MSW STUDENT HANDBOOK

ADMINISTRATION AND STAFF

Michael Aakhus, M.F.A.
Dean, College of Liberal Arts
LA3003
812/464-1853
maakhus@usi.edu

Thomas Bordelon, Ed.D.
Assistant Dean, College of Liberal Arts
LA3009
812/228-5125
tbordelon@usi.edu

Michael Dixon, Ph.D.
Assistant Dean, College of Liberal Arts
LA3003
812/465-1093
mdixon@usi.edu

Iris Phillips, Ph.D.
Department Chair
EDUC 0131
812/461-5284
iphillip@usi.edu

Vaughn DeCoster, Ph.D.
Director, MSW Program
EDUC 0128
812/465-1003
vadecoster@usi.edu

Patricia Loehr MSSW
Director of Field
EDUC 0135
812/465-1106
ploehr@usi.edu

Connie Epley
Senior Administrative Assistant
Education Center 0124
812/465-7158
cpley@usi.edu

Cathy Coomes
Administrative Assistant
Education Center 0129
812/464-1843
cloomes@usi.edu

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The purpose of the Master of Social Work Student Handbook is to provide basic information, including practices, policies, rules, and procedures which are of importance to students who are either admitted or seeking admission to the Master of Social Work (MSW) program. This Handbook represents policy and procedural statements which have been approved specifically for the University of Southern Indiana, Social Work Department. The Department, through appropriate processes, reserves the right to add, amend, or repeal policies and procedures, regulations and rules in whole or part.

It is the policy of the University of Southern Indiana to be in full compliance with all federal and state non-discrimination and equal opportunity laws, orders and regulations relating to race, sex, religion, disability, age, national origin, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. Questions or concerns should be directed to the Director of Affirmative Action, USI Human Resources Department, Room FWA 166, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712-3596 (Telephone: (812) 464-1770) Office hours are 8 a.m. to 4:30 p.m., Monday through Friday.

The University maintains a smoke-free environment.

Further information may be requested by contacting the appropriate administrator or faculty member. Students should write or telephone:

University of Southern Indiana
Social Work Department
8600 University Boulevard
Evansville, Indiana 47712-3597
Telephone: (812) 464-1843

Office hours: 8:00 a.m. to 4:30 p.m. Monday – Friday

http://www.usi.edu/libarts/socialwork/
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GENERAL UNIVERSITY INFORMATION

University Board of Trustees
The University is governed by the Board of Trustees, composed of nine citizens appointed by the Governor of the State of Indiana. The trustees meet every other month.
Ira G. Boots, Evansville
W. Harold Calloway, Evansville
John M. Dunn, Evansville
Susan Ellsperman, Newburgh
Jeffrey L. Knight, Evansville
Amy W. MacDonell, Indianapolis
Ronald D. Romain, Evansville
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Ted C. Ziemer, Evansville

Officers of the University
Linda Bennett, President
Ronald Rocher, Provost and Vice President for Academic Affairs
Cynthia S. Brinker, Vice President for Governmental and University Relations
Mark Rozewski, Vice President for Business Affairs and Treasurer

Accreditation and Memberships
The University of Southern Indiana is accredited by:
  The Higher Learning Commission of the North Central Association of Colleges and Schools,
  230 South LaSalle Street, Suite 7-500
  Chicago, IL 60604-1413
  Telephone: (800) 621-7440

It also holds the following accreditations:

- The Association to Advance Collegiate Schools of Business
- Accreditation Council for Occupational Therapy Education
- The Accrediting Council on Education in Journalism and Mass Communications
- American Chemical Society
- American Medical Association Committee on Allied Health Education and Accreditation
- Association of Graduate and Liberal Studies Programs
- Commission on Collegiate Nursing Education
- Commission on Dental Accreditation; American Dental Association
- Committee on Accreditation for Respiratory Therapy
- Council on Social Work Education
- Division of Professional Standards—Indiana Department of Education and the National Council for the Accreditation of Teacher Education
- Indiana State Board of Nursing
- Joint Review Committee on Education in Radiologic Technology
- National Council for Accreditation of Teacher Education
- Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

The University holds membership in the American Association of Colleges for Teacher Education, the American Association of State Colleges and Universities, and the American Council on Education. It also is on the approved list of the American Association of University Professors.

Information on how to contact any of these agencies is available in the office of the Provost and Vice President for Academic Affairs.

**University History**

The University of Southern Indiana, established in 1965, is a comprehensive public university with a Board of Trustees appointed by the Governor of Indiana. The University offers more than 60 majors through the schools of Business, Education and Human Services, Liberal Arts, Nursing and Health Professions, and Science and Engineering and is authorized to confer degrees through the master’s level.

The University serves nearly 11,000 students annually in credit programs and an equal number of students in noncredit and community service programs. Over 30,000 degrees have been awarded.

The University has been developed according to a master plan and is located on a 300-acre campus near Evansville, Indiana, a metropolitan area of 280,000, which serves as the fine arts, cultural, commercial, and health care center for the Indiana, Kentucky, and Illinois tri-state area. The University strives to be accessible and responsive to regional and state educational needs.

**University Mission**

American education assumes a link between the truth of an idea and the good it promotes for individuals and society. An educated person can be expected not only to be knowledgeable and more financially secure, but also a better citizen, among whose virtues are tolerance, judgment, and belief in freedom for self and others. These values develop in an atmosphere of open inquiry and pursuit of truth. Therefore, as the University of Southern Indiana seeks to support education, social and economic growth, and civic and cultural awareness in southwestern Indiana, it will be devoted primarily to preparing students to live wisely.

The University of Southern Indiana is a broad-based institution offering instruction, research, and service. A liberal arts and science curriculum serves as the foundation of knowledge for all programs and complements undergraduate programs leading to careers in business, engineering, government, health professions, education, and related fields. Selected master’s degrees and the Doctor of Nursing Practice (DNP) degree serve persons in professional and technical studies. As a public institution, the University of Southern Indiana counsels and assists business and industry
as well as social, educational, governmental, and health agencies to higher levels of efficiency and improved services.

The University was established in 1965 as a branch campus of Indiana State University with a regional mission, in response to a need for public higher education in southwestern Indiana. In 1985, the legislature created the University of Southern Indiana as a separate statewide public university. This change in structure and mission was best delineated by then-Governor Robert D. Orr in his charge to the Board of Trustees at its first meeting:

“You have a statutory mission that is laid out in the bill passed by the legislature, and it is going to take a lot of effort on the part of everyone to live up to those requirements as they have been spelled out by the Indiana General Assembly. This is now a statewide institution, and it is important that this point be emphasized. Heretofore, this has been a branch campus of Indiana State University, and it has been understood to be regional in nature. It was created to accomplish a regional mission...just as other branch campuses around the state. Now this is a state institution in the fullest sense of the word.”

Community leaders have supported the University in providing a solid base for its present success and future growth. The University is expected to grow moderately in the years ahead as it seeks to positively affect postsecondary attainment levels in Indiana. To this end, the University emphasizes programs and services for traditional college-age students as well as for part-time, commuting, and non-traditional students. It has developed partnerships with high schools and has expanded opportunities for individuals in the workplace. The University is an institution which students choose for the strength of its academic programs and the quality of its student life.

A board of nine trustees, appointed by the Governor, governs the University. This board must include one alumnus of the University, one current student, and one resident of Vanderburgh County. Trustee terms are four years, except the student term, which is two years. The board has powers and duties common to other public postsecondary institutions in the State of Indiana.

The 1989 Indiana General Assembly authorized the trustees of the University to construct, acquire, operate, and manage student housing facilities and to issue revenue obligations for this purpose. The Commission for Higher Education approved the transfer of ownership of student housing from a nonprofit foundation to the University of Southern Indiana in February 1994. The addition of housing facilities enables students to take full advantage of the educational, cultural, and recreational benefits that a residential campus offers.

Excellence in teaching will continue to be the most important criterion in faculty recruitment. At the same time, the ability to do research, to engage in continuous scholarly and creative work, and to provide service, primarily to the region and the state, will be important additional qualifications.

A major emphasis of the University of Southern Indiana is the delivery of credit programs. The primary curricular offerings include liberal arts, pre-professional, professional, technical, and occupational programs at the associate, baccalaureate, and master’s levels. The University
provides comprehensive outreach and public service programs of short duration – including workshops, conferences, seminars, and instructional courses. These programs will increase as the University continues to address economic, social, and cultural needs in Region 13 as well as in the state. The University’s location in Evansville, the center of a predominantly rural region dotted with smaller population centers, gives it opportunities to increase educational access by both traditional means as well as through innovative instructional delivery systems, including active participation in the Indiana Higher Education Telecommunications Systems networks and other technology-based instruction.

The University welcomes appropriate partnerships for providing services to its constituency and cooperates with public and private universities, hospitals, and libraries to achieve this objective. The University participates with area business, industry, social, and governmental agencies for research and development related to the problems and concerns of business development, labor-management relations, tourism and recreation, health-care delivery, gerontology, energy development, and environmental-quality analysis. Community groups often use campus facilities for the purpose of meetings, programs, services, and instruction.

The University works in cooperation with the Indiana Department of Natural Resources to manage historic properties and tourism programs in New Harmony, Indiana, a community with a rich intellectual and cultural inheritance. The community provides opportunities for research and laboratory learning experiences which benefit both the town and the University.

The University provides a comprehensive range of support services for students. These include academic skills development, child care, counseling, financial aid, placement, housing, health services, student activities, and both recreational and intercollegiate athletics. The University of Southern Indiana participates in Division II intercollegiate athletics and is a member of the Great Lakes Valley Conference.

The University admits graduates of commissioned high schools in the state of Indiana who successfully complete college preparatory courses in English, mathematics, science, and social studies with at least a C average. Other students will be considered for admission to the University based on past academic performance and promise for future success. The University is accredited at the baccalaureate and master’s levels by the North Central Association of Colleges and Schools. Programs in business, communications, education, engineering technology, social work, and the health professions are accredited by the appropriate professional organizations and state agencies.

**Academic Programs**

Baccalaureate degrees normally may be completed in four years by students attending classes on a full-time (15 or more hours/semester) basis. Associate degrees normally may be completed in two years by students attending classes on a full-time basis. Some programs lead to certificates rather than diplomas, and the length of these programs varies. All associate and baccalaureate degree programs include two major components: the University Core Curriculum and the requirements for the major.
Public and Professional Services
In addition to its academic programs for students, the University offers many cultural, recreational, and social programs to students and the general public. Continuing education classes, musical productions, guest lecturers, athletic events, and theatrical performances are open to the public.

Many faculty members provide research services and are consultants to public schools, business, industry, and governmental agencies. Information is available in the Office of News and Information Services.

University Facilities
Fourteen major buildings, plus apartments and suite-style residence halls housing about 3,000 students, are on the 1,400-acre campus located west of downtown Evansville on State Highway 62.

The Support Services Building, located near the USI Foundation Office, houses Distribution Services, Procurement Services, Risk Management and Safety, and other administrative offices.

The Health Professions Center is a classroom and office building housing the College of Nursing and Health Professions. Indiana University School of Medicine Evansville is located on the third floor of the facility. Features of the Health professions Center include the 450-seat Mitchell Auditorium, the Charles E. Day Learning Resource Center, a dental hygiene clinic and dental laboratory, lecture rooms, classrooms, instructional laboratories, seminar rooms, and faculty offices. Space in the lower level includes the Food and Nutrition Laboratory, The Health Center, classrooms for the health services, a human performance laboratory, the Student Health Center, and the Social Work Lab.

The Liberal Arts Center offers state-of-the-art instructional areas and offices for the College of Liberal Arts. Included are Kenneth P. McCutchan Art Center/Palmina F and Stephen S. Pace Galleries, Helen Mallette Studio Theatre, Clifford and Ruth Kleymeyer Lecture Hall, Anna Lee Hamilton Music Studio, Scripps Howard Center for Media Studies (which includes the William R. Burleigh Media Resources Center, the Scripps-Howard Digital Arts Laboratory, and the Scripps-Howard Video Production Complex), Cynderella McDowell Miller Foreign Language Laboratory, a distance learning classroom, WSWI Radio Station and several classrooms equipped with instructional technology to enhance learning.

The Robert D. Orr Center is a classroom and office building housing many of the student services departments. The offices of Admission, Student Financial Assistance, Registrar, Counseling, and the Division of Extended Services, including Bachelor of General Studies, Center for Human Resource Development, Center for Continuing Education, Center for Education Services and Partnerships, Organizational and Professional Development, Center for Applied Research, Service Learning, and Historic Southern Indiana are located on the main floor. The second floor is dedicated to classroom space. The English Department will be located on the third floor. The Computer Center and Telecommunications Services, Career Counseling, career Services and Placement, and Business Office, including the Cashier, are located on the lower level. Students may pay fees and cash checks at the cashier’s window.
The Physical Activities Center (PAC) provides instructional space for physical education and recreation programs as well as offices for the Athletics Department and Physical Education Department. Included in the building are the aquatics area, specialized physical education and service facilities, classrooms, locker rooms, team rooms, and multi-purpose activity areas. The PAC has a seating capacity of 3,600 and serves as the home court for indoor sports programs.

The Recreation and Fitness Center provides a wide variety of programs and services supportive of a wellness lifestyle; a 44,000 sq. ft. addition to the building was opened in 2009. With something for everyone, the Recreation and Fitness Center features a state-of-the-art exercise and weight training area; two wooden courts for basketball, volleyball, and badminton; an elevated four-lane jogging track; an activity room for group exercise; and lockers and showers. The addition has a rock climbing tower and an 8-foot-tall bouldering wall. It has two group exercise rooms, a game room, rooms dedicated to stretching, a larger cardio room, combative room with punching bags and wrestling mats, a health assessment room, two locker rooms, and new and additional offices space. Students, faculty, and staff can enjoy leisure time on their own or with friends.

The Science Center adjoins the Wright Administration Building. In addition to laboratories and classrooms, the Science Center houses offices for the Pott College of Science and Engineering. The Torrington Science Research laboratory and the Black Beauty Coal Chemistry Laboratory provide state-of-the-art instructional areas for chemistry. The Torrington Wing of the Science Center has classrooms, labs, and offices.

The Education Center, which is connected to the Science Center, has classrooms and laboratories. The Couch-Renner Lecture Hall is located in the Education Center and a greenhouse is located on the floor above the lecture hall. The University Division and Academic Skills offices are located here. The lower level houses the Social Work Department, the Honors Program, and the ROTC offices.

The Technology Center houses the Engineering Department, offices for the Art faculty, and provides classrooms and laboratories for programs of these departments. The Ceramics Center and the Art Studio are located adjacent to the Technology Center.

The University Center is located conveniently in the center of campus where students and faculty may convene for informal meetings, meals, study, social activities, recreation, open discussions, or formal campus occasions. The University center provides space for student organization offices, conference rooms, lounge facilities, food services, and the University Bookstore. Offices for the Dean of Students, Conference and Meeting Planning (including the Student Reservations Office), International Student Services, Multicultural center, student Development, and Student Publications are located here.

Carter Hall and the University Conference Center is located on the upper level of the University Center, and it accommodates groups for seminars, workshops, meetings, luncheons, dinners, and dances. The Renner, Couch, and NBD Bank meeting rooms are located on the upper level as well.
David L. Rice Library, proclaimed by President H. Ray Hoops as the “heart of campus,” is the tallest building on campus. Named for the first president of USI, it houses the University’s library collections, including reference materials, the general book collection, periodicals, media, and the University Archives and Special Collections. The Center for Academic Creativity is also located on the second floor. The building features 30 group study rooms, three reading rooms, and a variety of seating choices as well as wireless access. Over 120 computers are available to patrons, and 25 laptops may be checked out by students for in-library use. The facility is easy to navigate with seating and group study rooms concentrated along the outside edges of each floor. Signage helps users locate what they need. The library occupies the top four levels and the lower level of the building has classrooms.

The Byron C. Wright Administration Building houses administrative offices including those of the President, Vice Presidents for Academic Affairs, Business Affairs, Government and University Relations, and Student Affairs. Also located here are offices for Alumni and Volunteer Services, Budgeting and Foundation Accounting, Graduate Studies, Grants and Sponsored Research, Institutional Research, Internal Auditing, and Special Events and Scheduling Services. The Forum Wing of the Wright Administration Building houses offices for Human Resources, Instructional Technology Services, and Travel Services. Three lecture halls are located on the lower level, and there are also classrooms and conference rooms in this building.

The Publishing Services Center provides space for news and Information Services, including news bureau and photography, printing, and bindery. A centralized copy center with enhanced copying and bindery services is located in this building.

The O’Daniel and McDonald Apartments provide apartment-style housing for students. Four residence halls – Fred C. Newman Hall, Frank O’Bannon Hall, Henry and Betty Jane Ruston Hall, and Governors Hall – offer enclosed suite-style housing with computer labs and meeting rooms. The Robert J. Fair Residence Life Center, located in the McDonald complex contains Residence Life staff offices and a computer laboratory. The Residence Life Community Center, opened in 2008, has a 1,500 square foot lounge with comfortable furniture, tables and chairs, a fireplace, laundromat, computer lab, and direct entry to Eagle Xpress and Pete’s Arena Pizza.

The USI Theatre, Scene Shop, and Costume Shop are located three miles east of campus, off Barker Avenue at 3001 Ingleheart Avenue. Classes in theatre are conducted at the theatre.

Non-Discrimination Statement
It is the policy of the University of Southern Indiana to be in full compliance with all federal and state non-discrimination and equal opportunity laws, orders and regulations relating to race, sex, religion, disability, age, national origin, sexual orientation, and status as a disabled veteran or veteran of the Vietnam era. Questions or concerns should be directed to:

Director of Affirmative Action
USI Human Resources Department, Room FA 166
University of Southern Indiana
8600 University Boulevard
Evansville, Indiana 47712-3596
Telephone: 812/464-1770
Office hours: 8:00 a.m. - 4:30 p.m., Monday through Friday

The commitment of the University and Social Work Department applies to all areas of functioning with students, faculty and other personnel. It addresses recruitment, hiring, training, promotions, and all applicable employment conditions. It is also applicable to those aspects of the University concerned with choice of contractors, suppliers of goods and services, and to the use of University facilities.

SOCIAL WORK DEPARTMENT GENERAL INFORMATION

Social Work Department History
The Social Work Department at the University of Southern Indiana was established in 1985. The Master of Social Work Programs is accredited by the Council on Social Work Education. Interest in creating a MSW program emerged in 1988. The University and the Social Work Department were approached by a group of agency directors across Southern Indiana who was frustrated by the lack of being able to attract and hire MSW's in the region. Additionally, with the only Master of Social Work (MSW) program in Indiana located at the IU School of Social Work in Indianapolis, the distance of four hours driving time made it difficult for agency staff to obtain much needed MSW degrees. Their issues were quite clear:

- A significant lack of MSW candidates across southern Indiana to adequately fill open professional positions where the MSW is required or preferred.
- Problems with retaining MSW’s from outside the region that needed to adjust to a rural and/or “Midwest” culture in terms of practice and acculturation.
- Lack of access into the only MSW program in Indiana because of the large application pool.
- Distance and cost factors which made it difficult for agency staff to obtain MSW’s.
- Lack of easy access and high costs related to MSW programs in surrounding states.

The Social Work Department, with support from the University, undertook a series of feasibility studies to confirm and document the need for the MSW program. All data clearly supported the need for the degree, not only in the University service area, but also in the state of Indiana. As a result, the MSW degree was approved by the State of Indiana in 1991. From 1991 to 1994, the USI Social Work Department began active development of the curriculum and degree requirements, including program mission, goals, objectives and outcomes. During the 1993 Indiana State Legislative Session, USI was given a special increase in funding, starting in 1993, with the understanding that a part of the money would go to the development of an MSW program at the University. In 1993, two Directors from other MSW programs were hired to assist in the development of the USI Master of Social Work degree program.

In the summer of 1994, the Social Work Department faculty was increased to four members, with a fifth faculty member added in January of 1995. A sixth faculty member was added in August of 1996, dedicated to the MSW program. The first admitting MSW class, in fall 1994,
totaled fifty-seven (57) students. Based on data collected during the MSW program feasibility study, the program was designed to meet the needs of students who were not undergraduate social work majors (non-BSW’s) and students who graduated from accredited undergraduate social work programs (advanced standing). In addition, a full- and part-time course of study was provided for both non-BSW’s and advanced standing students.

The generalist practice model and systems perspective was selected for the MSW program’s theoretical underpinnings and a clinical concentration was selected as the focus for advanced study. These decisions were based on the following rationale:

- The approach would provide departmental continuity because the generalist practice model and systems perspective was already the foundation for the USI accredited BSW program;
- Data collected from area agencies during the feasibility study documented the need for foundational skills in the generalist problem solving process and advanced clinical skills to practice in area agencies as an effective clinical social worker; and
- The philosophical base and orientation of the MSW faculty fit this approach.

The choice of the initial clinical concentration was relatively easy, considering the long term needs within the region. After careful consideration of various perspectives, the faculty unanimously selected the systems perspective as the theoretical base for the program. Social work is framed by a person-in-environment perspective. The systems perspective is clearly an orientation to practice that focuses attention on person-in-environment transactions and their potential for either enhancing or diminishing an individual’s well-being and capacity to have needs met. Consistent with this theoretical orientation in the foundation year, the advanced clinical social work content in the concentration year focuses upon best practices in work with individuals, families, groups, and organizations.

The MSW Program received its initial accreditation in July 1998, retroactive to the graduating class of 1995. Since that time the faculty has continued to review and refine the curriculum, mission, goals, and objectives of the MSW program to meet the social service educational needs of Indiana and the tri-state region.

Social Work Department Mission
The Social Work Department prepares students for competency driven practice focused on evolving issues in the community.
MASTER OF SOCIAL WORK PROGRAM (MSW)

Program Description
The Social Work Department offers full-time, day, and evening graduate programs leading to the Master of Social Work (MSW) degree. The Social Work Department admitted the charter class in the fall of 1994, and is fully accredited by the Council on Social Work Education.

The program offers three tracks: a full-time two-year track, a full-time one-year advanced standing track, and an evening two-year advanced standing track. We accept new cohorts students for the three tracks in the Fall of each year. Applicants for the advanced standing programs must have a Bachelor of Social Work (BSW) degree from a Council on Social Work Education accredited program. Students must apply to a specific "track" (e.g., two year full-time) and must stay on that track in order to complete a program of study leading to the MSW degree. The program offers a "generalist" first year to all full-time two year students.

The goal of the first year of the two year program is to develop a sound professional perspective from a generalist base. The curriculum is built on a required liberal arts foundation with a focus on personal growth and professional development. The knowledge, skills, and values needed to be a social worker are integrated throughout the curriculum and culminate in the practice classes and field practica.

Students are encouraged to view practice with an understanding of sociocultural, social policy, and social service contexts. Issues of social and economic justice, gender, class, race, and oppression are included throughout the curriculum. Students base their development of professional self on the history of social work, the current status of social work practice, and on social welfare policy. A holistic approach is used in the presentation of knowledge and the development of research skills throughout the curriculum including critical analysis of research literature, evaluation of social work practice, development and implementation of research designs, culminating in data analysis and application.

The MSW program currently offers a clinical concentration. The primary objective of the program is to prepare graduate-level students for entering clinical social work practice. Students are educated to practice in a variety of clinical practice settings, e.g. out-patient health and mental health clinics, hospitals, in-patient psychiatric facilities, and community agencies.

All students who are admitted to the MSW program must maintain a minimum of an overall 3.0 grade point average. In addition to the grade point average, students will be evaluated on standards of professional conduct. Students may be subject to corrective action, suspension, and/or dismissal from the program due to factors such as unethical or unprofessional behavior.

MSW Program Mission
The MSW program prepares students with the knowledge, skills, and values for advanced clinical social work practice with diverse populations and emerging social issues.
MSW Program Goals and Objectives

MSW Program Goals
1. Educate generalist and clinical practice students on the ten core competencies of social work practice.
   Objectives:
   a. Integrate competency-driven learning throughout the MSW curriculum.
   b. Use technology to enhance course delivery and provide students with alternative curriculum options.
   c. Use current scholarship and best practices in assignments in the MSW curriculum.
   d. Use field trips, international programs, speakers, service learning, and forums to enrich student learning about diversity.
   e. Annually update curriculum and course content in response to evaluation feedback, changes in best practices, and community needs.
   f. Provide continuing education for alumni and the regional social work community.
   g. Use course exercises and assignments to promote student awareness of self as an instrument of change.
2. Use research as the foundation for discovering best practices in education and community engagement.
   Objectives:
   a. Develop and carry out research focused on social justice in collaboration with the Center for Social Justice Education.
   b. Conduct regional needs assessments and program evaluations studies.
   c. Engage in and encourage multidisciplinary research with community partners.
   d. Partner with the College of Nursing and Health Profession’s Center for Healthy Aging to enhance USI’s position in gerontological education and research.
   e. Use exit surveys, alumni surveys, employer surveys, student focus groups, and other data measures to monitor the MSW program processes and outcomes.
3. Model and promote the ethic of service.
   Objectives:
   a. Serve on boards, committees, and as members of regional organizations that support and promote the values of professional social work.
   b. Seek and respond to organizational and community service needs in the region.
   c. Sponsor student organizations that recognize academic excellence and promote student service.
**Master of Social Work Curriculum**

Descriptions of the curriculum design for each of the three tracks for MSW students are as follows:

1. Full-time two-year track;
2. Full-time advanced standing track, and;
3. Two-year advanced standing evening track.

### Full-Time Two-Year Track (61 credit hours)

#### 1st year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SOCW 503</td>
<td>The Social Welfare System</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 504</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 506</td>
<td>The Foundation of Social Work Practice</td>
<td>3</td>
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<tr>
<td>SOCW 507</td>
<td>Social Work Research</td>
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#### Spring Semester

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOCW 505</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 508</td>
<td>Micro Systems: Practice with Individuals, Groups, and Families</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 509</td>
<td>Macro Systems: Institutional &amp; Community Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 510</td>
<td>Social Welfare Policy and Service</td>
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#### Summer (Includes First, Second and Third Summer Terms)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOCW 610</td>
<td>Human Diversity, Social Policy, and Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 511</td>
<td>Graduate Field Placement I</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 512</td>
<td>Integrated Field Placement Seminar I</td>
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#### 2nd year

#### Fall Semester

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>SOCW 601</td>
<td>Clinical Specialization I: Clinical Assessment and Differential Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 608</td>
<td>Paradigms of Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 660</td>
<td>Advanced Group Therapy in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 652</td>
<td>Family and Marital Therapy</td>
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#### Spring Semester

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SOCW 602</td>
<td>Clinical Specialization II: Clinical Planning and Treatment Process</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 605</td>
<td>Practice Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 611</td>
<td>Graduate Field Placement II</td>
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<tr>
<td>SOCW 612</td>
<td>Integrated Field Placement Seminar II</td>
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#### Summer (Includes First, Second and Third Summer Terms)

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<tr>
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<tbody>
<tr>
<td>SOCW 671</td>
<td>Social Work Management in the Clinical Setting</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 692</td>
<td>Advanced Graduate Social Work Project</td>
<td>3</td>
</tr>
</tbody>
</table>
### Full-Time Advanced Standing Track (36 credit hours)

**Fall Semester**
- **SOCW 507 - Social Work Research**: 3
- **SOCW 601 - Clinical Specialization I: Clinical Assessment and Differential Diagnosis**: 3
- **SOCW 608 - Paradigms of Clinical Practice**: 3
- **SOCW 660 - Advanced Group Therapy in Social Work**: 3

**Spring Semester**
- **SOCW 602 - Clinical Specialization II: Clinical Planning and Treatment Process**: 3
- **SOCW 605 - Practice Evaluation**: 3
- **SOCW 611 - Graduate Field Placement II**: 4
- **SOCW 612 - Integrated Field Placement Seminar II**: 2

**Summer (Includes First, Second and Third Summer Terms)**
- **SOCW 610 - Human Diversity, Social Policy, and Social Work**: 3
- **SOCW 652 - Family and Marital Therapy**: 3
- **SOCW 671 - Social Work Management in the Clinical Setting**: 3
- **SOCW 692 - Advanced Graduate Social Work Project**: 3
Two-Year Advanced Standing Evening Track (36 credit hours)

1st year

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<thead>
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<tr>
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<tr>
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<th>Hours</th>
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<tbody>
<tr>
<td>SOCW 507 – Social Work Research</td>
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</table>

2nd year

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<th>Hours</th>
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<tr>
<td>SOCW 652 - Family and Marital Therapy</td>
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<td>SOCW 692 - Advanced Graduate Social Work Project</td>
<td>3</td>
</tr>
</tbody>
</table>
General Courses
The courses listed below have been approved by the Indiana Commission on Higher Education. Electives, when offered, may be taken in addition to required courses.

SOCW 500 - Special Topics in Social Work
SOCW 603 - Administration and Policy Specialization I: Human Services Management I
SOCW 604 - Administration and Policy Specialization II: Human Service Management II
SOCW 621 - Introduction to Family Systems
SOCW 625 - Social Work Practice with Children and Adolescents
SOCW 627 - Social Work Practice with the Elderly
SOCW 629 - Social Work Practice and Disability
SOCW 632 - Social Work Practice with Persons with Serious Mental Illness
SOCW 634 - Social Work Practice with Substance Abusers and Their Families
SOCW 638 - Minority Groups and Cultural Issues in Social Work Practice
SOCW 645 - Foundations of Occupational Social Work
SOCW 656 - Behavioral Intervention in Social Work Practice
SOCW 658 - Cognitive Approaches to Intervention in Social Work Practice
SOCW 664 - Crisis Intervention
SOCW 666 - Test and Measurement Issues in Clinical Social Work Practice
SOCW 668 - Human Sexuality: Sexology, Clinical Issues, and Interventions
SOCW 670 - Advanced Seminar in Community Planning and Organization
SOCW 690 - Global Social Work Practice
SOCW 699 - Independent Study

Restriction on Practice Courses
Practice courses are restricted to students admitted to the MSW Program. Students who are not admitted to the MSW Program must meet with the MSW Program Director to review their eligibility to take courses in the MSW Program.

Council on Social Work Education MSW Educational Policy and Accreditation Standards
The MSW Program curriculum has been developed based on the guidelines provided by the Council on Social Work Education. Students may review these Policies in the Social Work Office ED 0129 or online at http://www.cswe.org/Accreditation.aspx.
**Field Instruction**

The field instruction sequence of the MSW curriculum is designed to provide students an opportunity to learn through educational experiences, while under supervision within community based agency settings. Students practice using their knowledge of theory, skills, and values learned in the classroom and further their professional development as they acquire firsthand knowledge of the organization, community, and client populations served. Such direct practice enhances understanding of human beings, their problems and needs, allows for integration of classroom knowledge to actual practice and the refinement of social work practice skills. Field practice provides an opportunity for “experiential” learning at a level not possible in the classroom.

**MSW I Field Education: Generalist**

Students who enter the graduate program without an undergraduate degree in social work must complete a foundation field practicum. This, MSW I, foundation field placement is designed so that students can demonstrate the Ten Core Competencies at the generalist level of social work practice. Social work roles typical of generalist practice include case manager, advocate, broker, educator, community organizer, group worker and individual counselor. Assigned tasks often include preparing psychosocial histories, developing service plans and implementing broad based interventions congruent with the multi-variant client needs.

Generalist practice is broadly defined. The parameters for practice are usually determined by the identified client needs, the mission and function of the agency, and level of training and skill of the student. He/she works under supervision and relates to the client and deliver services in ways which convey respect while honoring and promoting the dignity of the clients served. Skills expected include the ability to communicate empathy, genuineness, and a positive regard when listening and interviewing, and the ability to utilize the planned change process and problem solving strategies in all phases of work with the client: engagement, assessment, intervention, and evaluation.

**MSW II Advanced Field Education: Clinical Specialization**

All students complete an advanced field practicum. The MSW II placement provides agency based opportunities for clinical social work practice. The educational focus in the advanced practicum is in providing students with opportunities to demonstrate the Ten Core Competencies at the advanced level of social work practice. Typically field agencies offer programs in specialized practice areas defined by a problem, such as substance abuse; or a population, such as children and adolescents at risk; or practice areas defined as health, mental health, or school social work. The agency program may be even more narrowly defined by a highly specialized context, such as the use of a particular intervention model, e. g., the 12 Step Model in chemical dependency programs or a research role.

The MSW II practicum is grounded in the liberal arts, the generalist foundation, and the values that distinguish social work as a profession. The MSW II practicum is advanced, reflecting the specialized knowledge, skills, and values of an advanced practitioner whose training which is both specialized and rigorous in its demands for practice grounded in sound science, technical skill and the art of therapeutic practice. MSW II field placements provide a mix of generalist and clinical activities, with the emphasis on the student developing therapeutic styles with clients while acquiring expertise within the specialization offered by the field agency. The ratio of
generalist and clinical activities vary, depending upon the professional developmental needs of the individual student and the mission of the agency.

An agency based field instructor has primary, but not total, responsibility for the supervision and assignment of educational field activities for the student in placement. The design of field education in the practicum is also guided by the Ten Core Competencies of Social Work Practice, the educational objectives as defined by the Department of Social Work, an individualized student learning plan, consultation by a faculty based field instructor, policies and procedures as outlined in the MSW Field Manual or other relevant University policies. While the field instructor’s supervisory role includes evaluation of the student’s performance, the educational emphasis is the professional development of the student.

The Schedule and Structure of Field Education within the MSW Curriculum
MSW I is a 425-hour field placement typically completed in 12 weeks during the summer terms. MSW I is required of students who enter the MSW Program without an undergraduate degree in social work. MSW II is a 525-hour field placement typically completed in 22 weeks during the spring semester and first summer term. All students are required to complete a MSW II advanced standing field practicum. MSW II field placement specialized to school social work is a 600 hour field placement completed over the public school year, typically from late August to early May. The USI Department of Social Work Field Education design is a “concurrent” model; that is, students take classroom courses concurrently with their field placement. Students are to complete the Field Seminar class during the same time frame as each required Field Internship. Usually, students attend the classroom courses during one day of the week or at night.

Indiana Public Law 11-1994 (Sexual Offender Law) and MSW Admission
In order to fully comply with Indiana Public Law 11-1994 (conviction of sexual offenses against children), the Social Work Department will conduct a criminal history check of students requesting admission to the Master of Social Work Program. This check will be conducted at the point of admission and upon entering each field placement. A student who has been convicted of sex offenses against children as identified in P.L. 11-1994 will not be granted admission to or allowed to continue in the Master of Social Work Program.

Individuals who were convicted of such crimes outside of the state of Indiana are required to report their intent to reside more than seven days in the area within Indiana to local law enforcement authorities having jurisdiction in the area of intended residence.
Students who apply for admission to the program will be asked to sign the following statement:

*I certify that I have never been convicted of a sex offense against a child in Indiana or in any other jurisdiction outside of Indiana. I am aware that the Social Work Department will conduct a criminal history check as outlined in P.L. 11-1994 as part of the admission process and field placement process for the Social Work Program. I am aware that any such conviction will result in my removal from the Social Work Program. I understand it is my responsibility to correct any errors in the registry that result in my name being incorrectly listed in the registry, and provide verification of such correction to the University prior to any further consideration of admission to or continuance in the Social Work Program.*

**MSW Academic Advising, Grading, Graduation Checkout**

**Advising**

Academic advising is an important aspect of a student’s academic and career development. In order to provide the best opportunities for students to perform well academically we have a well-developed system of advising.

Students are assigned a full-time faculty advisor when they are admitted to the MSW Program. Once they begin to take courses, a student may request a change of advisor if they would like to match their interest to a faculty member’s expertise. It is essential that each student work closely with their advisor in order to complete the required courses and meet the guidelines for graduation. Students are expected to seek out their faculty advisors for questions and discussions related to career issues, registration, and academic performance. The faculty is available throughout the semester, and office hours are posted on their office doors at the beginning of each semester. Faculty may also be contacted by telephone, voice mail, or via e-mail if a student needs assistance or has questions.

Students are expected to carefully review the information in their program of studies. Faculty post additional office hours during pre-registration to accommodate the increased needs of students. Students may register via the MYUSI web system. The information needed to register can be found on the website or in the University Schedule that is printed approximately two weeks prior to registration each semester. Information and procedures on how to register may be found in this schedule or on the USI web site located at [http://www.usi.edu](http://www.usi.edu).

University deadlines, procedures for graduation, and other technical questions should be addressed to the Director of the MSW Program or Social Work Department Office staff.
Grading
The University Bulletin (http://www.usi.edu/academics/bulletin) contains all policies related to grading. Graduate student policies are also located in the University Bulletin. Students are also responsible for carefully reading course syllabi for specific course grading policies.

Graduation Checkout
Each student is required to complete a graduation checkout form and a diploma form. All students should contact the Social Work Department during the first three weeks of the fall semester before the spring or summer they plan to graduate. Graduate students should contact the MSW Program Director.

Transfer Student Criteria

Admission
The Social Work MSW Program accepts a limited number of transfer students each year. These applicants must meet the admission requirements of the USI MSW Program. In addition to the materials required in the application packet, transfer students should submit a Verification of Good Standing Form completed by the MSW Program Dean, Director (or their designee) of the previous/current School of Social work.

Transfer of Course Work
A student who has matriculated or is matriculating from another social work graduate program accredited by the Council on Social Work Education (CSWE) may transfer up to 12 credit hours for the two-year program. An advanced standing or full-time applicant may transfer up to 6 credit hours. Exceptions on the number of credit hours transferred are on a case-by-case basis if the student can meet the credit hour criteria for graduation from USI. Request for transfer course credit should provide the following:

1. Official transcript with a recorded course grade(s)
2. Course syllabus or outline for each course completed
3. Identification of the equivalent USI MSW course

The student must have received a grade of B or better in each course completed. Courses must have been completed within the last four years in order to request transfer credit. Courses will be reviewed on a course-by-course basis.

If a student applies to transfer credit from a school that is not accredited but in candidacy he/she must provide course syllabi with course objectives, textbooks, content outline, learning activities, theoretical frameworks, and outcome evaluation methods.
**Returning Student Admission Requirements**

**Good Standing**
Students in good standing who leave the MSW Program before completing requirements for the degree and request re-admission will follow these steps:

1. The student must apply for re-admission in the Office of Graduate Studies.
2. The student must complete the MSW Reapplication Form.
3. The student shall submit a letter stating how she/he has dealt with the obstacle(s) or problem(s) that led to not completing the Program previously.
4. The Student shall submit one letter of reference from a current employer.
5. The student should contact the Director of the MSW Program to review the file and Program of Studies.
6. The Director of the MSW Program and the student will develop a new Program of Studies to determine the feasibility and timetable for the student’s return to school.

The Director of the MSW Program will work with students to review their status and request for re-admission. If students are re-admitted they will be required to follow the regulations in effect at the time of re-admission in both the Office of Graduate Studies and the MSW Program. In order to count toward the master’s degree, course work must have been completed within seven years prior to a student’s enrollment in the first course(s) that count for degree credit in the program. For courses that exceed this time limit, students must either validate the previous credit or retake the course(s) in order to meet degree requirements. Validation requirements are set by a faculty member identified by the Program Director.

**Dismissed Students**
Students who were dismissed from the MSW Program who would like to reapply are required to use the full application procedure that all new applicants follow. The student must wait a minimum of two years after the dismissal before applying for admission. In addition, the applicant must provide substantial documentation to verify that the situation(s) leading to the dismissal is/are resolved.

**Communicating with Students and Faculty**

**Communication Techniques**
New students are assigned a University email address. Since USI uses it to contact students, they should either use this account as their primary email account or forward their messages to another email account they regularly access. Students can access their email account to send and receive mail through MyUSI either at [http://my.usi.edu](http://my.usi.edu) or by clicking the MyUSI icon on the USI homepage at [http://www.usi.edu](http://www.usi.edu). Students must use MyUSI to register for classes, pay for their courses, view their grades, and access other services.
The main methods of providing students with information about the MSW Program and Social Work Department and its activities are e-mail, web page, Blackboard (an internet based classroom management system), area postings, and meetings. The Social Work Department web page contains information on upcoming events, announcements, and employment opportunities. Students should visit the site regularly to obtain information.

Faculty mailboxes, student association mailboxes, e-mail, or Blackboard should be utilized to leave messages related to course work, advising, and request for appointments. The Social Work Department has office hours listed for each member of the faculty each semester. Students are encouraged to meet their advisors to maintain current advising program of studies, linkages to the profession and information on developments in the Social Work Department and University community.

**Computer Literacy**

Students who are familiar with basic personal computer operations, word processing, and use of the internet may find themselves at a distinct advantage in the program. Resources for those unfamiliar with basic computer operations are available through the University and in the surrounding community to acquire computer proficiency; however students should strongly consider receiving such training prior to their entrance into the social work program. Students are also encouraged to become familiar with statistical software, especially Microsoft or OpenOffice spreadsheet programs while completing their undergraduate program. There are several courses on basic computer literacy that provide an excellent introduction to information processing and computer applications available at USI and in most universities.

Some courses in the MSW Program are online or partially online, referred to as “hybrid courses” using a combination of live classrooms and electronic on-line activities, media and resources. Due to significant computer usage needed for online coursework, each student is required to have home access to a personal computer. The computer requirements are as follows:

- An IBM or IBM-Compatible PC Pentium II or greater processor (Plus Windows ’98 or higher) or Macintosh Power PC-68040 or greater processor PLUS;
- 256 Megabytes of RAM (512 Megabytes recommended);
- 500 Megabytes of free hard disk space;
- Graphics-based web browser that must be Java-enabled (Examples include MS Internet Explorer 6 or later, Netscape 7.1 or later, Firefox 1.5 or later);
- Broadband Internet Connection;
- E-mail account provided to registered USI students through MyUSI;
- CD-ROM;
- Sound card and speakers; and
- 4 MB or larger USB (thumb) drive.

NOTES: 1) Some courses may require the use of technologies such as streaming audio and video or large file downloads requiring more processor power, more computer memory, and/or a high-speed internet connection for good performance. 2) Check with the instructor regarding software preferences before making a software purchase. 3) Please also review USI’s Data Communication and Computer Use Policy at [http://www.usi.edu/compctr/policy.asp](http://www.usi.edu/compctr/policy.asp).
National Association of Social Workers Code of Ethics
All students admitted to the MSW program are expected to read, understand, and follow the National Association of Social Workers (NASW) Code of Ethics. This code provides a set of values, principles, and standards to guide and conduct decision making when ethical issues arise. Students are required to sign an information Agreement indicating that they have received the NASW Code of Ethics and agree to follow the guidelines.

The National Association of Social Workers Code of Ethics may be found at: http://www.socialworkers.org/pubs/code/default.asp

The USI MSW Program has an expectation that all graduates will be professionally trained social workers who can consciously exhibit the knowledge, values, and skills of the profession of social work. The USI program uses a competency based outcome performance approach to the curriculum and academic expectations of all students. As a result students are required to demonstrate the use of ethical principles to guide professional practice.

Council on Social Work Education Educational Policy Core Competency 2.1.2
Apply social work ethical principles to guide professional practice. Social Workers
a. recognize and manage personal values in a way that allows professional values to guide practice;
b. make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
c. tolerate ambiguity in resolving ethical conflicts; and
d. apply strategies of ethical reasoning to arrive at principled decisions.

Students are expected to practice the principles and guidelines of the Code of Ethics in all academic endeavors. This includes but is not limited to the following expectations.

Accountability:
- Attend class, arrive on time, and return from break in a timely manner;
- Participate in group activities and assignments at a comparable level to peers;
- Complete work in a timely fashion and according to directions provided; and
- Come to class prepared, with reading and other homework completed.

1. Respect:
- Treat all peers, instructors, and others with dignity and respect at all times. This includes interactive as well as electronic forms of communication to include e-mail, discussion boards, chat-rooms and social media sites like Google+ and Facebook;
- Listen while others are speaking;
- Give feedback to peers in a constructive manner;
- Approach conflict with peers or instructors in a cooperative manner; and
• Use positive and nonjudgmental language.

2. Confidentiality:
• Treat any personal information that you hear about a peer or an instructor as strictly confidential;
• Maintain confidentiality of any information shared in class, dyads, or smaller groups within that unit;
• Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral to counseling.); and
• Never use names of clients or disclose other identifying information in the classroom.

3. Competence:
• Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors;
• Constantly strive to improve your abilities;
• Come to class with books, handouts, syllabus, and pens;
• Seek out appropriate support when having difficulties to ensure success in completing course requirements;
• Take responsibility for the quality of completed tests and assignment;
• Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

4. Integrity:
• Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities;
• Academic: Commit yourself to learning the rules of citing other’s work properly;
• Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed;
• Accept and benefit from constructive feedback.

5. Diversity:
• Strive to become more open to people, ideas, and creeds that you are not familiar with:
• Embrace diversity;
• Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, etc;
• Exhibit a willingness to serve diverse groups of persons;
• Demonstrate an understanding of how values and culture interact.

6. Communication:
- Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records;
- Demonstrate assertive communication with peers and instructors;
- Practice positive, constructive, respectful, and professional communications skills with peers and instructor: body language, empathy, listening.

7. Social Justice:
- Strive to deepen your commitment to social justice for all populations at risk;
- Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups;
- Strive to learn about methods of empowering populations and enhancing social justice.

SOCIAL WORK DEPARTMENT POLICIES

Policies on Academic Conduct

a. Policy on Student Class Participation and Attendance: Social Work students are required to attend ALL class sessions. Students who miss more than the equivalent of three weeks of classes in a semester may be dismissed from the course and/or from the Social Work program.

b. Policy on Student Papers: Effective written expression is essential for professional practitioners where records often decide a client's fate, as in court and medical cases. Thus, students are expected to present their ideas clearly and properly. Grammar, punctuation, and spelling are to be correct in all papers submitted to professors and field instructors. Unless noted by the instructor, formal papers are to be typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (latest edition) standards of writing.

c. Policy on Academic Misconduct: Professional responsibility, ethics, and integrity are key elements of the Social Work profession. Students are expected to follow all University rules on academic misconduct. Additionally, students who violate the academic standards through plagiarism and other forms of cheating will be disciplined according to the procedures noted in the Social Work Department Corrective Action Policy and the University Bulletin. These procedures are in keeping with the USI academic honor code.

d. Policy on Meeting Course Assignment Deadlines: Students are expected to submit assignments on the specified due date.

e. Policy on Incomplete Work and "I" Grades: When a student is unable to complete all requirements of a course by the end of the term due to extenuating circumstances, he/she may be assigned an incomplete grade (I) by the instructor at his or her discretion. An instructor usually gives an incomplete grade when the student can complete, in a specified time, remaining requirements after the term has ended. The student signs an incomplete
grade agreement form, describing the course requirements that need to be completed for a
final grade. The student should see the instructor to request an incomplete grade and to
make arrangements for completing course requirements by the deadline set by the instructor.
A student who does not complete required assignments may, at the discretion of the
instructor, receive a failing grade (F) for the course. Based on University policy, a student
who fails to complete the course work for an incomplete grade within one academic year
will automatically receive a grade of (F). The student is responsible for maintaining contact
with the professor until the incomplete grade is removed.

f. Policy on Ethical Behavior: In addition to the academic expectations, Social Work
students are expected to demonstrate professional behavior which reflects a commitment to
the ethics of the social work profession. The nature of Social Work is based on ethical
behavior, sound professional judgment, and competence. The Social Work Department
utilizes the Code of Ethics of the National Association of Social Workers (NASW) as its
guide. To be retained within the program, students must adhere to the standards as outlined
in the Code of Ethics. Students are expected to visit the NASW web site
http://www.naswdc.org for a full text of the document. Any behavior contrary to these
ethical standards can be cause for corrective action and/or administrative review of the
student’s admission or continuation in the MSW Program.

PROBLEM SOLVING PROCESS

Students are expected to follow the procedure outlined below in the event a problem should
occur with their academic performance and/or their ability to function according to the
expectations of the Social Work Department. The steps must be taken in the order given. Only if
the problem has not been settled at the preceding level does one continue to the next step, for
example, step (a) must be completed before step (b) may be attempted.

(a) The student will meet with the individual faculty member, who will attempt to
resolve the matter through discussion.

(b) If the problem has not been resolved, the student will then meet with his/her
faculty advisor. The advisor will meet with the concerned person(s) and attempt
to resolve the matter through discussion.*

(c) If the problem is not resolved, the matter will be referred to the appropriate
Program Director. The Director will meet with the student and the faculty
member and attempt to resolve the problem (If a conflict of interest exists, the
matter will be referred to the Chairperson of the Social Work Department).

If a student has completed the steps outlined in the problem solving process and the problem is
not resolved, the student may choose to file a written grievance through the Social Work
Department Grievance Procedures outlined below.

Students who are in a Field Practicum will review and utilize the field manual for problem
solving procedures related to education in the field.

*If the conflict is with a faculty member who is serving as the student’s advisor, the MSW
Program Director will appoint a different faculty member to serve as the student’s advisor. If
the conflict or grievance is with the Chairperson of the Social Work Department and the student has attempted to resolve the problem with the Chairperson, the matter will be referred directly to the Dean of the College of Liberal Arts.

ACADEMIC GRIEVANCE PROCEDURE

This grievance procedure is available to undergraduate and graduate students who are enrolled in Social Work Department courses. Situations relating to performance in another department of the University must be handled through that department’s policies and procedures. Students should also review the University Bulletin, Student Rights and Responsibilities, and the USI University Handbook for additional policies on student/faculty behavior and rights and responsibilities. The USI University Handbook is available in the Social Work Department, Room ED 0129.

If a student has a possible grievance with a faculty member (e.g., complaints against prejudiced or capricious academic evaluations; arbitrary changes in course requirements and evaluation procedures by the instructor), the student must first follow the steps outlined in the Problem Solving Process. If the problem is not resolved, the student will follow the procedure outlined below. Examples of grievances applicable to these procedures might include:

- Individual student complaints against prejudiced or capricious academic evaluations;
- Arbitrary changes in course requirements and evaluation procedures by the instructor.

Note: In the event that an allegation involves a faculty-student grievance covered in the University’s Affirmative Action Plan or Sexual Harassment Policy, the procedures outlined in the relevant University document will be followed.

If a problem is not resolved and the student deems the matter to be serious enough for a formal grievance, the student must file a formal written grievance with the Department Chair no later than 30 class days after the alleged incident of the grievance. If the conflict or grievance is with the Chairperson of the Social Work Department and the student has attempted to resolve the matter without success, the matter will be referred directly to the Dean of the College of Liberal Arts. “Class days” are defined as days when the University is open for classes or examinations. The process is outlined as follows:

1. The student must prepare a written statement detailing the grievance and file this written statement with the Chair of the Social Work Department;

2. The Department Chair will present the student's written statement detailing the grievance to the faculty member and the Student Affairs Committee;

3. Student grievances will be handled by the Social Work Department Student Affairs Committee. The panel that will hear a grievance will include:

   Two faculty members and one alternate from the Social Work Department Student Affairs Committee will be appointed by the Social Work Department Chair. BSW and MSW
faculty will be represented on the committee. Faculty will serve for one academic year. The alternate will serve if a grievance is submitted involving a member of the Student Affairs Committee. If a faculty member is not available due to not teaching in a summer term or is on leave, the Chair will appoint an alternate. One student and an alternate from the same degree program of the student submitting a grievance will serve on the committee. Four student members will be recommended by the BSW Club, or the MSW Student Association. The Student Affairs Committee will select the student from the recommended list. In situations where the student organizations fail to submit a list within one week, the Department Chair will select the representatives.

Students selected must be fully admitted to the program they represent, must have completed twelve semester hours of course work after admission, and must be in good standing in the Social Work Department. The composition of this Committee will be made available to all participants in the process by the Chairperson of the Student Affairs Committee.

4. Upon receipt of the grievance, the Student Affairs Committee Chair will be responsible for following established and appropriate procedures for the hearing. The Chair will notify the faculty member, the student, and any additional parties of meeting date(s), place(s) and time(s); gather relevant information, schedule and conduct a hearing if appropriate; and make a recommendation to the Social Work Department Chairperson. This will occur within twenty class days after receipt of a written grievance by the committee. The Department Chair will provide a written decision to the student and faculty member within fifteen class days from receipt of the committee's recommendation.

5. If a grievance is filed and the faculty member or key individual is not available (on leave of absence or not actively employed during the period of the grievance process), the review process may be postponed by the Student Affairs Committee or the Department Chair until the individual is available. However, the grievance review process must be initiated within a reasonable amount of time after the grievance is submitted.

GRIEVANCE HEARING PROCEDURE

1. The student will be provided with the Social Work Department's Handbook outlining the Grievance Procedures.

2. A student may request that their faculty advisor appear as a support person.

3. The hearing will be closed to all persons except the student, the faculty member, the faculty advisor, designated parties, and members of the Grievance Committee.

4. The student and the faculty member may see all written statements and supporting documentation submitted by all parties prior to the hearing.

5. All written and oral statements should be relevant to the allegations presented in the written grievance.
6. The student and the faculty member have the right to ask and answer questions. Each may make brief opening statements. Both the student and the faculty member may present individuals who have submitted supporting statements and who will appear at the hearing. Each person involved in appearing before the Committee may be present at the hearing only during their individual statements.

7. The hearing will be audio tape-recorded.

8. The Committee will vote by anonymous written ballots. If more than one issue is being considered, the committee will issue separate ballots for each decision.

The student has the right to appeal the Social Work Department Student Affairs Committee decision according to University policy and procedures as outlined in the USI Statement of Student Rights and Responsibilities in the University Bulletin.

CORRECTIVE ACTION PROCEDURE

The University of Southern Indiana Social Work Department has the goal of educating quality professional practitioners. If a student fails to meet the competencies set by the Council on Social Work Education (See Appendix) and the standards set by the National Association of Social Workers and/or the Social Work Department, corrective action may be instituted. Corrective action is intended to provide students and faculty the opportunity to discuss openly problems and issues identified and seek a solution to correct the situation or problem presented. The request for corrective action may be brought to the attention of the Social Work Department Student Affairs Committee by classroom, field instructor, a group of instructors in a course or courses in which the student is enrolled, the student’s faculty advisor, the Director or Assistant Director of Field, the Director of the BSW or MSW program, the Department Chair, or the Dean of the College. Students will be provided with written information on the corrective action procedure at the onset of a formal corrective action process. The following will be the criteria used to determine the basis of such a need:

Academic Performance

A. Low Academic Performance
   1) The student receives a C+ or lower in any course; and/or
2) Falls below the required 3.0 GPA; and/or

3) Receives a failing grade in Field Practicum I or Field Practicum II.

Social Work students are expected to follow the academic policies set forth by the Office of Graduate Studies. Policies on academic progress, retention, probation, and dismissal can be found in the University Bulletin on page 230.

(Problems in academic performance may also be handled through administrative procedures by the MSW Program Director.)

B. Failing/Inadequate Performance in Field

This may include deficiencies in the areas noted below in items C through K, failure to meet standards for practice as identified by the profession, the Department of Social Work, or the field agency. Assessment of the student’s professionalism includes, but is not limited to, the ability to form constructive relationships with supervisors and colleagues; the ability to form humane, helping and therapeutic client relationships; personal integrity and ethical conduct is emphasized. Deficiencies that raise grave concern include behaviors that are counter-therapeutic or potentially harmful to clients, such as manipulative, judgmental, non-compassionate interactions or use of high risk interventions. (Refer to the MSW Field Education Manuals for further clarification of the performance expectations for students in field placement.)

Expressions of concern that a student is not meeting the requirements to successfully complete field placement will be addressed initially by the field education faculty (field instructor, field liaison or Director of Field Education). (Refer to the MSW Field Education Manual for further clarification of the problem solving process at those levels.)

C. Attendance Policy

Students who miss more than the equivalent of three weeks of classes in a semester may be dismissed from the course and/or the social work program. Students are expected to adhere to any additional attendance guidelines listed in each individual course syllabus or the field manual.

D. Employment Policy

Social work education is both difficult and time consuming; a typical full-time student’s week includes 12 hours in the classroom, 24 hours on outside preparation for classes (readings, etc.), and approximately fifteen (15-32) hours of internship. Outside employment adds to an already demanding workload. The faculty caution students in seeking or maintaining outside employment.
E. Impairment
   As described in Section 4.05 of the NASW Code of Ethics, this may include students who allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and professional/academic performance or to jeopardize the best interests of people for whom they have a professional responsibility during their program of Field Education.

F. Unprofessional Behavior
   Failure to comply with the ethics, values, and principles of the social work profession as defined by the NASW Code of Ethics; current involvement in illegal activities (e.g. conviction of a felony, breaking the law, specific criminal behavior, such as possession of a firearm or other weapon, trafficking in and/or possession of drugs).

G. Negative Attitude
   Demonstrates a negative attitude, lack of enthusiasm, or persistent criticism 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.

H. Inability to function within the role of a student
   Inappropriate behavior in either the classroom or field (e.g. disruptive behavior, behaviors that undermine the work or morale of faculty and students, unable to respect or learn social work values). The student demonstrates an inability to accept feedback and effectively utilize the problem solving process.

I. Inability to work within the framework of supervision
   This may include an inability to work with a classroom instructor, field agency faculty, or supervisor.

J. Failure to comply with the policies and procedures of the University of Southern Indiana and/or the Social Work Program.

K. Failure to provide accurate information required for Indiana P.L. 11-1994; lying about past behavior or false and/or misleading information on an application may result in immediate dismissal from the Social Work Program.

RANGE OF POSSIBLE CORRECTIVE ACTION OUTCOMES FOR ACADEMIC AND NON-ACADEMIC PERFORMANCE ISSUES

1. The issue(s) or concern(s) is(are) reviewed and resolved without action by the Committee.

2. The Student Affairs Committee may request additional information from the student. This may include request for an external professional evaluation(s) of the student (costs incurred for such an evaluation will be paid by the student). This information will be reviewed by the Student Affairs Committee in consultation with the MSW Program Director.

3. Students who fail to meet the minimum academic requirements will be covered by the
Policies set forth in the University Bulletin.

4. If corrective action is required for non-academic problems, the possible outcomes selected by the Department are identified below.

- Probation - conditional status for a time-limited period to allow for correction of the problem/difficulty.
- Withdrawal - voluntary withdrawal from the program.
- Suspension - temporary removal from the program.
- Dismissal - involuntary removal from the program.

The student has the right to appeal a decision through the University Grievance Procedure outlined in the University Bulletin.

SEXUAL HARASSMENT GUIDELINES

EEO APPEAL AND HEARING BOARD
The function of the Equal Employment Opportunity Appeal and Hearing Board is to hear appeals or conduct hearings on complaints pertaining to sexual harassment. Three faculty members selected by Faculty Senate, three support staff members selected by Staff Council, three administrative members selected by Administrative Council, and three student members selected by Student Government Association are represented on the board. Faculty and staff members serve three-year staggered terms and the student members serve one-year renewable terms.

Members of the board select a chairperson annually. Contact the USI Human Resource Office for Guidelines and Procedures

AFFIRMATIVE ACTION PLAN
The University of Southern Indiana Affirmative Action Plan and the Affirmative Action Program for Disabled Veterans and Veterans of the Vietnam Era Policies and Procedures are on file and may be viewed in the Social Work Department or the University Human Resources Department. These plans provide the basis for all non-discrimination and Equal Employment Opportunity (EEO) compliance.

SOCIAL WORK ORGANIZATIONS AND ACTIVITIES

National Association of Social Workers
The National Association of Social Workers (NASW) is the largest professional social work organization in the world. Social work students at USI are eligible and strongly encouraged to join NASW.

Students who join NASW can take advantage of reduced dues rates while in college. Special transitional dues are available for the first two years following graduation. Subscriptions to the bimonthly Social Work Journal and monthly NASW News/Personnel Information are included in the membership dues. Reduced rates on various NASW journals, books, and periodicals are also available. In addition, students may purchase low cost student practice liability insurance
through NASW.

Social work students in NASW have voting privileges in national and local association elections. Students can hold office on the national board and local committees, as well as forming on-campus program units. Students may be nominated for NASW's local and Indiana "Student Social Worker of the Year" award.

Application forms for NASW membership are available in the Social Work Department.

**MSW Student Association**

This organization is open to all graduate students admitted to the Master of Social Work degree program. The organization was formed to:

- Enhance networking among graduate social work students;
- Provide a social support system for students in the MSW program;
- Promote a professional culture for development as practitioners;
- Establish relationships with area agencies and organizations;
- Enhance communication between students and faculty;
- Promote the collective interests of the social work program and the profession;
- Act as a group to provide leadership for exchange and feedback to faculty on curriculum and program development.

Applications are available in the Social Work Department.

**Social Work Alumni Organization**

Open to all BSW and MSW graduates. This organization supports the Social Work Program at the University as well as providing a focal point of contact for alumni of the Program. For information contact the Social Work Department at (812) 464-1843.

**Social Work Program Advisory Board**

The Advisory Board, an integral tool in evaluating the Social Work Program, serves as a mechanism to connect the Program with the professional community. This group is comprised of Social Work professionals from the community, currently enrolled students, and alumni. The committee meets twice a year to provide feedback and remain updated on the Social Work program, curriculum, and overall educational objectives of the Social Work Program. The advisory committee suggests and recommends changes necessary for the provision of quality social work education in the preparation of students for social work practice in the community.

**Conferences**

As part of the professional social work development, students are encouraged to attend conferences relevant to their profession. There are state and national conferences in both Social Work practice (i.e., National Association of Social Workers) and Social Work education (i.e., Council on Social Work Education) that provide valuable opportunities for learning for graduate students in Social Work. Information about conferences and sign-up sheets related to conference travel can be found in the Social Work Department.
UNIVERSITY RESOURCES

Office of Student Financial Assistance
There are a number of sources of financial assistance available to students. Many types of assistance require separate applications for each semester, while others allow for the application for both semesters to be submitted at the same time. Meeting an application deadline is essential. Students should consult with the University’s Office of Student Financial Assistance for specific information regarding grants and deadlines or see the University Bulletin. Students are encouraged to contact the Social Work Department, Enrollment Services and Graduate Studies for availability, details on eligibility, and application information on financial aid programs. Information can also be found on the internet at http://www.usi.edu/finaid/.

Graduate Assistant
The Social Work Department has available graduate assistant positions. Each assistantship provides for up to twenty hours a week of employment and a fee waiver for a limited number of hours of tuition. Applications may be picked up at the Office of Graduate Studies or the Social Work Department. Completed applications must be submitted for an assistantship to the Office of Graduate Studies.

Work Study
This program provides jobs for undergraduate and graduate students who need financial aid. Students are paid at least minimum wage and work between five and twenty hours per week when school is in session. During periods of non-enrollment, eligible students may work full-time. Students need to indicate interest in working for the Social Work Department when they apply. Applications should be picked up and returned to Enrollment Services.

Resident Assistants
Position provides housing and a small stipend. Contact the Department of Residence Life (812) 468-2000.

Scholarships
The Social Work Department offers some graduate student scholarships. For the most recent information regarding available awards, visit http://www.usi.edu/socialwork/scholarship.asp or contact the Social Work Department for application procedures and deadlines. In addition, the University offers the Jennings and Josephine Carter Graduate Scholarship. For more information, visit http://www.usi.edu/gradstud/scholar.asp

Academic Skills
The Academic Skills Department offers academic services for all USI students. Academic Skills staff provides individual tutoring in writing, grammar, mathematics, reading, and study skills. Credit and non-credit development courses and Brown Bag Seminars, which provide study skills in an informal atmosphere, also are supervised by Academic Skills staff. Academic Skills staff also administers a testing program for all freshmen and transfer students entering USI. Study skills and college readiness are assessed in reading, grammar, mathematics, and, if appropriate, in foreign language. The placement tests are offered during summer pre-registration, fall and spring orientation, and at other times to accommodate special needs. Website: www.usi.edu/acadskil/index.asp.
Counseling Center
The Counseling Center provides free and confidential psychological, personal, and academic resources. The primary mission of the center is to assist students in reaching their educational goals to improve their quality of life. Specific services provided by the Counseling Center include: individual and group counseling, testing, academic support, substance abuse counseling, and educational workshops and programs. The Counseling Center is located in the Orr Center, Room 1051. Appointments can be made in person or by telephone, Monday through Friday, 8 a.m. to 4:30 p.m. or by special arrangement by calling (812) 464-1867.

Disability Resources
Disability resources are offered through the Counseling Center to help students overcome or compensate for obstacles related to a physical, emotional, or learning disability. Some of the resources available to students include: accessible textbooks, test accommodations, referral to the Academic Skills Center/peer tutoring labs, sign language interpreter services, note-taker supplies, resource literature, and referral to community agencies. Staff assist faculty by distributing information through group educational presentations and individual consultations, and by coordinating with other offices to ensure provision of reasonable and appropriate accommodations to students with disabilities.

To qualify for accommodation assistance, students must register to use the disability resources in the Counseling Center; Orr Center Room 1051, at least 60 days prior to the date needed, and must provide professional documentation of need. More information is available at (812)464-1867; or TDD (812)465-7072.

Children's Center
The Children's Center is a state-licensed facility open year round to preschool children (ages 3 years through 6 years) of University students and employees. The goal of the Children's Center program is to provide a happy, healthy environment where each child can grow emotionally, socially, and intellectually. Individual expression, small and large group interaction, creative play, music, art, drama, and physical activities are encouraged. Both full-time and part-time enrollment is available; summer child care for ages 7-10 is available from June to mid-August when there is sufficient need. Call (812) 464-1869 for information regarding preschool care. Call (812) 464-1989 for summer school-age child care information.

Student Health Center
The USI Student Health Center is a full-service clinic offering medical services and health-related information to all students, faculty and staff. The health care providers are employed by Deaconess Hospital, and work in harmony with the University to meet the health needs of the students. Services can be self-paid, or billed to insurance. The Center is located in the lower level of the Health Professions Center (HP 0091) and is open Monday through Friday, 8 a.m. to 4:30 p.m. For more information call (812) 465-1250.

Student Wellness Office
The Student Wellness Office is staffed by a Registered Nurse, a secretary, and student workers. The office is open from 8:00-4:30 and is located in Health Professions 091. The telephone
number is (812) 465-1250. Students may purchase additional health coverage through a University sponsored program.

**Career Services**
The University centralized career placement facility complements and supplements curricular programs by offering employment assistance to students and alumni from all academic divisions. The office staff administers post-graduate placement, coordinates internships and cooperative education placements, and provides a referral program for undergraduates seeking employment while enrolled in the University. There is no charge to either student or employer for these services. For more information, please contact Janet Johnson at (812) 464-1865 between the hours of 8:00-4:30 Monday through Friday.

**Multicultural Center**
The Multicultural Center provides cultural and social programs and services that enhance the integration of under-represented students into the mainstream of campus life. In addition, the Center promotes an appreciation of multiculturalism within the University community and facilitates the under-represented students’ utilization of campus academic support services and activities which assist in the retention and persistence of under-represented students. The Multicultural Center is located in the University Center Room 113. You may reach the office by calling (812) 465-7188 or by email mcc@usi.edu.

**USI/Epi-Hab Center for Disabilities Studies**
The USI/Epi-Hab Center for Disability Studies seeks to:
- Contribute, through research and education, to the knowledge base concerning disability issues;
- Inform the general public regarding disability issues;
- Educate employers regarding hiring, retaining, and promoting people with disabilities;
- Prepare students to work effectively with and for people with disabilities;
- Provide USI students, faculty, and staff with new and expanded opportunities for learning about disability issues;

**International Student Club**
The International Student Club was organized by a group of students who represented approximately thirty (30) different countries. These students took great pride in sharing their cultural differences with American students on campus. The International Students Club willingly accepts any student enrolled at USI for membership. The International Student Club welcomes the citizens of the United States to join for an intercultural experience. The Club sponsors and co-sponsors various activities such as an Annual Food Exposition. For information contact Student Life at (812) 464-1862.

**Pinnacle Honor Society - Nontraditional Students**
The Pinnacle Honor Society is an organization that serves non-traditional students. Inductees in the organization must be at least a second semester junior with a 3.0 GPA or higher and involved in at least three campus, community, or church activities. For additional information, contact Student Life at (812) 464-1862.
Golden Key National Honor Society
Golden Key National Honor Society is a non-profit academic honors organization founded for the purpose of recognizing and encouraging scholastic achievement among students from all academic fields. The Society unites talented undergraduate students with prominent faculty and University administrators who are active in Golden Key. Membership is by invitation only and includes no more than the top 15% of juniors and seniors, both part-time and full-time, including traditional and non-traditional students.

Phi Alpha National Honor Society
The Phi Alpha National Honor Society for Social Workers seeks outstanding students and those that have demonstrated leadership skills, in order to qualify for membership in the Phi Alpha Honor Society. Please read the Mu Delta Chapter’s By-laws and Constitution on the Social Work Department’s web site to learn about the structure of the organization, and the qualifications for membership.

COURSE DESCRIPTIONS

Master of Social Work Program

503 The Social Welfare System (3) Examines the philosophical and ideological and historical foundations of contemporary social welfare issues and policies from a global systems perspective. The course includes consideration of the influence of various political perspectives on the conceptualization of the welfare state. The emergence and the evolution, as well contemporary issues facing the profession and the social and economic justice implications of policies on selected populations are discussed. In addition to considering policy alternatives, students will acquire skills in assessing social impact of social welfare policies in family and community systems as well as skills in tracing the historical development of contemporary social welfare policies at the U.S. federal and state levels. Prereq: admission to MSW program. F

504 Human Behavior and the Social Environment (HBSE) I (3) This course provides an integrative focus of examining the interrelatedness of human physical, psychological, and social systems. Concepts related to culture, social stratification, environmental stress, disability, trauma, and ethnicity are presented in relation to their impact on human systems. Adaptation related to growth and development of the individual is presented with an emphasis on understanding the physical, emotional and social forces that affect human growth and development. Prereq: admission to the MSW program, SOCW 503. F

505 Human Behavior and the Social Environment (HBSE) II (3) This course provides foundation knowledge about bio-psych-social cultural aspects of individual, family, and small group systems. Within this framework, emphasis is placed on issues related to human diversity and social justice. A holistic systems conceptual approach is used to demonstrate their relationship to larger social systems. Social systems; life-process development; culture and ethnicity; stress, coping and adaptation; and major social issues over the life span are emphasized in this course. Students will also learn about an overall framework or model for integrating concepts, understanding human beings in society, and optimizing human functioning in society. Prereq: admission to the MSW program, SOCW 504. Sp
506 The Foundation of Social Work Practice (3) This course provides foundation knowledge at the graduate level about generalist social work practice. The course examines the wide range of knowledge and skills needed for collaborative work with individuals, families, groups, organizations and communities to promote planned change and enhance client empowerment. Using a systems perspective, the course focuses on work within social service agencies, including effective use of supervision and consultation, and critical thinking skills. Social work values and ethical decision making is presented by introducing students to the NASW Code of Ethics as an essential component of professional social work practice. Prereq: admission to the MSW program. F, Sp

507 Social Work Research (3) This course builds upon the foundation of basic undergraduate research courses. Emphasis is placed on the continued development at the graduate level of critical analytical skills related to the application of basic concepts in research methodology including problem formulation, research design, sampling, measurement and data analysis. The course will focus on quantitative and qualitative methods and familiarize students with the computer-based system for data entry and analysis. The course prepares students to be consumers and producers of social work research so that they can apply evidence-based interventions to diverse clinical settings and populations at risk and to utilize sound ethical principles related to research. Prereq: admission to the MSW program. F, Sp

508 Micro Systems: Practice with Individuals, Groups, and Families (3) This course focuses on the development of knowledge, values, and skills needed for social workers at the graduate level to practice with individual and small group systems. Particular consideration is given to examining the theories within a generalist framework for social work practice. Ethical principles, methodologies, and techniques are included as they relate to contemporary professional practice. Socio-cultural membership, gender, racial and ethnic factors, disabilities and other human diversity issues are studied as variables impacting the provision of social services to individuals, families and small group systems. The role of research in social work practice evaluation is covered. Prereq: admission to the MSW program, SOCW 503, 504 and 506. Sp

509 Macro Systems: Institutional and Community Systems (3) Examines the theoretical frameworks that shape the foundation for social work generalist practice with organizations and communities. Built upon a liberal arts perspective of community and society, the course provides advanced knowledge about social work’s professional relationships with organizations and communities. The course emphasizes skills to enhance competent macro practice with diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, and sexual orientation and to advance social and economic justice. Prereq: admission to the MSW program, SOCW 503, 504 and 506. Sp

510 Social Welfare Policy and Service (3) Provides a framework for social welfare policy analysis with special attention to the state policy making process and the impact of policy on persons that may be disadvantaged by poverty and other forms of oppression. The course emphasizes culturally competent policy practice and advocacy related to diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, and
sexual orientation. Policy practice skills related to policy formulation, development, implementation, and evaluation will be addressed. Prereq: admission to the MSW program, SOCW 503 and 504. Sp

511 MSW I Graduate Field Placement (3) Provides a “generalist” social work practice experience in a community based social service agency under the direct supervision of an agency based field instructor in consultation with social work faculty. Generalist practice is broadly defined; the parameters for practice are determined by the identified client needs, mission, and function of the agency and the level of training of the student. Typical roles of the student include: advocate, broker, educator, community organizer, group worker and individual counselor. Typical tasks: preparing psychosocial histories, developing service plans and implementing interventions congruent with the multi-variant client needs. Skills expected include the ability to communicate empathy, genuineness, positive regard and the ability to utilize a planned changed process throughout the generalist model. Prereq: admission to the MSW program and SOCW 503, 504, 505, 506, 507, 509 and 510. Su

512 MSW I Integrated Field Placement Seminar (1) Taken concurrently with the field placement, this seminar integrates theory and skills from the classroom with the agency based field experience. “Generalist” social work practices as demonstrated in a variety of agency settings is evidenced by students sharing their field experiences and receiving feedback on their own application of generalist practice knowledge. Prereq: admission to the MSW program, SOCW 503, 504, 505, 506, 507, 508, 509 and 510. Su

601 Clinical Specialization I: Clinical Assessment and Differential Diagnosis (3) This advanced course will focus on the clinical process of assessment and diagnosis from the perspective of social work practice. Students will discuss major frameworks for organizing assessment data and formulating diagnostic understanding, with a view on the utility for clinical practice in varied settings with diverse populations. The Diagnostic and Statistical Manual of Mental Disorders (DSM) and other schemes for assessing and understanding human behavior, psychopathology, and mental disorders will be demonstrated and critically examined. Prereq: admission to the MSW program and completion of all 500 level core classes or advanced standing status. F

602 Clinical Specialization II: Clinical Planning and Treatment Process (3) Building upon SOCW 601, this advanced course provides an in-depth focus on the clinical process of treatment planning and intervention in social work practice. The case study method will be utilized to discuss the application of assessment, treatment planning with a well-defined clinical focus, and evidenced-based intervention strategies to a variety of complex treatment concerns across diverse populations. Advanced case management and multidisciplinary collaboration are also covered. The development and application of advanced clinical reasoning is a major goal. The complexities of ethical, legal, and professional issues for clinical practice will be examined. Prereq: admission to the MSW program, completion of all 500 level core courses or advanced standing status and SOCW 601. Sp
605 Practice Evaluation (3) Practice evaluation refers to research strategies and designs used by social workers to assess the impact and effectiveness of social work interventions. The course prepares the social work practitioner for the systematic evaluation of direct services and treatment interventions. Specifically, the course examines the theoretical and practical applications of outcome and process research. It also examines the use of qualitative and single systems research designs in the context of the advanced clinical concentration curriculum. Prereq: admission to the MSW program and second year or advanced standing status and SOCW 507. F, Sp

608 Paradigms of Clinical Practice (3) Provides content on contemporary theoretical paradigms and techniques of advanced clinical social work practice. This course builds on the foundation established in the generalist practice classes taught in the first year MSW graduate curriculum. The focus is on the application of theoretical models to a variety of populations including clinical interventions with individuals, groups, couples, and family systems. Prereq: admission to the MSW program and completion of all 500 level core classes or advanced standing status. F

610 Human Diversity, Social Policy and Social Work (3) This course provides a broad base of knowledge pertaining to policy and practice with diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, sexual orientation and international groups. Institutional, historical, and cultural barriers to equality are explored, with their implications for policy and practice within a global context. Micro and macro level implications of strength and resilience and the valuing of diversity will be addressed. Students will demonstrate an understanding of the impact of diversity and equality on human systems and social policy. Prereq: Admission to the MSW program and completion of the foundation curriculum or advanced standing status. Su

611 MSW II Graduate Field Placement (4) Provides a “clinical” or otherwise “specialized” social work practice experience in a community based agency under the direct supervision of an agency based field instructor who has expertise in the specialization. While anchored in the liberal arts foundation, generalist model and values that distinguish social work as a discipline, this advanced practicum is both specialized and rigorous in its demands for interventions grounded in sound science, technical skill and the art of therapeutic practice. The MSW II placement provides opportunities for clinical activities building on the generalist foundation. Its emphasis is on the student developing a “therapeutic” style of practice while acquiring expertise within the specialization offered by the field agency. The ratio of generalist and clinical activities vary, depending upon the professional developmental needs of the individual student and the mission of the agency. Specializations may be defined by the problem, such as chemical dependency; the population, e.g. children and families; practice areas such as mental health or school social work and expertise in use of a particular intervention model. Prereq: admission to the MSW program, completion of all graduate foundation classes below SOCW 611 and permission of the Director of Field Education. F, Sp
612 MSW II Integrated Field Placement Seminar (3) Taken concurrently with SOCW 611, this seminar integrates theory and skills from the classroom with an agency based field experience. Therapeutic or clinical social work practices reflecting a variety of theoretical bases are demonstrated as students share their field experiences and receive feedback on their own application of specialized practice knowledge. Prereq: admission to the MSW program, completion of all graduate foundation classes below SOCW 611 and permission of the Director of Field Education. F, Sp

625 Social Work Practice With Children And Adolescents (3) Examines the development and behavior of children and adolescents in relation to the ability to function in their roles in society, including in the family, with peers, schools or other systems. Assessment of functioning and interventions congruent with the child/adolescents’ needs are explored. Consideration will be given to the impact of the environmental context in which problems manifest, including community or organizational cultures and policy; socio-economic factors or other aspects of human diversity. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status. Sp

642 Foundations of School Social Work (3) This advanced practice specialization course exposes the students to the field of school social work. The focus will be on the role of the social worker in the school. This includes provision of evidence-based direct service, consultation, advocacy, program development and evaluation, evaluation of one’s own practice and service delivery, and liaison with families and community systems. Emphasis is placed on cultural competency and inter-professional/inter-disciplinary collaboration in the provision of school social work services. Prereq: admission to the MSW program and completion of the 500 level core classes or advanced standing status. Su

652 Family and Marital Therapy (3) This course provides theoretical models for understanding how families and couples function. It also examines approaches for assessing and treating families and couples. Expertise in working with various family and marital problems and configurations will be developed. Issues in working with diverse family systems in relation to therapeutic strategies and the social worker are explored. Prereq: admission to the MSW program and second year or advanced standing status. F, Su

660 Advanced Group Therapy in Social Work (3) This group course will focus on the development of therapeutic groups in social work practice. In particular it is about working with people in small groups in a way that is therapeutic, growth producing, and life enhancing. It teaches social work practitioners how to do clinical social work with groups, how to integrate small-groups theory and how to apply therapeutic group principles. The brief focal group therapy model is introduced and applied to various client populations such as those dealing with spouse abuse, incest, depression, post-traumatic stress disorder, and addictions. Prereq: admission to the MSW program and second year or advanced standing status. F, Su

671 Social Work Management in the Clinical Setting (3) This course examines theories and methods of social work administration in a clinical setting. It is organized around traditional management functions (planning, resource acquisition, budgeting, organizing, staffing, leading,
and evaluating), and highlights performance in the areas of client outcomes, productivity and efficiency, resource acquisition and management, staff well-being, and strategic planning as ongoing processes within the clinical setting. Particular attention will be given to the mental health and related policies that affect the social work administrator who functions within a clinical setting. This course is a requirement for students in the clinical concentration. Prereq: admission to the MSW program and second year or advanced standing status. F, Su

682 School Social Work Policies, Regulations and Legal Issues (3) The course examines the interrelationship of educational policies and practices relevant to school social workers, providing advanced knowledge about major federal and state educational policy initiatives within the last decade and their impact on school social workers and local school districts. Collaborative relationships with school administrators, teachers, paraprofessionals, parents and the general public are analyzed. Special attention is given to legal, ethical, and cultural issues of diversity, disability and special education, and the implications for school policies and practices. The course includes a range of social work strategies that can be applied across the curriculum and grade levels to accommodate diversity in classroom learning and behavior. Prereq: admission to the MSW program and completion of the 500 level core classes or advanced standing status. Su

692 Advanced Graduate Social Work Project (3) In this course, the students are expected to independently implement an integrative research project and summarize findings. This project will build upon knowledge developed in prior course work. It requires the students to demonstrate an understanding of social work practice, use their knowledge of social work research methodology and to utilize critical thinking appropriate to a graduate level professional social worker. Prereq: admission to the MSW program and completion of the foundation curriculum or advanced standing status. Su

General Courses

603 Administration and Policy Specialization I: Human Services Management I (3) This course will focus upon developing the skills and knowledge needed by Masters level social workers who move into management/administrative roles within a culturally diverse and changing social service environment. The course will include content on the changing trends in the social service sector, the administrator’s role, management theory, management in public sector organizations, strategic planning, and culturally and ethically competent management within social service agencies. Additionally, policy analysis as it affects the organization and clients will be examined with a special emphasis on social and economic justice and diversity. Prereq: admission to the MSW program and completion of all 500 level courses or advanced standing status. F

604 Administration and Policy Specialization II: Human Service Management II (3) This course will build upon the content in Humans Services Management I. It continues to develop the skills and knowledge needed by social work human service managers within a changing diverse culture. Content will focus on human resource management to include development of skills and knowledge in the areas of leadership, supervision, staff development, structure, authority, funding, budgeting, grant writing, contracting, marketing and inter-organizational relationships. Human relations skills and knowledge including program/team development and
conflict management will be emphasized with a focus on social and economic justice and diversity. Prereq: admission to the MSW program, completion of all 500 level core courses or advanced standing status and SOCW 603. Sp

621 Introduction to Family Systems (3) Examines the family as a contemporary social institution. Consideration is given to historical, cross-cultural perspectives in exploring the range of issues the contemporary family must cope with. The course also examines the various therapy approaches to dealing with family issues and dysfunction. Skill in working with various family problems and configurations will be developed based on these theories. Various family systems including nuclear, single parent, blended and multigenerational families will be examined. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status. Sp

627 Social Work Practice with the Elderly (3) This course focuses on the social worker’s role with aging individuals, groups and communities. Development of knowledge and skills of intervention appropriate for both community and institutional services will be emphasized. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status.

629 Social Work Practice and Disability (3) This course examines a broad array of disability-related issues including various definitions of disability, the experience of disability, frameworks for understanding disability, services for persons with disabilities, the practice implications of public policy, role options for social workers, and practice considerations. Innovative social work practice, with an emphasis on a social construction model directed at inclusion-integration rather than a medical model emphasizing restoration will be emphasized. Prereq: admission to the MSW program.

632 Social Work Practice with Persons with Serious Mental Illness (3) Examines the role of the social worker with persons with serious mental illnesses. Includes an examination of various etiological theories, cultural and family issues, community-based services, and evidence-based knowledge needed to plan, deliver, and evaluate services for this population. Prereq: admission to the MSW program.

634 Social Work Practice With Substance Abusers and Their Families (3) This course will focus on the knowledge and skills essential to a range of social work roles and practice modalities with substance abusers and their families. Students learn to identify and critique the central issues that are addressed in the process of assessment and treatment intervention with this population. Special issues related to children and adolescents, family systems, ethnic groups, gay men and lesbians, elderly, disabled, and dually diagnosed are explored. Selected social policy and service delivery issues and research findings are considered. Prereq: admission to the MSW program.

638 Minority Groups and Cultural Issues in Social Work Practice (3) Focuses on assisting students in developing a cultural and ethnic-sensitive approach to their practice. It also emphasizes the identification and use of different theoretical models of practice that can be effective in intervention with minority individuals, families, groups, and communities. Prereq: admission to the MSW program and completion of the foundation curriculum or advanced
standing status and SOCW 610.

645 Foundations of Occupational Social Work (3) This course is designed to expose the student to the emerging field of Occupational Social Work and the role of the social worker in the field. Various roles of graduate level social workers in the field will be examined including counselor, trainer/educator, mediator, program developer and organizer. Models of occupational social work knowledge and skills needed for practice will also be examined. Prereq: admission to the MSW program.

656 Behavioral Interventions in Social Work Practice (3) Focuses on the clinical applications of behavioral therapy to include social learning and cognitive therapies. Students will be exposed to the use of behavioral approaches relevant to the practice of social work. Prereq: admission to the MSW program and second year or advanced standing status.

658 Cognitive Approaches to Intervention in Social Work Practice (3) This course provides an overview of the theoretical frameworks underlying cognitive approaches to clinical intervention. Content will be presented to enhance the intervention repertoire of the clinical social work practitioner with change concepts and techniques from cognitive approaches. Prereq: admission to the MSW program and second year or advanced standing status.

664 Crisis Intervention (3) Focuses on the identifying crisis as a process and the subsequent interventions used by social work practitioners to influence various crises. Students are expected to acquire competence in responding to crisis situations on primary, secondary and tertiary levels. Prereq: admission to the MSW program and second year or advanced standing status.

666 Test and Measurement Issues in Clinical Social Work Practice (3) The course exposes students in social work to a variety of assessment tools used by social workers to evaluate practice intervention and to assess clients. Students will become familiar with the psychometric issues appropriate to evaluating assessment instruments, the implementation of assessment instruments with clients, and the interpretation of the results. Prereq: admission to the MSW program, second year or advanced standing status, SOCW 507 and 605.

668 Human Sexuality: Sexology, Clinical Issues, and Interventions (3) Explores current research based knowledge in regard to human sexuality, including the sexology of erotic orientation, the cultural contexts of human sexual behavior and meaning of sexuality in context of the whole person. Interviewing skills and treatment approaches specialized to sexual issues, dysfunctions, including sexual anomalies, will be presented. Prereq: admission to the MSW program and second year or advanced standing status.

670 Advanced Seminar in Community Planning and Organization (3) Comparative analysis of major theoretical models dealing with understanding and promoting change in organizing communities and society. The course will examine the history and development of community organizing, critically evaluate research findings about community planning and organization, and promote the development of new models to advance social and economic justice. Prereq: admission to the MSW program.
690 Global Social Work Practice (1) This elective course is designed for graduate social work students seeking to increase their global awareness by engaging in social service work outside of the United States. Included in the course is a visit to another country where students will apply social work skills and values through service learning activities. The course emphasizes development of knowledge and skills within a cultural and ethnic-sensitive approach to their practice. Enrollment in the MSW program and permission of instructor are required.

699 Independent Study (3) Independent study of a topic relevant to the professional discipline of social work that is not otherwise covered in the curriculum. Prereq: consent of the MSW Program Director.
FACULTY & CREDENTIALS

Full-time Faculty

Cynthia Christy Baker, MSW, Office 0130- Education Building, (812) 465-7116, 
cbaker@usi.edu, Director of BSW Program, Undergraduate Admissions Coordinator, Title IV- 
E Grant Coordinator, Associate Professor, MSW, Third Year Advanced Clinical Certificate, 
Tulane University

Thomas Bordelon, Ed.D., LCSW, Office 0124-Education Building, (812) 465-1811 
tbordelon@usi.edu, Assistant Dean of the Bower-Suhrheinrich College of Education and Human 
Services, Associate Professor, Ed. D., Montana State University at Bozeman, MSW, Tulane 
University

David C. Couser, Ed.D., MSSW, MS, ACSW, LCSW, Office 0121-Education Building, 
(812)464-1951, dccouser@usi.edu, Associate Professor, MSSW, University of Louisville, MS, 
Indiana State University

Vaughn A. DeCoster, Ph.D., MSW, ACSW, LCSW, Office 0128-Education Building, (812) 
465-1003, vadecoster@usi.edu, Director of MSW Program, Associate Professor, Ph.D., 
Louisiana State University; MSW, Tulane University

James Dickerson, Ph.D., MSW, LSW, Office 0131-Education Building, (812) 465-5243, 
Jay.Dickerson@usi.edu, Director of Center for Social Justice Education, Assistant Professor, 
Ph.D., University of Louisville; MSW, University of Southern Indiana

Kathy M. Elpers, Ed.D., MSW, ACSW, LCSW, Office 0117-Education Building, (812)464- 
1993, kelpers@usi.edu, Associate Professor, Ed. D., Spalding University, MSW, Rutgers 
University

Paul C. Frazer, Ph.D., LCSW, BCD, Office 0124-Education Building, (812) 465-7103, 
pfrazier@usi.edu, Associate Professor, Ph.D., Ohio State University, MSW, Ohio State 
University, M.Div, New Orleans Theological Seminary, MA, University of Alabama- 
Birmingham

Patricia E. Loehr, MSSW, ACSW, LCSW, Office 0123-Education Building, (812)465-1106, 
ploehr@usi.edu, Coordinator of Undergraduate Field, Instructor, MSSW, University of 
Louisville

Gary E. May, MSW, ACSW, LCSW, Office 0119-Education Building, (812)465-1694, 
gmay@usi.edu, Associate Professor, MSW, University of Tennessee

Marie Opatrny, Ph.D., MSW, LCSW, office 0137-Educatin Building, (812)465-7141, 
 mopatrny@usi.edu, Director of MSW Field Education, Assistant Professor, Ph.D. MSW, Loyola 
University of Chicago

Iris Phillips, Ph.D., MSSW, Office 0127-Education Building, (812)465-1147, 
iris.phillips@usi.edu, Social Work Department Chair, Professor, Ph.D., MSSW, University of
Wendy Turner-Frey, Ph.D., MSW Office 0115-Education Building, (812)465-1201, wtturner@usi.edu, Associate Professor, Ph.D., MSW, The Ohio State University, BSW, Valparaiso University

Adjunct Faculty

Diana Cooper-Bolinsky, MSW, Terre Haute Program Coordinator, drcooperb@usi.edu, Special Part-time Instructor

Lindy Deusner, LCSW, MSW, ACSW, Office 0120-Education Building, (812)479-0684, deuce1953@cs.com, Special Part-time Instructor

John Day, MSW, Office 0116-Education Building, (812)890-3471, jday3@usi.edu, Adjunct Instructor

Katherine Draughon, Ph.D., Office 104j-Wright Administration Building, (812)465-1630, kdraughon@usi.edu, Adjunct Instructor

Barbara Ferguson, MSSW, ACSW, Office 0116-Education Building, (812)465-1004, bferguson@usi.edu, Adjunct Instructor

Gary Frazier, Sr, MSW, Office 0120-Education Building, (812)465-1006, alternativesolutions@myway.com, Adjunct Instructor

Doug Goeppner, MSW, LSW, Office 183- FA (812)465-7101, drgoeppner@usi.edu, Adjunct Instructor

Bruce Ann King, MSW, Office 0125-Education Building (812)303-9570, or (812)480-7265 (Cell), bdk0522em@evsc.k12.in.us, Adjunct Instructor

Patricia Pricher, MSW, LCSW, Office 0120-Education Building (812)465-1006, papricher@usi.edu, Adjunct Instructor

Bonnie Rinks, MSW, Office 0116-Education Building, (812)423-4700, RinksB@Southwestern.org, Adjunct Instructor

Brian Revalee, MSW, Office 0116 Education Building, (812)465-1004, brev928@yahoo.com, Adjunct Instructor

Linda Roth, MSW, LCSW, Office 0116-Education Building, (812)471-1776, lroth@lampioncenter.com, Adjunct Instructor

Jennifer Schuetter-Bromm, MSW, LCSW, Office 0116 Education Building, (812)465-1004, BrommJ@southwestern.org, Adjunct Instructor
Diane VanCleave, Ph.D., MSW, ACSW, LCSW, LMFT, Office 0118-Education Building
(812)465-1005, (812)402-0308, dvanclea@usi.edu, Special Part-time Instructor

Jack Weber, ACSW, MPA, LCSW, CMFT, Office 0125-Education Building, (812)473-5993,
webeme@evansville.net, Special Part-time Instructor

Jean Wilson, MSW, LSW, Office 0118-Education Building, (812)479-3950,
Jeanannwilson@aol.com, Adjunct Instructor

Robert Scott Wylie, Jurist Doctor, Esquire, Office 0118-Education Building, (812) 465-1005
rswylie@usi.edu, Adjunct Instructor

Support Staff

Connie Epley, Office 0124-Education Building, (812)465-7158, cepley@usi.edu, Sr.
Administrative Assistant

Cathy Coomes, Office 0129-Education Building, (812)464-1843, clcoomes@usi.edu,
Administrative Assistant
APPENDIX

CSWW Core Competencies for Social Work Practice
Students who major in Social Work are expected to know the areas of competence required by the Council on Social Work Education. Please carefully review in order to integrate the knowledge gained in this class and the relationship to required outcomes for Social Work majors.

CSWE ten core competencies of social work practice:

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