School of Social Work
Andrew Young School of Policy Studies
Georgia State University
Atlanta, Georgia
SW 8450/4450 and GERO 7260
Aging Practice, Policy and Research

Instructor: Margaret (Peggy) Palmiter PhD

Pronouns: *she/her/hers - What does this mean?*

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Please note: **Please use the GSU email.**

I.   Course Description

Welcome to Aging Practice, Policy, and Research! This course is designed to provide the basic knowledge and entry-level skills appropriate for social work practice with older people and their families.

Special attention is given to the biological, sociological, psychological, political and economic factors affecting older adults and methodology meeting these needs. We will explore the concepts of coping, optimal aging, resilience and sociocultural influences.

This theoretical approach will be our framework, and within that framework we will discuss age as an individual phenomenon, societal and community phenomenon, and a policy, program services phenomenon.

II.   Course Goal & Objectives:

By the end of this course...

1. Students will learn the important role of social workers in gerontological practice.
2. Using evidence-based research, Students will explore the challenges and needs of aging adults.
3. Students will develop skills for working with older adults and their families.
4. Students will understand the importance of policy and advocacy roles in working with older adults

STUDENT LEARNING OBJECTIVES:

To learn the roles and functions of social workers in gerontological practice, students will:

1. Identify a conceptual and theoretical framework for social work practice with older adults.
2. Identify social work values and principles of practice related to working with aging adults.

To demonstrate awareness of the challenges and needs of **age as an individual phenomenon**, students will:

1. Identify knowledge and skills for social worker practice with older adults and their families.
2. Learn the importance of evidence-based research to evaluate the needs of older adults.
3. Assess major problems, as well as sources of strength and resilience facing older people in our society.

To demonstrate awareness of challenges of **age as a social phenomenon**, students will:

1. Assess the impact of race, social class, gender, and other socio-demographic factors on the aging process
2. Assess the impact of settings, approaches, and responses to the challenges of an aging population.
3. Understand and assess the role of families and communities in serving the needs of older adults.

To demonstrate awareness of challenges of **age as a Policy & Program phenomenon**, students will:

1. Understand the role of public policy in the lives of older adults and their families.
2. Learn about the skills necessary to advocate for services and programs serving older adults
3. Assess the impact of ageism on the lives of older adults.
4. Understand the "aging network" of programs, organizations, and policies directly affecting older adults.

III.   Course Competencies:

- **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:

  - 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:

  - 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 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:

- 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 affect 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:

  - 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:

  - 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.

IV.   Texts/course materials/resources:

The Texts for this class must be purchased through Perusall so you can complete Perusall assignments related to the texts. The Aronson text is less expensive and only has one option for purchase. The Cruikshank text price is determined by the length of time you have access to the material in Perusall. The publishers often allow some time for you to access the texts prior to purchase. I will put that information in iCollege so you know your options.

They are as follows:

Cruikshank, M. (2013). *Learning to be old: Gender, culture, and aging* (3rd ed.). Rowman & Littlefield.

Aronson, L. (2019). *Elderhood: Redefining aging, transforming medicine, reimagining life.* Bloomsbury Publishing.

There will be additional materials on iCollege, including other readings, videos and a series of Podcasts with professionals working in the field of Aging.

V.   Course Format

A. iCollege

This course is managed online using the iCollege platform. All your resources, assignments and expectations will be located there. You will also have a website for our class, where information from this syllabus, our blog for posts, and other information will be located.

The material for the class is divided into Modules, which are described later in the syllabus. Each Module will be labeled with the content included, as well as the dates. The modules will be open and available to you at the beginning of the class.

However, remember that **Perusall assignments occur during a scheduled time** and you will need to engage with your fellow students during the specific week(s) that assignment is due.

B. Communication Methods
- #### Where is Dr P?
  I realize that an online, asynchronous class often feels as if the instructor is invisible. I want to be sure and let you know this is NOT the case in this class. There are several things I will be doing to make sure you get your questions answered and we can connect.

  First, the first week of class you will provide an introductory post on our blog. I will offer a schedule for introductory office hours, where you can sign up for a Zoom introductory meeting. You can introduce yourself to me in person by scheduling one of those Zoom office hour appointments, or you can create an introductory video that you place on our blog. Either way is fine.

  Second, I will be participating in your Perusall discussions, usually later in the week they are assigned, after you have talked with each other first. Then I will offer my perspective.

Third, and finally, I am always available to schedule office hours with you anytime during the semester. All you must do is email me **– USING MY GSU EMAIL (NOT ICOLLEGE).**

- ## Best Source of Information and Announcements

  I will be making regular announcements throughout the semester. Even though the material and assignments are available to you at the beginning of the semester, there will be times that I will make changes in assignments, due dates and readings.

  When any of us create a class, we believe our process will communicate the material effectively and help you to learn what we are hoping you take away. However, being human as we are, sometimes things don't always work out the way we might like. If I think you aren't getting the material, are having trouble completing the assignments, or I just plain feel like things aren't working the way I had hoped, I will make changes.

  You can find those changes in two places. First, I will always put them right up front in the Announcements section on our class iCollege page. Second, I will send you an email. But I have learned that many of you don't necessarily read your emails in a timely manner, so I would set up a notification in iCollege for any new announcements.

- ## Perusall Discussion Assignments

  If you haven't worked with Perusall in the past, it's important that you remember these assignments are due on a specific schedule. That means you need to read the material and engage in the Perusall discussion during that time – usually for a week. The idea of discussing the material as a class only works if you are all reading and talking to each other at the same time.

VI.   Course Requirements

A. Classroom Policies

This is an online, asynchronous class. Materials will be available for you to read and review at your pace. Please look at the Communication Methods for more information.

B. Classroom Attendance, Preparation, and Participation

Although we do not meet in person, your assignments require you to follow the schedule for the semester, keep pace with the materials and engage in the class discussions. Perusall is graded based on your engagement with other students during the assignment week, and engagement with classmates' posts is part of your blog posts assessment.

Class attendance, punctuality, and engagement are considered essential to both academic and professional development as a social worker and will be documented by faculty during all courses. Any concerns will be reported to the respective BSW/MSW program director and addressed accordingly (See review process found in the School of Social Work's Student Handbook).

C. Grading/Student Evaluation

This semester you will have three types of assignments. Each of these are outlined below

- Perusall Assignments – Text Discussions: There are reading assignments from the texts each week. You will be discussing some of those readings with your classmates by using Perusall. I will be structuring the portions of the texts that we will be discussing, as well as providing questions for you to address during the discussion. These assignments will be scheduled for a specific week so you can interact with your fellow classmates.

- Perusall Assignments - Podcast Interviews: There are 6 podcasts required for this class. These are interviews I have done with professionals who work in the field of aging.

- Blog Posts: These will not be simultaneous, but you will have a date the posts are due. You are expected to read four of your classmates' posts and comment on two of them.

6 Podcast Perusall Discussions	=	40%
4 Blog Posts/ Responses	=	30%
4 Reading Perusall Discussions	=	30%
TOTAL	=	100%

The following final grading scale was approved by SSW faculty:

Grade:	Percentage:
A+	97+
A	90-96
A-	88-89
B+	86-87
B	80-85
B-	78-79
C+	76-77
C	70-75
D	60-69
F	below 60

Note: A C- grade shall not be a final grade option.

It is important that you stay on schedule so you can submit assignments on time. If you believe you have an extraordinary circumstance regarding a delayed assignment, don't hesitate to contact me via email to discuss. While I prefer you to submit assignments on time, life does happen. Your best strategy is to stay current.

D. Make-up Policy

Please be aware that the **PERUSALL DISCUSSIONS ON SPECIFIC READINGS WILL BE SCHEDULED FOR A SPECIFIC TIME!** The only way you can converse with each other on the material is if you are discussing it on a specific schedule. That schedule is when the material is assigned. You can always read and review material at your own pace; but you will need to be available on Perusall to discuss it during the assignment period.

E. Assignments – Additional information in the Course Outline

- Module 1 – One week - Introduction to the class – Blog Post ` 1
    - Part 1: Introduce Yourself and
    - Part 2: The Meaning of Growing Old Blog Post – August 30th
- Module 2 – Two Weeks – Theories of Aging
    - Week 1: Blog Post 2 on My Late Life Aging – Sept 6th
    - Week 2: Perusall Discussion on Video and Readings (1) – Sept 7th – 13th
- Module 3 – Four Weeks – Aging as an Individual Phenomenon – Myths of Aging
    - Week 1: Perusall Discussion of Podcast on Dementia (1) – Sept 14th – 20th
    - Week 2: Blog Post 3 – Medical Model of Aging – Sept 27th
    - Week 3: Perusall Discussion of Ginsberg Podcast Video (2)– Sept 28th - Oct 4th
    - Week 4: Persuall Discussion of Readings – Health Aging (2)– Oct 5th – 11th
- Module 4 – Four weeks – Aging as a socially constructed phenomenon
    - Week 1: Perusall discussion on healthy aging (3) – October 12th – 18th
    - Week 2: Perusall discussion of the Matthews Podcast (3)– Oct 19th – 25th
    - Week 3: Blog Post 4 on Ageism – Due Saturday November 1st
    - Week 4: Perusall discussion on the Christian Podcast (4) – Nov 2nd – 8th
- Module 5 – 3 weeks – Aging as a policy phenomenon
    - Week 1: Perusall discussion of alternative models of aging (4) - Nov 9th – 15th
    - Week 2: Perusall discussion of Crye Podcast (5)– Nov 9th – 15th
    - Week 3: Perusall discussion of panel on death and difficult conversations (6)– Nov 30th – Dec 6th

VII.   GSU Policies

A. **Academic Honesty**

All students at Georgia State University are expected to engage in academic pursuits on their own with complete honesty and integrity. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

From the Policy on Academic Honesty:

Plagiarism. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized

help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member) or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

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

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

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

Unauthorized Public Posting and Distribution. The selling, sharing, publishing, presenting, or distributing of instructor-prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class and is prohibited.   Students should refer to the GSU Policy on Academic Honesty for additional Information: https://catalogs.gsu.edu/content.php?catoid=19&navoid=2456

Student Use of Generative Artificial Intelligence in Coursework
(School of Social Work Policy)

Using generative artificial intelligence (GenAI) (e.g., Perplexity AI, ChatGPT, Consensus, Semantic Scholar, and many others) can be a support and benefit to your learning experience as a student in the SSW. However, using AI in your course work should only be done in a responsible, limited and ethical manner. Relying too heavily on AI to produce various course assignments is counter to our social work professional ethic of behaving responsibly and with integrity. It could also put you at risk of being charged with academic dishonesty and its serious consequences [See Policy on Academic Honesty]. For full transparency, any use of AI in your course work must be cited and referenced using APA formatting [See Generative AI Formatting in APA]. Below are examples of acceptable and unacceptable uses of AI in course assignments.

Use of AI Examples:

- Commonly **acceptable** uses of AI: in-class activities that use and critique AI tools; brainstorming ideas; generating sample outlines or templates for an assignment; personal tutor; critiquing/comparing AI output from different tools; identifying literature sources on a topic area that you would then retrieve directly for further reading/review; time management; providing study reminders; refining a draft that you've already written for grammar/punctuation/spelling.

- Commonly **unacceptable** uses of AI – generating *original* content for an assignment without citing AI as your source; uploading confidential, sensitive and/or copyrighted information into cloud-based AI tools; using AI-generated sources without checking the accuracy of those sources.

It is important to know not all AI tools are equal. Be selective about which ones you use. Check any information from an AI source for its accuracy before using it in your work.

Additional acceptable/unacceptable uses of AI may be provided to you based on specific course objectives, course assignments and/or subject matter. Speak with your instructor if you are uncertain or have questions about the appropriate use of AI in this course.
Note: Given the rapid advancement of Artificial Intelligence and Generative AI fields, the guidance outlined in this syllabus may be subject to updates or modifications during the course.

IMPORTANT ADDITIONS REGARDING THE USE OF AI IN THIS CLASS: If you choose to use AI in any of the APPROVED or ACCEPTABLE ways outlined above, you must also include three things:
- You must cite your use of AI using the approved APA format. Materials on how to do that will be included in iCollege
- You MUST include the prompts you used during your AI session. You do not have to include the entire AI transcript, but the prompts are required in the citation.

B. **Accommodations for Students with Disabilities**
Students who wish to request accommodation for a disability may do so by registering with the Access & Accommodations Center (AACE) at https://access.gsu.edu/. Students may only be accommodated upon issuance by the AACE of a signed Accommodation Plan and are responsible for ensuring that a copy of that plan is provided to instructors of all classes in which accommodation is sought. [downtown GSU AACE is located in Student Center East, Suite 205; 404-413-1560]

C. **Student Success Coaching**
The Student Success Coaching experience offers support services to all students at Georgia State University who require assistance in building an academic strategy for success. The coach and student meet initially to assess the individual's academic strengths, weaknesses and factors that impede academic progress. To request an academic coach contact Student Success Coaching located at Dahlberg Hall, Rm. 133 404-413-2696.

D. **FERPA**
In keeping with USG (University System of Georgia) and university policy, this course website will make every effort to maintain the privacy and accuracy of your personal information. Specifically, unless otherwise noted, it will not actively share personal information gathered from the site with anyone except university employees whose responsibilities require access to said records. However, some information collected from the site may be subject to the Georgia Open Records Act. This means that while we do not actively share information, in some cases we may be compelled by law to

release information gathered from the site. Also, the site will be managed in compliance with the Family Educational Rights and Privacy Act (FERPA), which prohibits the release of education records without student permission.

E. **Pregnancy and Parenting/Title IX**

As an institution that receives federal funds, GSU requires compliance with Title IX of the Education Amendments of 1972, a federal civil rights law that prohibits discrimination on the basis of sex (including pregnancy, childbirth, and parental status). According to GSU policy, a student seeking an adjustment due to pregnancy or childbirth should discuss the request with the course instructor. The instructor must grant the adjustments required by Title IX as described here: Pregnant Students: Title IX. Any questions or requests for assistance should be directed to the Access & Accommodations Center [see B. above]. See Student Guidance Document.

F. **Sexual Harassment**

In instances of sexual misconduct, the present instructor(s) and teaching assistants are designated Responsible Employees who must share with administrative officials all reports of sexual misconduct for university review. If you wish to disclose an incident of sexual misconduct confidentially, there are options on campus for you to do so. For more information on this policy, please refer to the Sexual Misconduct Policy which is included in the Georgia State University Student Code of Conduct.

G. **Veterans & Serving Military**

Georgia State honors its military and veterans returning to pursue their education. Students who are veterans, serving in the military, and their dependents are encouraged to avail themselves of a full range of college services and activities through the Military Outreach Center (MOC).

For assistance or guidance while attending GSU on campus or online, contact the GSU Military Outreach Center, and the Campus Military Student Advocate, Randy Barrone (rbarrone@gsu.edu; 404-413-2331). Also, please be sure and let your instructor know ASAP if or when there is any possibility of you being activated and deployed.

H. **Basic Needs Statement**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. Panther's Pantry provides resources for students facing food insecurity.

I. **Campus Safety**

Georgia State University values the safety of all university community members on all our campuses. To promote campus safety, the university is providing the **LiveSafe app** free for students, faculty, and staff. This app provides a quick, convenient, and discrete way to communicate with the GSU police. I strongly recommend that you download the app from either the Apple App Store or Google Play. You can sign-up for Panther Alerts and learn more about LiveSafe by visiting the GSU LiveSafe webpage: https://safety.gsu.edu/livesafe

In addition, please make sure you have the campus police numbers in your phone:
For emergencies call **404-413-3333**
For non-emergencies and to request a safety escort call **404-413-2100**
If you are hearing impaired call **404-413-3203**

J. Campus Carry
The Campus Carry legislation allows anyone properly licensed in the state of Georgia to carry a handgun in a concealed manner on university property with noted exceptions. Information about the law can be found at safety.gsu.edu/campus-carry. It is the responsibility of the license holder to know the law. Failure to do so may result in a misdemeanor charge and may violate the Georgia State Student Code of Conduct. Please follow the guidelines established by the Board of Regents.

K. Georgia Council on Substance Abuse CARES Warm Line
If you or someone you know is in or seeking recovery from substance use disorder, we are here to help. Call or text The CARES Warm Line 1-844-326-5400, 8:30 am - 11 pm, every day of the year. https://gasubstanceabuse.org/cares-warm-line/

F. Professional Competence – School of Social Work Student Handbook

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

1. **Academic performance:** see BSW and MSW academic competence criteria set forth in the School of Social Work's *Student Handbook*.

2. **Field placement experience:** The agency field supervisor, the faculty liaison, and/or the Director of Field Education's evaluation of the student will be reviewed. Concerns around the student's professional competence may arise due to the student's inability to: (1) establish and maintain positive and constructive interpersonal relationships with clients and field supervisors, (2) poor performance in the field (see mid-semester and final evaluation criteria), and/or (3) lack of professional demeanor. Any of these concerns will be assessed within the developmental framework of the student's social work education and experiences. Lack of professional demeanor may be evidenced by the student's:
   - Lack of commitment to professional growth and development
   - Tardiness or absenteeism at the field placement
   - Failure to adhere to agency policies, standards, and guidelines
   - Lack of appropriate professional dress and appearance
   - Failure to enact appropriate behaviors with clients
   - Failure to meet project/task/assignment deadlines
   - Inability to accept constructive feedback from the field supervisor
   - Failure to exhibit maturity or learning readiness
   - Failure to maintain professional boundaries
   - Failure to exhibit ethical behavior

3. **Unprofessional behavior or ethical misconduct:**

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

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

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

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

7. **Student Social Media Conduct & Policy:**
Social Media Conduct is not limited to Facebook, LinkedIn, twitter, Instagram, etc. It is important to note that what we do and say reflects directly on the University, the School of Social Work, and you personally as a budding professional social worker. Please note that it is crucial that you think twice about posting negative comments about the University, the Social Work program, field placement organizations on any social media account. One thing to remember is that once it is out there, you cannot take it back regardless of how many restrictions you place on your social media accounts.

8. **Electronic Communication with Faculty:**
Faculty members all have their own unique preference with regards to communication with students. It is imperative that you understand what form of communication works best for your particular faculty member whether that be iCollege or GSU email. Please remember to be professional when addressing faculty members in all communication just as you would with a future client or organization.

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