduate social work curriculum should help students develop knowledge, skills, and values related to the social work profession.

Adopted from the Council on Social Work Education's Educational Policy and Accreditation Standards (2022)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

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

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

Justice

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

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

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

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

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

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and

evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

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

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

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families,

groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

National Association of Social Workers (NASW) Code of Ethics

Summary of Major Principles and Standards

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

The above constitutes a summary of the Code as approved by the 2017 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly. For further information, please see the [complete 2021 text, including preamble and expanded definition of principles](#).

University Services

University Counseling Center (UCC)

The UCC offers professional mental health and career counseling services to assist individual students with personal, vocational, social and academic concerns. The services are available to all students, faculty and staff. Personal Individual Counseling and Consultation are available. Testing and counseling are completely confidential and no information can be released to anyone within the University or to any other institution or individual without the student's written request. To schedule an appointment, call (985) 549-3894. The UCC is located at 303-A Union Avenue. Hours are 7:30 am to 5 pm, Monday through Thursday and 7:30 am to 12:30 pm, Friday.

Office of Career Services

The Office of Career Services offers Co-op Program, Career Counseling, seminars/workshops, on-campus interviews and a referral service. Seniors are encouraged to register in order to utilize the on-campus interview program and job notification and referral service for placement in full-time, permanent positions following graduation. All services remain available to Southeastern graduates free of charge. To call for information or make an appointment, call (985)549-2121; the Office of Career Services office is located in the Southeastern Student Union Room 2102.

Student Accessibility Services

Southeastern ensures equal opportunity for all qualified students with disabilities, without regard to disabilities, in the programs and services provided by the University in accordance with applicable law and University Policy. Students must self-identify through Student Accessibility Services in order to request course accommodations. Course accommodations include extended test-taking time, being allowed to record lectures, etc. Medical documentation to substantiate the claim of a disability must be submitted as part of the self-identification process. Individual letters for instructors outlining the student's accommodations will be provided upon timely request from a student who has properly self-identified. Self-identify as soon as possible so that accommodations regarding time and resources may be arranged. It is the student's responsibility to self-identify with the Student Accessibility Services and to request accommodations each semester. Student Accessibility Services is located in Tinsley Hall, room 102. The contact number is 985-549-2247.

Equal Opportunity in Education

It is the policy of the University not to discriminate in its admission and recruitment of students. University policies affecting students will be administered in a non-discriminatory manner with regard to the following: admission, recruitment, housing, and other facilities, access to course offerings, counseling, financial assistance, employment assistance, health and insurance benefits and services, marital and parental status, athletics, and educational programs and activities. Should a student have a concern please follow the steps under Notice of Nondiscrimination in this handbook.

Equal Opportunity in Employment - Equal Employment Opportunity - EEO

Southeastern provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, or status as a Vietnam-era or special disabled veteran in accordance with applicable federal laws. In addition, Southeastern complies with applicable state and local laws governing nondiscrimination in employment in every location in which the University has facilities. The policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training. To further the principle of equal employment opportunity for all, Southeastern has developed an Affirmative Action Plan. For more information on the Affirmative Action Plan contact the EEO/ADA Compliance Coordinator in Administration Building (Luther Dyson Hall), Room 126 – phone (985)549-5888.

Southeastern expressly prohibits any form of unlawful employee harassment based on race, color, religion, sex, national origin, age, disability, or status as a Vietnam-era or special disabled veteran. Improper interference with the ability of Southeastern's employees to perform their expected job duties will not be tolerated. Any employee who believes that he/she has been a victim of discrimination may use the ADA Grievance Procedure, the Sexual Misconduct Complaint Procedure, or the Grievance Procedure - whichever is applicable.

The Office of Testing

The Testing Office is the assessment center for all student testing needs. All national and academic testing requirements are handled through this office. The Office of Testing also plays a major role in the placement testing program during orientation. The Office of Testing provides the necessary conditions for students seeking accommodation testing. Some of the accommodations provided include:

- low-distraction/distraction free testing environments
- extended testing time
- test enlargement
- orally-administered tests
- scribes

For information, or to make an appointment call (985)549-3897. The Office of Testing is located on North Campus in the Main Building Room 172.

Student Health Service

The Student Health Service provides an out-patient clinic and infirmary for the care of most minor illnesses and injuries involving students enrolled for 4 or more credit hours. Physicians are available for consultation during appointed clinic hours. Medications prescribed by the physician must be obtained from a drugstore at the student's expense. Any laboratory work, X-rays, and certain extraordinary services may be completed at a local hospital or doctor's office also to be paid by the student. The Health Center is opened from 7am to 7pm, Monday through Friday. All students must complete a Health History Form which will be filed in the Health Center. The information is completely confidential and is reviewed only by professional staff members. The phone number for the Health Center is (985)549-2241. The Health Center is located War Memorial Student Union Annex, 303A Union Avenue.

Linus A. Sims Memorial Library

The University Library, named in memory of the institution's first president, is a modularly constructed building of approximately 138,000 square feet. The building, occupied in 1986, is near the center of the campus and is on four levels. In addition to traditional library services, the Sims Memorial Library houses an Audio-Visual department, Archives and a micro-computer laboratory for student use. For information call: (985)549-3860; or after 4:30 and on weekends (985)549-2027. As a freshman you will be enrolled in a 1 credit Library use course. Several of your required Social Work courses will include specialized training in the use of information technology and the Library itself. Another useful way to prepare yourself for library use is to explore the library's website which offers useful library services from any campus or home location.

The Student Technology Center

The [Student Technology Center](#) in Fayard 126, 127 and 129 hosts a number of technology services for Southeastern students. Funded and supported by the Southeastern Student Technology Fee, the STC is located in the heart of main campus and provides two computer labs with 74 computer stations that have multiple laser printers, including color printers. We also have an [Adaptive Technology](#) station designed to assist with specialized hardware/software for those who may need accommodations. In addition to the labs, students have 24/7 help desk phone support; an equipment checkout service; and opportunities to receive technical training on how to use various systems at Southeastern.

Student Government Association

The Student Government Association (SGA) of Southeastern, of which each student is a member, is the principal organization of the entire student body. The SGA is the student's body representative to the faculty, administration and the community. The SGA invites students to become involved in student government and maintain interest in campus activities. Involvement in student government affairs offers an excellent opportunity for Social Work majors to develop mezzo and macro practice expertise. The SGA office is in the Student Union. The phone number is (985)549-2296.

The College of Honors and Excellence

This college works as a cohesive unit in partnership with the university community to assist students in becoming active, responsible, and successful learners. The College of Honors and Excellence includes the Honors Program, Academic & Career Exploration, First-year Success, Transfer Students with 30+ credit hours, and the Tinsley Learning Center. All of these programs provide academic and self-enhancing assistance to students enrolled at Southeastern Louisiana University. Students are provided with academic, career, personal, graduate school counseling along with content and skills tutoring. Workshops are held throughout the semester on such topics as math anxiety, study skills, and other topics requested by students. The goal of the College of Honors and Excellence is to increase retention and graduation rates. The office is located in the Student Union Annex, North Entrance. The contact information is (985)549-3981.

Tinsley Learning Center

The Tinsley Learning Center provides an array of tutoring services for students. The mission of the Tinsley Learning Center is to “engage and empower students to cultivate the skills needed for academic success and life-long learning”. The Tinsley Learning Center is a Level III CRLA certified Lab. They adhere to national standards of hiring and training as set forth by the College Reading and Learning Association. The Tinsley Learning Center houses a computer equipped learning lab, a career resource library with up-to-date software for occupational exploration, a space for small group tutoring, and Supplemental Instruction study sessions. Services include tutoring services, peer support, workshops, and NetTutor. The Tinsley Learning Center is located at Tinsley Hall, room 202. The contact information is (985) 549-2434 or tinsleylearningcenter@southeastern.edu.

Student's Rights and Responsibilities

Student Rights

Students have the following rights:

1. The right to inquire about and to recommend improvements in curriculum, policies, regulations, and procedures affecting the welfare of students. Students may exercise this right through appropriate channels such as student government, administrative offices, student organizations (such as the Social Work Student Association, Phi Alpha, and Southeastern NAMI) and various committees (i.e. Social Work Advisory Board meetings in the fall and spring; Faculty/staff meetings).
2. The right to be treated with respect and dignity; freedom from harassment or discrimination based on race, gender, ethnicity, age, marital status, sexual or affectional orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory;
3. The right to freedom from arbitrary evaluation and grading;
4. The right to appeal a grade, disciplinary action, or negative student personnel decision;
5. The right to a fair hearing when charged with violation of Southeastern Social Work program regulations
6. The right to a comprehensive syllabus that details course content, objectives, policies, grading criteria, and assignments within the first week of classes;
7. The right to timely feedback on assignments and exams;
8. The right to reasonable access to Faculty Advisors and instructors outside of class;
9. The right to advising and an opportunity to improve when academic performance or behavior places their status in the Program in jeopardy (the student is responsible for monitoring his or her own grade point average to assure retention);
10. The right to organize when following the policies established by the Southeastern Social Work Program and the University;
11. The right to reasonable accommodation of documented disabilities;
12. The right to academic freedom, which includes the right within the academic program to examine, study, and write about controversial issues and to discuss or present these issues as they relate to course content and context;
13. The right to confidentiality as detailed in this handbook and the Family Educational Rights and Privacy Act (see https://www.southeastern.edu/resources/policies/policy_detail/ferpa/)

Student Responsibilities

Southeastern Louisiana University has a duty to set standards of scholarship and conduct. Students are expected to attend all classes for which they are registered. Class attendance is regarded as an academic matter, and the use of attendance records in grading (or for other purposes) is left to the discretion of the faculty member responsible for the course.

This will be explained in the course attendance policy written and distributed by the faculty member. The faculty member is responsible for handling any excuses for absences from his or her class. Students are required to review and sign the *Social Work Program Student Code of Ethics* when completing the Professional Standing application.

Academic Policies

University Policies

Attendance Policy

Class attendance is regarded as an obligation as well as a privilege and all students are expected to attend regularly and punctually all classes in which they are enrolled. Failure to do so may jeopardize a student's scholastic standing and may lead to suspension from the university. Faculty members are required to state in writing and explain to the students their expectations in regard to class attendance via their syllabi and/or classroom contract document. Attendance is mandatory for the social work field internship.

Academic Integrity

The academic community relies upon a high standard of integrity in the relations among its members. To the extent that this standard is not maintained, the good of the community suffers, and injustice (sometimes serious injustice) may be done. One of the most important aspects of academic integrity concerns the just measure of each student's academic accomplishments. These are ordinarily evaluated through written examination or submitted work. For such modes of assessment to operate fairly, it is essential that the instructor be assured that the work used to evaluate the student's performance is genuinely the student's own. It is also the responsibility of the student to uphold the academic integrity of the University. The use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other class work is unacceptable. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of Artificial Intelligence (AI) and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action.

Violation of Academic Integrity Procedure

If a faculty member suspects that a violation of academic integrity has occurred, the procedure below will be followed:

1. **Academic Action** Within ten (10) working days of discovering the alleged violation the faculty member will notify the student in writing of the alleged charges and the right of appeal (see current catalog under, "Appeal and Change of Final Grade.") No penalty will be imposed until the student has been informed of the charge and has been given ten (10) working days to respond and present a defense. The student must be given an opportunity to personally meet with the faculty member. In the event the faculty member is not available, the Department Head of the course may serve as proxy and work with the student to resolve the issue.
 - A. Agreement between the student and the faculty member that a violation has occurred, or no response from the student, will result in the assignment of a lower grade or an F to the test or assignment, or in the case of a serious violation, a lower grade or F for the course. This will be at the discretion of the instructor. A written report of the action taken must be filed with the Department Head and Dean of the course involved. In addition, the Dean of the

course involved will provide a copy of the report to the Dean and Department Head of the student's major and the Office of Student Advocacy and Accountability.

B. If no agreement is reached between the faculty member and the student, the student may then appeal the decision to the Department Head of the course involved. The student has ten (10) working days to file such an appeal. The department head has ten (10) working days to render a decision.

C. If the student or faculty member chooses to appeal the department head's decision, the appeal is then submitted to the dean who has administrative authority over the course. The student or faculty member has ten (10) working days to file such an appeal. The dean has ten (10) working days to render a decision.

D. The appeals must be based on one or more of the following criteria:

(1) The facts of the alleged violation were in error.

(2) The sanction imposed was inappropriate.

E. If all appeals are denied, the original sanctions will be imposed and a written report of the action(s) taken will be filed with the Office of Student Advocacy and Accountability by the dean who has administrative authority over the course. The Department Head and Dean of the student's major also will be provided a copy of the final report. In the event that a case cannot be resolved before the final grades are due in the Office of the Registrar, the grade of "I" will be assigned to the student for the course until the appropriate grade can be determined.

2. Judicial Sanctions In addition to the academic actions described previously, if an act of academic dishonesty is particularly egregious or repeated, judicial sanctions may be imposed. If the faculty member, department head, or dean believes that a particular violation of academic integrity warrants disciplinary sanctions such as probation, suspension, or expulsion, the academic dean who has administrative authority over the course may file a written complaint with the Chief Student Conduct Officer for disposition of the matter through the procedures outlined in the Code of Student Conduct. If there have been repeated acts of academic dishonesty by the student, the dean of the student's major or the Chief Student Conduct Officer may initiate judicial procedures as outlined in the Code of Student Conduct.

Grade Appeal Policy

Course Issues

- The instructor of the course based on their expertise, and academic and professional qualifications has responsibility for the choice of materials and mode of delivery of the course and assessments. Students who experience difficulties with this course must contact the Instructor of record to meet individually to discuss their issues. Only the instructor of record is able to address such issues, other members of the department or program are not able to intervene in a grade or academic delivery dispute or issue. Any queries or disputes pertaining to grades, points, or penalties applied to individual assignments should be directed to the instructor of record who will make the decision

on how to address the issue.

- If students have suggestions or complaints about the course format, course delivery, or course materials these issues should be addressed by constructively making comments in the Student Opinion of Teaching (SOTs) at the end of the course.
- Students can only formally appeal a final grade. It is not possible to submit an appeal for individual assignments.
- Should a student feel that they have been graded unfairly, erroneously, or capriciously they have the right to submit a formal Grade Appeal for the final grade by following the process described in the Grade Appeal Policy as outlined below.
 1. In the event of a contested final course grade, a student's written appeal of the grade must be submitted to the instructor within thirty (30) calendar days of final grades for the term being due, as reported in the current catalog. A letter of appeal and all materials to be considered should be provided to the instructor. The instructor will render a decision in writing within ten (10) working days or as soon thereafter as practical.
 2. If the appeal is not resolved with the instructor, within ten (10) working days, the student may submit a written appeal of the problem to the faculty member's department head, with a copy of all materials previously submitted to the instructor, with the instructor's decision. Likewise, if the department head's decision is in favor of the student, the faculty member may submit a written appeal to the department's academic dean within ten (10) working days. The department head will render a decision within ten (10) working days or as soon thereafter as practical.
 3. If the appeal is not resolved with the department head, within ten (10) working days, the student may appeal to the department's academic dean by submitting a written appeal and copies of materials previously submitted to the department head. The dean's decision will be rendered within ten (10) working days or as soon thereafter as practical. The academic dean's decision is final. (In the event the instructor is not available, the department head of the course may serve as proxy and work with the student to resolve the appeal.)

[Appeal and Change of Final Grade](#)

Social Work Program Policies

Social Work Course Transfer Credit Policy

Students transferring into Southeastern's Social Work Program with social work courses they have taken elsewhere will require evaluation of those social work courses by Social Work faculty, for comparable content before transfer credit will be approved. Students are notified in writing by the Social Work Program Coordinator regarding course transfer decisions. Transfer credit is only available for social work courses taken at a CSWE accredited social work program. In addition, social work practice level courses (SW 3040, SW 3050, SW 3080, SW 4020, and

SW4060) and field internship and seminar (SW 4970 and SW 4980) must be completed at Southeastern. Students must apply and be admitted into professional standing within the social work program before registering for practice level courses and before field placement can occur.

In terms of general course transfer policies, that is courses other than social work courses, please see the university general catalog at:

https://www.southeastern.edu/resources/catalog/2023_2024/admissions/trans_eval/index.html

Initial Admission to Social Work Curriculum

The curriculum in social work has been designed to prepare students for generalist social work practice in rural and small communities. Social work courses that must be taken include: SW 1010, SW 2010, SW 2020, SW 2030, SW 2040, SW 2050, SW 3030, SW 3040, SW 3050, SW 3080, SW 3600, SW 3610, SW 3660, SW 4020, SW 4060, SW 4250, 2 SW electives, SW4970, and SW 4980.

Applicants for initial admission into the social work curriculum must meet the admission requirements for Southeastern Louisiana University and then declare themselves as social work majors. Applications for admission to Southeastern Louisiana University must be submitted to the Office of Admissions, North Campus Main Building – phone (985)549-5637.

Artificial Intelligence Policy

The use of Artificial Intelligence (AI) in completing coursework in the social work program is prohibited. This includes utilizing AI programs to complete entire papers, and portions of papers, or to re-write papers/sections of papers. The use of AI to complete and submit papers is considered utilizing work that is not the student's own. The university's Academic Integrity policy states that in order to properly assess student performance, the submitted work must be "genuinely the student's own" and the "improper acknowledgment of sources" is a violation of the Academic Integrity policy.

Grade Requirements for Graduation Progression

If a grade of D or F is earned in any required social work course the student will be allowed to retake the required social work course only once. If a grade of C or better is not earned, in the retake of the course, the student will be terminated from the Social Work Program.

Procedures for Review for Violation of Professional Behavior

Becoming a social worker is a complex process whereby the student is expected to develop not only professional behavior in fieldwork, but also to develop professional behavior in the classroom. All students in the Social Work Program are required to demonstrate professional behavior consistent with the [Code of Ethics of the National Association of Social Workers](#). This applies to behavior in the classroom, in Fieldwork, in college-related activities, and on Southeastern's campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's current standing in the Social Work Program. Failure to comply with the *Code of Ethics* may result in dismissal from the Social Work Program.

Non-academic reasons for termination in the Southeastern Social Work Program include:

- Violations of the *NASW Code of Ethics*.
 - Behavior that is detrimental to the student and/or a client system being served.
 - Violating agency policy in the student's field practicum agency.
 - Conviction of a felony offense since entering the Program.
 - Non-academic violation of the Southeastern Student Code of Conduct.
- <https://www.southeastern.edu/admin/osaa/assets/2324COC81523.pdf>

Professional Standing Committee

The Professional Standing Committee reviews violations of professional or ethical conduct, as well as those of an academic nature. The Professional Standing Committee is composed of a minimum of four full-time faculty members of the Social Work Program.

The Professional Standing Committee Review Procedure:

1. The student is notified in writing of the decision to bring them to review, with the specific reasons for the review and meeting with a detailed letter by the Social Work Program Coordinator or faculty member. Notification is given at least five days in advance of the Review.
2. In the review meeting the Social Work Program Coordinator presents the facts of the situation.
3. The Social Work faculty members are given an opportunity to express their concerns.
4. The student is invited to make comments, answer questions, ask questions, and is then excused.
5. The Social Work faculty members discuss the facts and reach a decision whether to place the student on probation (Professional Standing Status), suspend the student's Professional Standing status, or terminate or retain the student.
6. The Social Work Program Coordinator meets with the student to advise them of the decision of the Professional Standing Committee.
7. The student is informed in writing of the decision and of their right to appeal through activation of the grievance procedure. The Professional Standing Committee's decision is final.

Academic Advising Policies and Procedures

Advisement Philosophy

Advising is a vital educational service that helps students maximize their educational experiences. It guides academic and professional planning, aiding students in making complex decisions. As a developmental process, advising helps students clarify their life and career goals and create educational plans to achieve them. Through ongoing communication with an academic advisor, students can realize their full educational potential. This is an interactive process, but ultimately the student's responsibility, that aims to guide students toward graduation. The Social Work faculty supports students in setting realistic academic and career goals and developing a study plan to achieve them.

Effective advising relies on faculty sensitivity to diverse needs, acquired skills, and appropriate attitudes. Advisors provide accurate information on academic policies, procedures,

and curricular requirements. While pursuing a degree is an individualized responsibility, the advisement process offers valuable guidance and direction to help students achieve their personal goals and enrich their overall college experience

Social Work Program Advisement Policy

The Social Work Program Coordinator is responsible for the coordination of the advisory program at Southeastern Louisiana University. All social work faculty are involved in advising students. An important aspect of advisement consists of assisting students in their selection of courses. Every social work faculty has the responsibility of being familiar with the Council on Social Work Education's (CSWE) approved curriculum and curriculum sequence. Faculty should also be familiar with the requirements for graduation and assist students in developing a plan to complete the program in a timely manner.

The policies and procedures of advising are intended to assure quality advising within the Southeastern Social Work Program while protecting the rights and responsibilities of both students and faculty. The role of the academic advisor is consultative in nature and is not one of granting or denying administrative approval. Administrative approval when necessary and appropriate may be granted by the student's department head or college dean. Final decisions relative to course scheduling and program planning are the student's and they must assume responsibility for such decisions, particularly when these decisions are inconsistent with the requirements of the chosen major and college.

CSWE Curriculum Sequencing and Policies

Each faculty advisor will be responsible for assuring the integrity of the CSWE social work curriculum. All faculty advisors will be responsible for evaluating the course sequence of their social work advisees. All prerequisites along with social work course progression and integration shall be in strict compliance with CSWE Accreditation Standards.

Each student will be responsible for following the course sequence of the Social Work Program. Each student is responsible for satisfying prerequisites to courses and following course progression in strict compliance with CSWE Accreditation Standards.

In compliance with CSWE Accreditation Standard 3.1.5, the Social Work Program at Southeastern does not grant social work course credit for life experience or previous work experience.

Social Work Program Faculty Advising Responsibilities

Faculty advisors will make a conscientious effort to be available during regular posted office hours and for special appointments, including allotted times during the week before priority registration and priority registration week. A faculty advisor holds the following responsibilities in regards to advisement: (1) help the student define and develop realistic goals, (2) identify special needs, (3) match the student to available resources, (4) assist the student to plan a program consistent with his/her abilities and interests, (5) monitor progress toward educational/career goals, and (6) discuss linkage between academic preparation and the world of work. Advisors may refer students to other university staff if necessary.

Social Work faculty advisors adhere to the NASW *Code of Ethics* in their interactions with students during advisement. The advisor is responsible for approving the student's proposed

course schedule and reviewing a complete up-to-date file on each advisee. However, it is the student's responsibility to be certain that all degree requirements are met. Attention to proper planning is strongly suggested.

Advisement Process

The Social Work Program places a high value on the advising process. All social work faculty has advising responsibilities as part of their assignments. In addition to helping students monitor their progress toward the fulfillment of University and Program graduation requirements, advisors can provide valuable information related to the major and to career opportunities. Students are strongly encouraged to see their advisors when they experience difficulties in adjusting to the University system or when they are confused about University or Program policies and procedures.

Students are advised by a First-Year Success staff member in the College of Honors & Excellence. until they have earned 30 + credits. Once a student is a sophomore, they are assigned an academic advisor by the Social Work Program Coordinator. Students are encouraged to work with their assigned advisor. If the advising need is urgent, he or she may seek advisement from another faculty member during their posted office hours. Students may request reassignment of academic advisor by discussing the matter with the assigned advisor and the coordinator of the social work program. Academic advisors are available to the students throughout the course of study.

Priority Registration Advisement

Priority Registration includes the first opportunity to schedule classes for the next academic semester. According to the University's General Catalog this time period is usually a one week period during the semester prior to the registration semester. The University only allows students in good financial standing with the University to participate in priority registration.

During this time period, academic advisement is available to all social work majors. Students with 30 + credit hours are notified via CANVAS of advisement dates. Advising faculty will forward an advising schedule to students choose an register for an advising date/time. Phone and or on-line advisement are available on a limited basis, as the social work faculty values advising time to establish a personal relationship with their students. Social work students must receive advisement from a social work program faculty member, who then removes the student's advising hold in WorkDay.

Open Registration Advisement

Open Registration is the period following Priority Registration and lasting until the Early Fee Payments Deadline, according to the University General Catalogue. All eligible students who did not register during priority registration should register at this time. Academic advisement is available to all social work students who were not advised during priority registration. The student is advised to make an appointment with his or her assigned advisor. Phone and or on-line advisement are available on a limited basis, as the social work faculty values advising time to establish a personal relationship with their students. Social work students must receive advisement from a social work program faculty member, before the

social work faculty advisor will remove the advising hold in WorkDay.

Schedule Adjustment is the final opportunity for all students to register for classes, make schedule changes, or cancel enrollment before classes begin. Students should check their schedule for any classes removed due to low enrollment. Students who decide not to attend must drop all their classes. Students will be financially responsible for all classes remaining on their schedule once Schedule Adjustment ends.

The student is referred to the University's General Catalogue for more information on registration.

<https://catalog.southeastern.edu/content.php?catoid=1&navoid=12>

Legal Issues Surrounding Advising

In academic affairs, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, recruiting brochures, various bulletins, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards, they can be penalized through such action as dismissal, suspension, or failure to graduate on schedule; if the institution fails to respect its own regulations, then the student may seek judicial relief. However, the ultimate responsibility for knowing degree requirements rests with the student.

Professional Standing

Admission to Professional Standing in Social Work

The Council on Social Work Education and the social work profession has the responsibility to ensure that persons who graduate from its programs are capable of providing a high quality of service to clients and are capable of safeguarding and enhancing the welfare of society. Therefore, the faculty members of Southeastern's Social Work Program reserve the right to select and retain only those students who demonstrate that they have the requisite academic abilities, an ethical commitment, and emotional and behavioral qualifications for rendering professional social work services.

Professional Standing Applications

Students are required to submit an application for admission to professional standing in social work. This application is an online process and available to students on the Social Work Program Canvas site. This application must be favorably acted upon by the faculty members and by the Coordinator of the Social Work Program. Applications will be reviewed by the faculty members and the Coordinator when a student has successfully completed English 1010, English 1020 with a grade of C or better, Sociology 1010 and 2120, Psychology 1010, Biology 1060 and 1070 or more rigorous substitutes thereof, Social Work 1010, 2010, 2020, 2030, 2040, and 2050. Applicants are required to have an overall Grade Point Average or at least a 2.0 Cumulative Grade Point Average and a Degree Grade Point Average and a Residency Degree Point Average on all completed work of 2.5 and a grade of C or better in all social work courses. Only students who began their academic studies in Social Work at Southeastern under catalogs requiring less than an overall or Degree GPA of 2.5 will be considered with a lesser GPA. Applicants must also complete 20 service/volunteer hours. These 20 hours may be comprised

of volunteering in the community, attending approved CEU trainings, participation in Social Work Student Association events and meetings. All hours must be documented. Along with the completed application and personal statement, students must also complete a background check and a faculty recommendation form.

Students will be notified in writing as to their admission, conditional admission or non-admission. Applicants not admitted will not be allowed to schedule Social Work 3040, 3050, 3080, 4020, 4060, 4970, or 4980. Likewise, students conditionally admitted must satisfy all requirements of their admission prior to being allowed to register for the professional courses noted above. Should a student enroll in SW3040, 3050, 3080, 4020, 4060, 4970, or 4980 without admittance into Professional Standing – that student will be administratively withdrawn from the course, interviewed by the social work faculty, and/or dismissed from the social work program.

Applicants who are not admitted due to reasons other than unfavorable background check results may:

- Have their applications carefully reviewed by the social work faculty members.
- Submit additional information before such review.
- Ask or be asked to be interviewed by the social work faculty members.

Professional Standing Background Check

As one element of good moral character, all students who apply for professional standing (effective January 2015) must complete a background check pursuant to state statute, applicable federal law, and the Louisiana State Board of Social Work Examiners. All good moral character (which is defined by the Louisiana State Board of Social Work Examiners) information, including the information obtained through the background check and the Professional Standing application completed by the student, shall be considered in Professional Standing application decisions to the extent permissible by all applicable laws. Also, certain arrests or convictions which could jeopardize the emotional well-being as well as health of a potential client may render students ineligible for Professional Standing status.

If a student has been arrested or has legal convictions including, but not limited to, misdemeanors, felonies, sexual offender convictions or governmental sanctions, the student is required to provide written notarized documentation to the Professional Standing Committee, detailing the allegations/convictions and possibly meet with the Professional Standing Committee to further address the outcome of the background check. Ultimately, the Professional Standing Committee of the Social Work Program has the authority to deny a student's Professional Standing application based on the outcome of the background check.

The student is also financially responsible for any fees that are incurred as a result of the background check.

Disclosure of Legal Convictions, Arrests, and Impairment Policy

Once a student has been accepted into Professional Standing in the Southeastern Social Work program, he/she is required to continue to exhibit good moral character, which is in alignment with the Louisiana State Board of Social Work Examiners and the National Association of Social Workers' *Code of Ethics*. Therefore a student in Professional Standing must report in writing any arrests or legal convictions including, but not limited to,

misdemeanors, felonies, sexual offender convictions or governmental sanctions to the Social Work Program Coordinator and Department Head of Health and Human Sciences within 24 hours of such actions. Failure to report arrests or legal convictions within 24 hours may result in revoking of Professional Standing status and/or termination from the Social Work program.

Professional Standing Background Check Procedures

Go to:

<https://discover.castlebranch.com/>

Click on:

Place order

Submit package code:

EO71pre

Cost: \$60+

All Social Work Professional Standing students will have a Level I and Level II background investigation as described below:

Level I

Country Criminal Search, Current, Maiden & Alias Names

- ❖ Nationwide Healthcare Fraud & Abuse Scan (OIG/GSA/HHS/EPLS)
- ❖ Nationwide Criminal Database with Sex Offender Index Search
- ❖ US Patriot Act (OFAC/SDN)
- ❖ 3 Employment Verifications (covers 7 years)
- ❖ Education Verification
- ❖ Social Security Alert
- ❖ Residence History Trace

Level II

- ❖ Education Verification (highest level)
- ❖ Professional License Verification
- ❖ Certification & Designations Check
- ❖ Professional Disciplinary Action Search
- ❖ Department of Motor Vehicle Driving history
- ❖ Consumer Credit Report

If the criminal background check has no findings of concern, the student will be allowed to attain Professional Standing Status provided all other Professional Standing requirements are met. Individuals who refuse to submit to a background check may be terminated from the program. Also, falsification of any information, including omission of relevant information, will result in a sanction and/or termination from the program.

Criminal background check reports will be maintained securely, confidentially and separately from an admission file or a student's academic file in the respective Department Head's office. Criminal background check reports must be maintained for a period of at least five years after

the student, faculty member graduates, terminates enrollment, or terminates employment, respectively.

A designated person in the departmental office will retrieve the search results. The results will be housed in the departmental office. Access to the records will be restricted to authorized personnel.

Unfavorable Results of Background Check and Challenges to Unfavorable Results

If the background check report reveals information of concern which the Social Work Program may deem unfavorable, the student will be given the opportunity to provide a detailed written description and explanation of the information contained in the report along with appropriate documentation. This information must be returned to the Social Work Program Coordinator within 10 calendar days of the date the communication is sent to the student. The Social Work Program may also independently seek to obtain additional information, such as a copy of the original criminal charge, in order to corroborate the individual's explanation.

Once information is received from the student, Social Work Professional Standing Committee has 10 days to review all available information and determine whether a student will be allowed to attain Professional Standing Status or be terminated from the social work program. The Social Work Program Coordinator will inform the student of the Committee's decision. If a student wishes to file a grievance concerning the matter the following steps should be executed:

1. STEP ONE: Students with a grievance concerning Professional Standing (denied Professional Standing, student placed under probation within Professional Standing, field internship issues, student terminated from the program, etc.) can request a meeting with the Social Work Program Coordinator. The student will not disrupt his/her class schedule or that of the Coordinator to present a grievance. They shall arrange a meeting at a time which is mutually convenient.
2. STEP TWO: If the issue is not resolved, the student can make a request in writing to the Social Work Program Coordinator for a faculty review. The faculty and student shall meet within two weeks of the written request.
3. STEP THREE: Within ten days of faculty review the student will be notified in writing by the Social Work Program Coordinator of the faculty's decision. The faculty's decision is final.

Field Internship

Application for Field Internship

The signature pedagogy, as outlined by the accrediting body in social work (the Council on Social Work Education - CSWE), is field practice. Field practice socializes students to the profession of social work. Additionally, field facilitates the integration of theory gleaned in the classroom setting by utilizing a hands-on approach to practice. Upon successful completion of all required coursework in the social work curriculum students are permitted to enter into field internships (SW4980 and SW4970). (*Enrollment in SW4980 and SW4970: SW4980 and SW4970 must be taken concurrently. SW4970 course work is based on work performed in SW4980; thus, students must take the two courses concurrently.)

Prerequisites for Field

1. A "C" or better in all social work courses,
2. A "C" or better in ENGL 1020,
3. The successful completion of all coursework in the social work curriculum except SW4980 and SW4970,
4. A cumulative GPA of 2.0 or higher,
5. A degree GPA of 2.5 or higher,
6. A residency degree GPA of 2.5 or higher,
7. Professional Standing status, and
8. Successful completion of a background check.
9. Negative drug screen results
10. Completion of Human Trafficking online training through the Louisiana Child Welfare Training Academy (LCWTA) website. Students must provide documentation (a certificate) with their Internship application.
11. Written documentation completed by Career Services staff that the student's resume was reviewed and approved.
12. Written documentation of 10 Service/Volunteer hours.

The field application will not be reviewed unless all requirements and documentation have been completed.

Field internship is a block placement where students engage in 430 hours of social work practice in agency settings. As indicated by the Social Work Program mission statement, the focus of education in the Social Work Program is based on practice in rural settings: thus, students are required to engage in internships in rural settings and/or work in agencies that service rural areas. The semester prior to field, students meet with the field coordinator to choose an agency placement from the list of viable sites located in the Social Work Program CANVAS website (other rural agency placements not on the list are at the discretion of the field coordinator). During the semester prior to field, students are required to complete the necessary documentation and tasks associated with securing internship placements. Additionally, students are required to attend a field internship orientation the week prior to the start of the semester that they enter field.

Field Background Check Policy

This policy establishes procedures for conducting background checks for students completing their field internship in the Social Work Program. An electronic criminal background check will be conducted on all students submitting an application to complete their field internship with the Social Work Program. A criminal background check is a condition of the approval to complete the field internship (SW498). Additionally, the student will be responsible for directly paying the agency for the criminal background check(s) including domestic and international searches, as appropriate.

If a student has been arrested or has legal convictions including, but not limited to, misdemeanors, felonies, sexual offender convictions or governmental sanctions, the student is required to provide written documentation to the Professional Standing Committee, detailing the allegations/convictions and possibly meet with the Professional Standing Committee to further address the outcome of the background check. Ultimately, the Professional Standing

Committee of the Social Work Program has the authority to deny a student's engagement in field based on the outcome of the background check.

The student is also financially responsible for any fees that are incurred as a result of the background check.

Field Background Check Procedures

The University acknowledges that placement of each student at the Site may be contingent upon provision of a background check information dated less than two years prior to the commencement of the clinical education placement. The University uses Castlebranch (<https://discover.castlebranch.com/>) as the vendor that provides the background checks. This may be subject to change. The background check consists of the following screens: (a) U.S. County Criminal, (b) Residency History, (c) Social Security Verification: (a) U.S. County Criminal, (b) Residency History, (c) Social Security Verification, (d) Nationwide Sexual Offender Index, (e) Nationwide Healthcare Fraud and Abuse Scan and (f) U.S. Patriot Act.

Individuals to whom this policy applies must sign a **Certified Background Release Form** and an **Application for Placement for Clinical Training or Education at an outside Institution or Clinical Facility** authorizing the School to have a criminal background check performed by an approved agency to conduct such checks. Such individuals must also sign an **Applicant Statement of Authorization and Release** for the School to disclose the results of the background check to the field internship agency where the individual will participate in his/her field internship (The bolded documents are found in the Social Work Program CANVAS website under Field - **This form should be completed and then scanned into the student's field application.** All Social Work field internship students and will have a Level I and Level II background investigation as described below:

Go to:

<https://discover.castlebranch.com/>

Click on:

Place order

Submit package code:

E071

Cost: \$60+

All Social Work Professional Standing students will have a Level I and Level II background investigation as described below:

Level I

Country Criminal Search, Current, Maiden & Alias Names

- ❖ Nationwide Healthcare Fraud & Abuse Scan (OIG/GSA/HHS/EPLS)
- ❖ Nationwide Criminal Database with Sex Offender Index Search
- ❖ US Patriot Act (OFAC/SDN)
- ❖ 3 Employment Verifications (covers 7 years)
- ❖ Education Verification
- ❖ Social Security Alert

- ❖ Residence History Trace

Level II

- ❖ Education Verification (highest level)
- ❖ Professional License Verification
- ❖ Certification & Designations Check
- ❖ Professional Disciplinary Action Search
- ❖ Department of Motor Vehicle Driving history
- ❖ Consumer Credit Report

If the criminal background check has no findings of concern, the student will be allowed to enroll and participate in her/his social work internship provided all other program requirements are met. Individuals who refuse to submit to a background check may be dismissed from the program. Also, falsification of any information, including omission of relevant information, will result in a sanction and/or dismissal from the program.

Unfavorable Results of Field Background Check and Challenges to Unfavorable Results

If the background check report reveals information of concern which the Social Work Program may deem unfavorable, the student will be given the opportunity to provide a detailed written description and explanation of the information contained in the report along with appropriate documentation. This information must be returned to the Field Internship Coordinator within 10 calendar days of the date the communication is sent to the student. The Social Work Program may also independently seek to obtain additional information, such as a copy of the original criminal charge, in order to corroborate the individual's explanation. Information gained by criminal background check will be shared with health care facility as deemed necessary by an affiliation agreement and as necessary in clinical placement of students.

Once information is received from the student, Social Work Field Coordinator and Social Work Program Coordinator have 10 days to review all available information and determine whether a student will be allowed to enroll in the field internship or be dismissed from the social work program. The Social Work Field Internship Coordinator will inform the student of the decision. If a student wishes to file a grievance concerning the matter the following steps should be executed:

1. **STEP ONE:** Students with a grievance concerning acceptance of the field internship application can request a meeting with the Social Work Program Coordinator. The student will not disrupt his/her class schedule or that of the Coordinator to present a grievance. They shall arrange a meeting at a time which is mutually convenient.
2. **STEP TWO:** If the issue is not resolved, the student can make a request in writing to the Social Work Program Coordinator for a faculty review. The faculty and student shall meet within two weeks of the written request.
3. **STEP THREE:** Within ten days of faculty review the student will be notified in writing by the Social Work Program Coordinator of the faculty's decision. The faculty's decision is final.

Grants and Activities

Title IV-E Child Welfare Grant

Southeastern Louisiana University is one of seven universities in the state of Louisiana to receive grant funding through the Federal Title IV-E Child Welfare Training Program. The Title IV-E child welfare training program was created as part of the Child Welfare and Adoption Assistance Act of 1980 (P.L. 96-272) to support training in the area of foster care services. The Social Work Program originally developed its Child Welfare program in 1995 and has maintained funding since that time. The goal of the program is to recruit and prepare undergraduate social work students for work in public child welfare, primarily foster care services. The program also provides in-service training to practitioners in public child welfare agencies as well as foster and adoptive families.

The child welfare program is a competitive program in which students are interviewed and selected for the program. Students who are selected receive a stipend of \$7,500 their senior year. They also have the opportunity to attend child welfare conferences both in and out of the state. As a recipient of the child welfare stipend, students commit to employment with the Department of Children and Family Services in the foster care division for one year following graduation. These students also complete their field internship at one of the Department of Children and Family Services Offices in the Florida Parishes region. During their field internship, they receive training and supervision in foster care services, but also spend a portion of the internship in each division of Child and Family Services, to include: child protection investigations, family services, foster care and adoptions.

Southeastern's child welfare program is part of the state's Child Welfare Agency/University Partnership known as the Louisiana Universities Child Welfare Workforce Alliance. This alliance is comprised of the seven universities in the state which receive Title IV-E funding in order to recruit and train social work students for work in public child welfare. The goal of the Alliance is to both regulate and improve the training child welfare students receive throughout the state of Louisiana.

Students who are interested in the child welfare program should apply the year before they plan to graduate. Contact Mrs. Tonyalea Elam at tonyalea.elam@selu.edu or Dr. Corie Hebert at corie.hebert@selu.edu for more information about the program.

Social Work Student Association

The Social Work Student Association is open to all students who share the values, ethics and service concerns of the social work profession. The membership fee is \$15.00, which serves to facilitate fundraising events for the community. The Social Work Student Association is primarily student driven. The Social Work Student Association officers planned monthly meetings. These meetings keep participants informed on programmatic news and policy issues, professional opportunities, accreditation initiatives, registration procedures following graduation, field placement options, graduate school preparation and application, and many other important topics of concern to professional social work students. student members carry out service events. Both meetings and events are scheduled for maximum attendance.

Ms. Jamie Magee (jamie.magee@selu.edu) is faculty advisor for the club and can furnish a list of current officers and program planners.

Licensing and Certification

Social Work is a regulated profession whose laws, rules, and regulations are defined by each state. As written by the [Association of Social Work Boards](#) (ASWB), “Social work licensing protects the public by setting and enforcing standards for the practice of social work. To practice as a licensed social worker, candidates need to demonstrate that they have met the qualifications outlined by the state or province where they intend to practice.”

As a [CSWE-accredited program](#), Southeastern’s Social Work Program provides students with the requisite degree to be eligible for licensure as a bachelor-level social worker upon graduation. To prepare for licensure, students should:

- Research the licensing requirements in any state or province where they think they might want to consider practicing social work. At a minimum, it’s recommended to review the licensing board’s webpage, application materials and process, and exam requirements. Some states may also require specific coursework content and/or field experience. Links to license statutes and regulations are available on [ASWB’s Social Work Regulation webpage](#).
- Students should maintain good records throughout their education at Southeastern and beyond. It will ultimately be the student’s responsibility to keep a log of coursework syllabi, field evaluations, post-graduate experience, hours of supervision, and continuing education credits/certifications. While employed, keep information about supervisors, including full names, license numbers, dates of licensure, and up to-date contact information at all times.

IMPORTANT NOTICE: The content shared may not reflect the latest regulations and requirements, as they are subject to change from year to year. It is the responsibility of the professional seeking licensure to ensure that they stay abreast of any licensure and regulatory requirements by reviewing the respective licensing board websites regularly.