

2026



University of Southern Indiana MSW Student Handbook

MSW STUDENT HANDBOOK

ADMINISTRATION, FACULTY, STAFF

Del Doughty, Ph.D.
Dean, College of Liberal Arts
LA 3005
(812) 461-5475
ddoughty1@usi.edu

Silvia Rode, Ph.D.
Associate Dean, College of Liberal Arts
LA 3071
(812) 465-7026
sarode@usi.edu

Kristalyn Shefveld, Ph.D.
Assistant Dean, College of Liberal Arts
LA 3039
(812) 461-5434
kmshefvela@usi.edu

James Dickerson, Ph.D., MSW
Department Chair
EDUC 0127
(812) 461-5243
jay.dickerson@usi.edu

Quentin R. Maynard, Ph.D.
Director of MSW Program
EDUC 0131
(812) 465-1003
qrmaynard@usi.edu

Bonnie Rinks, MSW, LCSW
Director of MSW Field Education
EDUC 0128
(812) 465-1106
berinks@usi.edu

Brandi Watson, LCSW
Assistant Director of Field Education
812-461-5411
bewest@usi.edu

Wendy Turner, Ph.D.
Director of BSW Program
812-465-1201
wturner@usi.edu

Carol Blair
Sr. Administrative
Assistant
Education Center 0129
(812) 464-1843

UNIVERSITY OF SOUTHERN INDIANA MSW STUDENT HANDBOOK

The purpose of the Master of Social Work Student Handbook is to provide basic information, including practices, policies, rules, and procedures of importance to students who are either admitted or seeking admission to the Master of Social Work (MSW) program. The MSW Handbook represents approved policy and procedural statements specifically for the University of Southern Indiana, Social Work Department and MSW program. The Social Work Department and the MSW program, 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 tobacco-free environment.

Further information is available by contacting:

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

Dr. Quentin Maynard, Master of Social Work (MSW) Program Director
qrmaynard@usi.edu
Telephone: (812) 465-1003

Master of Social Work (MSW) Program Office
USI.MSW@usi.edu
Telephone: (812) 464-1843

<https://www.usi.edu/academics/graduate/master-of-social-work>

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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.

Mr. Barry E. Cox, Mouth Vernon, IN
Mr. John M. Dunn, Evansville, IN (Board First Vice Chair)
Ms. Christine H. Keck, Evansville, IN
Mr. C. Wayne Kinney '77, Evansville, IN (Board Second Vice Chair)
Dr. Glen J. Kissel, Evansville, IN
Mr. Jeffrey L. Knight, Evansville, IN (Board Secretary)
Mr. Ronald D. Romain, Evansville, IN
Ms. Christina M. Ryan, Newburgh, IN (Board Chair)
Mr. Michael J. Solliday '27, Switz City, IN (Student Trustee)

Officers of the University

Steve Bridges, President
Dr. Shelly Blunt, Provost
Mrs. Andrea Gentry, Vice President for Development
Mr. Jon Mark Hall, Vice President and Director of Athletics
Mr. Zachary LaGrange, Vice President for Government Affairs and General Counsel
Dr. Abeer A. Mustafa, Vice President for Student Affairs
Mr. Jeff Sickman, Vice President for Finance and Administration
Mrs. Kindra Strupp, Vice President for Marketing and Communications

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 Student Affairs.

University History

The rich history of the University of Southern Indiana extends from its early founding at Centennial School to its growth and current 1,400-acre campus on Evansville’s west side; from the nationally-recognized education programs to the multiple athletic national championships.

The University was established in 1965 in response to a need for public higher education in southwestern Indiana. From its earliest stage of planning in the early 1960s, community leaders have supported the University by providing a solid base for its present success and future growth.

The University of Southern Indiana began as a regional campus of Indiana State University, opening on September 15, 1965. In 1967, Southern Indiana Higher Education, Inc., (SIHE) raised nearly \$1 million to acquire 1,400 acres for the Mid-America University Center. Groundbreaking was held June 22, 1968. Since September 1969, the University has occupied 330 acres, mostly donated by SIHE. On April 16, 1985, legislation was signed which made USI a separate state university. All legal matters were effective July 1, 1985. On June 30, 2008, SIHE transferred ownership of over 900 acres of land and remaining assets to the USI Foundation.

Mr. Steven J. Bridges is the fifth President of the University of Southern Indiana. A two-time USI graduate, he is the first alumnus to serve in this role.

University Mission

USI is an engaged learning community committed to exceptional education. We exist to provide an educated citizenry that can engage in a civil manner within a community with divergent ideas and cultural differences. We prepare our students to lead and make positive contributions to our state,

their communities, and to be lifetime learners in a diverse and global society.

University Vision

USI will be a recognized leader in higher education boldly shaping the future and transforming the lives of our students through exceptional learning and intentional innovation.

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 includes 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 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 in this building.

University Housing

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, etc.

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.

Direct any questions or concerns to:

University of Southern Indiana Human Resources
Department, FA 166 8600 University Boulevard Evansville,
Indiana 47712
Telephone: 812/ 464-1815
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 an MSW program emerged in 1988. The University and the Social Work Department were approached by a group of agency directors across Southern Indiana who were 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 were 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 were 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.

USI Social Work conducted a survey to determine if there was interest in an online MSW program that would be offered in addition to the current MSW program. Results from this survey indicated a strong interest in an online MSW program. Respondents stated an online program allowed needed flexibility as they have work, family, and other life commitments that would prevent them from completing a traditional face-to-face MSW. In March 2024, the MSW program received approval from CSWE to offer an online program option. The first cohort of online students enrolled in 2024.

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 and a Graduate Certificate in Addiction Science. All courses have in-person and online options. Fully accredited by the Council on Social Work Education (CSWE), the Social Work Department admitted the charter class in the fall of 1994.

The program offers in-person and online options for 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 students for the full-time two-year track in the Fall of each year. Advanced standing students begin coursework in the summer semester each year. Applicants for the advanced standing programs must have a Bachelor of Social Work (BSW) degree from a Council on Social Work Education (CSWE) accredited program. Students must apply to a specific "track" (e.g., two year full-time), program option (in-person or online), and must stay in that track to complete a program of study leading to the MSW degree. The program offers a "generalist" first year to all non-advanced standing 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. Integrated throughout the curriculum and field practicums are the knowledge, skills, and values needed to be a social worker.

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 at USI is guided by a commitment to educating clinical social workers through an anti-oppressive lens as they develop their roles as global citizens. We use scientific inquiry and

evidence-based methods within a person-in-environment framework. We are guided by the NASW Code of Ethics and are dedicated to fostering lifelong learners. Students and faculty collaborate to understand and address emerging social issues to enhance human rights and well-being for all individuals and communities while advocating for social, racial, environmental, and economic justice. Through experiential learning, we prepare our students to be compassionate, competent, and ethical social workers who embody integrity and service.

MSW Program Admission and Readmission

MSW Program Admission

The MSW Program has the autonomy to develop and implement its own admission policy and procedures in collaboration with the School of Graduate Studies. The MSW Program Committee has responsibility for development, implementation, oversight, and monitoring of MSW admission policies and procedures. The committee meets regularly throughout the academic year. Students who plan to attend the MSW program at the University of Southern Indiana must complete a formal application for the Social Work Department and the School of Graduate Studies. Criteria for admission are clearly explicated and implemented. Written policies and procedures on admissions are published in all major handbooks, informational materials and documents the Social Work department distributes.

All students who meet the minimum academic requirements and have an interest in the field of social work are encouraged to apply. Applicants will not be denied admission based on race, gender, disability, age, religion, sexual orientation, national origin, or status as a disabled veteran.

All students who apply to the MSW Program are expected to follow standardized admission requirements and procedures. Information on admission to the MSW program is published in the University Bulletin, the MSW/Graduate Studies Admission Application, the MSW Student Handbook, and the Master of Social Work webpage (<https://www.usi.edu/academics/graduate/master-of-social-work>).

The School of Graduate Studies and the MSW Program Director review all MSW admission applications. The initial review of applicants to ensure they meet criteria for admission to the University is completed by the School of Graduate Studies. The MSW Program Director then reviews the application for specific MSW Program admission criteria. Applicants must have a bachelor's degree from an accredited college or university for unconditional admission into the MSW program. Those who are pending completion of a bachelor's degree, or prerequisites must have the admission application reviewed a second time to guarantee completion of admission criteria, to both the university and program. Applicants with questionable prerequisites and qualifications are also reviewed by a member of the MSW Program Committee. Once approved by the School of Graduate Studies and MSW Program Director, MSW students may register for classes within their identified program (i.e., Advance Standing Full-time, Advance Standing Part-time, and Traditional Full-time/non-BSW) and program option (in-person or online). If an applicant has completed the requirements for a degree and is not able to produce a transcript with the degree posted they are advised to work with the School of Graduate Studies to request a waiver of admission pending the arrival of the conferred degree.

As part of the application, students are asked to identify whether they intend to take the majority (51% or more) of their courses online or in person. This designation places the applicant into the online (51% or more online) or on-campus (51% or more in-person) program. Students are expected to register for the modality they indicate and registration checks will ensure that the student remains in the appropriate program for the duration of their studies. If a student wishes to switch programs, they must consult with the MSW Program Director.

Transcript Policy

The School of Graduate Studies requires every degree-seeking applicant to submit an official transcript from the institution at which the highest degree was earned. If requested, applicants must submit unofficial transcript(s) from all other institutions attended. Applicants who wish to seek transfer credit for graduate coursework, must submit an official transcript from the institution where that work was completed. Coursework from one institution reported as transfer credit on another school's transcript constitutes neither an official nor an unofficial transcript. USI transcripts do not need to be requested. Electronic submission of transcripts is preferred and will expedite the review of applications.

Official Transcript

An official transcript is one that has been sent directly to the School of Graduate Studies by the institution issuing it. The applicant must request that it be sent to the School of Graduate Studies.

Unofficial Transcript

An unofficial transcript is one that has been issued to the applicant, who then submits it to the School of Graduate Studies.

International transcripts

Official International course-by-course evaluated transcripts must be sent from a [National Association of Credential Evaluation Services \(NACES\) member](#) to the School of Graduate Studies by email (Graduate.Studies@usi.edu).

Submission of Transcripts

Official transcripts must be sent from the previous university to the School of Graduate Studies by email (Graduate.Studies@usi.edu).

Universities that are unable to send transcripts electronically can mail sealed transcripts to:

USI School of Graduate Studies
8600 University Blvd
Evansville, IN 47712

Minimum Criteria for Admission to the MSW Program

The MSW program requires applicants have a bachelor's degree from an accredited university, or college. Applicants without an undergraduate degree in social work (BSW) must apply to the Traditional/two-year full-time cohort.

Admission to the Master of Social Work program requires the following:

1. Admission to Graduate Studies.
2. Earned bachelor's degree from an accredited college/university before starting the program.
3. A cumulative grade point average (GPA) of 3.0 on a 4.0 scale for all undergraduate coursework attempted or a 3.0 GPA for the last 60 semester hours.
4. Evidence of writing skills compatible with graduate-level standards.
5. Evidence of potential to develop into a solid graduate-level professional social worker. A personal interview and/or additional evaluative data may be required of applicants.
6. Prerequisites: An undergraduate course record that demonstrates critical thinking as evidenced by the successful completion of a minimum of 24 hours (eight courses) in the following social or behavioral science disciplines: social work, psychology, anthropology, sociology, criminal justice, gender studies, political science, or economics. Social or behavioral sciences courses outside of the listed disciplines may be accepted.

The MSW Program Director must review prerequisite courses older than 10 years. Applicants transferring from other graduate programs must be in good academic standing with their prior university or college. Students may transfer, with MSW Program Director approval, up to 12 Master of Social Work credit hours. The MSW Program does not grant academic credit for life or work experience in lieu of social work course or field content.

International students are required to have a score of 197 on the computerized Test of English as a Foreign Language (TOEFL) or 71 on the Internet-based (IBT) TOEFL or 6 on the IELTS (International Language Testing System).

The following materials must be submitted to the Graduate Studies Office:

1. A completed USI Admission Application for the Office of Graduate Studies.
2. Non-refundable USI application fee of \$40.
3. Official transcripts from undergraduate and graduate institutions where degree was earned. Students applying for transfer from another university must be in good academic standing. Transfer coursework will be evaluated.
4. International students may be required to provide additional materials.
5. A resume/CV
6. A personal statement

Resume/CV:

As part of the application, you will be required to upload your resume/CV to the application portal.

Your resume/cv should include the following information:

- All college/universities attended, starting with the most recent, and include the name of the institution, dates attended, and degree(s) awarded. If no degree was awarded, state such.
- Employment history, starting with the most recent, and include name of organization, location (city and state), a brief description of duties and dates of employment.
- Field/Internship experiences, starting with the most recent, and include name of organization, location (city and state), a brief description of duties and dates of

- employment.
- Relevant volunteer activities, starting with the most recent, and include name of organization, location (city and state), a brief description of duties and dates of employment.

Personal Statement:

Be prepared to answer the following questions as an opportunity to describe yourself, and the qualities beyond academic grades that make you ideally suited to be a Clinical Social Worker. Responses should be thoughtful, honest, yet professional, and should demonstrate excellent writing skills, critical thinking, insightfulness, and self-awareness. Be comprehensive, yet succinct in your response and use examples when appropriate

- Life Experience - Describe events and life experiences that have informed your choice to pursue a Master of Social Work degree and a career in Social Work.
- Values - Describe the ways that your personal values, beliefs, and interests are congruent with the mission and philosophy of social work.
- Diversity - Think about situation(s) when you had to deal with differences in age, race, disability, ethnicity, gender, religious and/or sexual orientation. Based on your experience, how do you plan to work with diverse and vulnerable people?
- Additional Experiences - What experiences have allowed you to develop the skills necessary to be an effective social worker?
- Summary - Provide a final summary of your statement, highlighting what you consider the most important points for the admission committee to know about your application to the MSW Program
- You will be required to provide contact information for three professional references including name, email, and phone number. An email may be sent to each of these individuals upon submission of this application requesting a reference.

Advanced Standing (Additional Requirements)

Students with CSWE-accredited baccalaureate social work degree, a CASWE-accredited baccalaureate social work degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or Internationally earned ISWDRES-evaluated degree comparable to a baccalaureate social work may be eligible for advanced standing. Applicants with a BSW do not complete generalist course content (*Social Welfare Systems and Policy Advocacy*, SOCW 503; *Human Behavior and the Social Environment I*, SOCW 504; *Human Behavior and the Social Environment II*, SOCW 505; *The Foundation of Social Work Practice*, SOCW 506; *Micro Systems: Practice with Individuals, Groups, and Families*, SOCW 508; *Macro Systems: Institutional and Community System*, SOCW 509; *Graduate Field Placement I*, SOCW 511; *Integrated Field Placement Seminar I*, SOCW 512). Advanced standing (AS) students complete the MSW in 31-credit hours, while those with a non-BSW degree must complete 54-credit hours.

Advanced Standing students must meet the minimum requirements as listed above, as well as the following requirements:

1. Graduation within the last five years, longer periods considered on a case-by-case basis.
2. Advanced standing students will have transcripts and/or program content evaluated to

determine if foundation content has been met. Students may be required to present copies of course descriptions, course syllabi, and/or assignments to document that appropriate content has been covered in the previous course of study.

Granting advanced standing status is the primary mechanism the MSW Program uses to prevent BSW graduates from repeating generalist content already mastered at the baccalaureate level. Advanced standing waives the eight generalist courses (SOCW 503, 504, 505, 506, 508, 509, 511, and 512) for qualifying graduates of CSWE-accredited BSW programs, CASWE-accredited baccalaureate social work programs, or internationally earned ISWDRES-evaluated degree comparable to baccalaureate social work programs.

For BSW graduates who do not meet the criteria for full advanced standing, such as applicants whose graduation date falls outside the five-year window without case-by-case approval, the MSW Program Director may conduct a transcript and content equivalency review at the point of admission. The review uses the documentation submitted by the applicant: course descriptions, syllabi, and assignments from the applicant's BSW program, evaluated against the content and learning outcomes of each USI MSW generalist course. When the MSW Program Director documents content equivalency for a specific generalist course, the program waives the corresponding USI MSW course requirement. When the documentation does not establish equivalency, the student completes the course as part of the traditional curriculum.

This admission-level review is separate from the MSW Transfer of Course Work policy described later in this handbook. The Transfer of Course Work policy addresses graduate (master's-level) coursework completed at another CSWE-accredited social work program, not undergraduate BSW coursework.

Readmission Requirements

Students who leave the program and return within two consecutive academic semesters (Fall and Spring or Spring and Fall) do not need to apply for readmission to the program or university. Students in good standing who leave the MSW Program before completing requirements but who have not enrolled in courses for at least 2 concurrent semesters for the degree are required to:

1. Contact the MSW Program Director for an appointment to discuss readmission. The MSW Program Director and student will develop an academic plan to determine feasibility and timetable for the student's return to school.
2. Apply for admission to the University and Graduate Studies.
3. Submit all required application materials (transcripts, resume/CV, a personal statement, and contact information for professional references). Include within the personal statement a discussion about how the applicant has dealt with the obstacle(s) or problem(s) that led to not previously completing the program.

The MSW Program Director in collaboration with the readmitted student will develop an academic plan based on their academic status and request for re-admission outlined in the current academic bulletin. To count toward the master's degree, coursework 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) to meet degree requirements. The MSW Program Director or faculty designee will review course validation requirements.

Dismissed Students

Students must wait a minimum of two years after their dismissal before applying for readmission to the MSW program. In addition, the applicant must provide documentation to verify that the situation(s) leading to the dismissal is/are resolved to the MSW Admission Committee.

MASTER OF SOCIAL WORK CURRICULUM

Full-Time Two-Year (Non-BSW) Track (54 Credit Hours)

The two-year, full-time program for non-Bachelor of Social Work (BSW) students offers face-to-face and online courses. Face-to-face courses are typically offered Monday and Wednesday from 8:00 to 3:00 PM. Generalist and Clinical internships are in-person and required; internships usually occur during normal working hours Monday-Friday 8:00am-5:00pm. Program begins fall semester; generalist internship begins first year/spring and clinical internship begins second year/fall semester.

First Year

Fall Semester	<u>Hours</u>
SOCW 503- History of Social Welfare Systems and Policy Advocacy	3
SOCW 504- Human Behavior and the Social Environment I.....	3
SOCW 506- The Foundation of Social Work Practice.....	3
SOCW 508- Micro Systems: Practice with Individuals, Groups, and Families.....	3
 Spring Semester	
SOCW 505- Human Behavior and the Social Environment II.....	3
SOCW 509- Macro Systems: Institutional & Community Systems	3
SOCW 511 Graduate Field Placement I.....	2
SOCW 512 Integrated Field Placement Seminar I.....	3
 Summer (Includes First, Second Summer Terms; 13-week courses)	
SOCW 601- Clinical Assessment and Psychopathology in Social Work	3
SOCW 608 Theories of Clinical Practice.....	3
SOCW 610- Human Diversity in Social Work Practice.....	3

Second Year

Fall Semester	
SOCW 602 Clinical Planning and Treatment Process with Individuals and Families.....	3
SOCW 660 Clinical Practice with Groups	3
SOCW 611 Graduate Field Placement II.....	2
SOCW 612 Integrated Field Placement Seminar II.....	3

Spring Semester

SOCW 605- Practice Evaluation.....	3
SOCW 664- Crisis Intervention and Trauma Informed Care.....	3
SOCW 611 Graduate Field Placement II.....	2
SOCW 612 Integrated Field Placement Seminar II.....	3

Full-Time Advance Standing (BSW required) Track (31 Credit Hours)

The full-time, one-year program for Bachelor of Social Work (BSW) students offers both face-to-face and online courses. Face-to-face courses are typically offered on Tuesdays and Thursdays from 8:00 to 3:00 PM. Clinical internship is in-person and required; internships usually occur during normal working hours Monday-Friday 8:00am-5:00pm. Program begins summer I semester; clinical internship begins first year/fall semester.

Hours

Summer Semester (Includes First and Second Summer Terms; 13-week courses)

SOCW 601- Clinical Assessment and Psychopathology in Social Work	3
SOCW 608 Theories of Clinical Practice.....	3
SOCW 610- Human Diversity in Social Work Practice.....	3

First Year

Fall Semester	Hours
SOCW 602 Clinical Planning and Treatment Process with Individuals and Families.....	3
SOCW 660 Clinical Practice with Groups	3
SOCW 611 Graduate Field Placement II	2
SOCW 612 Integrated Field Placement Seminar II.....	3

*SOCW 611 is the field practicum related to advanced clinical work content taught in the 600-level courses. Students complete 600 hours of supervised field experience from fall through spring semesters and may complete hours during the Christmas break with prior approval.

Spring Semester	Hours
SOCW 605- Practice Evaluation	3
SOCW 664- Crisis Intervention and Trauma Informed Care.....	3
SOCW 611 Graduate Field Placement II	2
SOCW 612 Integrated Field Placement Seminar II.....	3

Two-Year Part- Time Advance Standing (BSW) (31 Credit Hours)

The part-time, two-year program for Bachelor of Social Work (BSW) students offers both face to face and online courses. Face to face courses are typically offered Tuesday and Thursday from 8:00 to 3:00 PM. Clinical internship is in-person and required; internships usually occur during normal working hours Monday-Friday 8:00am-5:00pm. Program begins summer I semester; clinical internship begins second year/fall semester.

Summer Semester (Includes First and Second Summer Terms; 13-week courses)

SOCW 601- Clinical Assessment and Psychopathology in Social Work	3
SOCW 608 Theories of Clinical Practice.....	3
Fall Semester	
	Hours
SOCW 602 Clinical Planning and Treatment Process with Individuals and Families.....	3
SOCW 660 Clinical Practice with Groups	3
Spring Semester	
	Hours
SOCW 605- Practice Evaluation	3
SOCW 664- Crisis Intervention and Trauma Informed Care.....	3
Summer (Includes First, Second Summer Terms; 13-week courses)	
SOCW 610- Human Diversity in Social Work Practice.....	3

Second Year

Fall Semester	Hours
SOCW 611 Graduate Field Placement II.....	2
SOCW 612 Integrated Field Placement Seminar II.....	3

-SOCW 611 is the field practicum related to advanced clinical work content taught in the 600-level courses. Students complete 600 hours of supervised field experience from fall through spring.

Spring Semester	Hours
SOCW 611 Graduate Field Placement II.....	2
SOCW 612 Integrated Field Placement Seminar II.....	3

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 513 - Social Work in Jamaica
- 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 Addictions and Family Systems
- 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 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 Clinical Practice Courses

Clinical practice courses (600 level) 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

The MSW Program curriculum has been developed based on guidelines provided by the Council on Social Work Education. Students may review current accreditation information in the Social Work Department, ED 0129, or on the CSWE accreditation website.

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 Nine 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 Nine 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 Nine 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 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.

Schedule and Structure of Field Education

MSW I is a 425-hour field placement typically completed in 16 weeks during the Spring term of their generalist year. MSW I is required of students who enter the MSW Program without an undergraduate degree in social work. MSW II is a 600-hour field placement typically completed in 32 weeks during the fall and spring semesters. 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 fall and spring semesters, 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 seminar courses during one day of the week or at night.

MSW I (generalist)	425 hours
MSW II (clinical)	600 hours

MSW II students may also want to pursue a certificate in addictions, in which case, students must complete 700 clinical clock hours, of which 280 hours must be face-to-face client support and 35 hours of supervision from a qualified supervisor (<https://www.usi.edu/academics/graduate/addiction-science-certificate>).

Agency Background Check and Drug Screens

It is expected that students are substance free prior to, and during the field placement. Students are expected to pass pre-internship agency requirements (drug screen, background checks, etc). If a student fails a pre-internship drug screen, they will not proceed to another agency.

NOTE: If a student is dismissed from an agency due to their own actions, they CANNOT return to field that semester/academic year. They must reapply to Field Education no sooner than the following academic year to be re-evaluated for field appropriateness. The student is NOT guaranteed readmission into Field Education. This opportunity will only be offered one (1) time.

The Social Work Department reserves the right to deny a student a second internship based on student performance issues or other pertinent information. In no case will a third internship be offered for any single field course.

Employment Concurrent/Separate from Field Placement

Field Education is the signature pedagogy of social work education. Students develop professional presence and practices and integrate skills and theories of the social work curriculum in their practice settings.

Students seeking an employment-based placement must engage in new learning activities and must be able to demonstrate the competencies and practices commiserate with the identified level of practice (generalist or clinical) and must engage in activities that directly link to the competencies of Social Work Education.

Students must be employed at the agency for a minimum of one year, be in good standing, and past any probationary period to be eligible for an employment- based placement.

Agencies must be willing to engage in an articulation agreement with the university and must be willing to separate work supervision from field practicum supervision.

Students must complete a request for an Employment Based Placement application, which must be signed by the agency representative and approved by the Director of Field Education. (CSWE

Accreditation Standard 3.3.7- Field Education.

Master of Social Work/Master of Public Administration (MSW/MPA) Dual Degree Program:

The Master of Social Work and the Master of Public Administration programs at the University of Southern Indiana offer the University's first dual degree program. Students will have the opportunity to complete a Master of Social Work (MSW) degree and a Master of Public Administration (MPA) degree in two years.

Students must be admitted to both graduate programs before beginning the dual degree program. Below is the curriculum for the joint MSW/MPA degree programs. Students can enroll in the full-time liberal arts track for non-BSW degreed students or the two-year advanced standing track for BSW degreed students. A minimum of two years is needed to complete the MSW/MPA dual degree program.

MSW Curriculum:

All students seeking the MSW degree (both the Liberal Arts track and the Advanced Standing track) must complete the following courses (31 hours):

SOCW 601 - Clinical Assessment and Psychopathology in Social Work	3
SOCW 602 - Clinical Planning and Treatment Process with Individuals and Families	3
SOCW 605 - Practice Evaluation	3
SOCW 608 - Theories of Clinical Practice	3
SOCW 610 - Human Diversity in Social Work Practice.....	3
SOCW 611 - MSW II Graduate Field Placement.....	2
SOCW 612 - MSW II Integrated Field Placement Seminar.....	3
SOCW 660 - Clinical Practice with Groups.....	3
SOCW 664 – Crisis Intervention and Trauma Informed Care	3

MSW/MPA Dual Degree (non-BSW track)

Students in this track (those who do not have Bachelor of Social Work degrees) are required to complete both the MSW and the MPA degrees in which 24 credit hours come from the MPA program and 54 hours come from the MSW program. Curriculum total- 78 credit hours

First Year

Fall Semester	<u>Hours</u>
SOCW 503- History of Social Welfare Systems and Policy Advocacy.....	3
SOCW 504- Human Behavior and the Social Environment I.....	3
SOCW 506- The Foundation of Social Work Practice.....	3
SOCW 508- Micro Systems: Practice with Individuals, Groups, and Families.....	3
PA course if offered	

Spring Semester

SOCW 505- Human Behavior and the Social Environment II.....3
SOCW 509- Macro Systems: Institutional & Community Systems 3
SOCW 511 Graduate Field Placement I.....2
SOCW 512 Integrated Field Placement Seminar I..... 3
PA course if offered

Summer (Includes First, Second Summer Terms; 12-week courses)

SOCW 601- Clinical Assessment and Psychopathology in Social Work3
SOCW 608 Theories of Clinical Practice.....3
SOCW 610- Human Diversity in Social Work Practice.....3
PA course if offered

Second Year

Fall Semester

SOCW 602 Clinical Planning and Treatment Process with Individuals and Families..... 3
SOCW 660 Clinical Practice with Groups 3
SOCW 611 Graduate Field Placement II2
SOCW 612 Integrated Field Placement Seminar II.....3
PA course if offered

Spring Semester

SOCW 605- Practice Evaluation3
SOCW 664- Crisis Intervention and Trauma Informed Care.....3
SOCW 611 Graduate Field Placement II2
SOCW 612 Integrated Field Placement Seminar II.....3
PA course if offered

PA courses needed (24 credit hours):

PA 606 Public and Nonprofit Personnel Administration (Offered in Summer historically).....3
PA 609 Budgeting in Public and Nonprofit Administration (Offered in Fall historically).....3
PA 618 Research Methods in Public Administration (Offered in Spring historically)3
PA 632 Introduction to Public Administration (Offered in Fall historically)3
PA 644 Policies and Processes in the Public Sector (Offered in Summer historically).....3
PA 645 Program Evaluation in the Public and Nonprofit Sector (Offered in Spring historically) ..3
PA electives: Choose two: PA 605, PA 631, PA 684, PA 690 or PA 698 (Dependent on availability).....6

MSW/MPA Dual Degree (Advanced Standing- w/ BSW track)

Students in this track (those who do have Bachelor of Social Work degrees) are required to complete both the MSW and the MPA degrees in which 24 credit hours come from the MPA program and 31 hours come from the MSW program. Curriculum total- 55 credit hours

Summer Semester (Includes First and Second Summer Terms; 12-week courses)

SOCW 601- Clinical Assessment and Psychopathology in Social Work	3
SOCW 608 Theories of Clinical Practice.....	3
SOCW 610- Human Diversity in Social Work Practice.....	3
PA course if offered	

Fall Semester

Hours

SOCW 602 Clinical Planning and Treatment Process with Individuals and Families.....	3
SOCW 660 Clinical Practice with Groups	3
PA course if offered	

Spring Semester

Hours

SOCW 605- Practice Evaluation	3
SOCW 664- Crisis Intervention and Trauma Informed Care.....	3
PA course if offered	

Summer (Includes First, Second Summer Terms; 12-weeks)

PA course if offered

Second Year

Fall Semester

Hours

SOCW 611 Graduate Field Placement II	2
SOCW 612 Integrated Field Placement Seminar II.....	3
PA course if offered	

-SOCW 611 is the field practicum related to advanced clinical work content taught in the 600-level courses. Students complete 600 hours of supervised field experience from fall through spring.

Spring Semester

Hours

SOCW 611 Graduate Field Placement II	2
SOCW 612 Integrated Field Placement Seminar II.....	3
PA course if offered	

PA courses needed (24 credit hours):

PA 606 Public and Nonprofit Personnel Administration (Offered in Summer historically).....	3
PA 609 Budgeting in Public and Nonprofit Administration (Offered in Fall historically).....	3

PA 618 Research Methods in Public Administration (Offered in Spring historically)	3
PA 632 Introduction to Public Administration (Offered in Fall historically)	3
PA 644 Policies and Processes in the Public Sector (Offered in Summer historically).....	3
PA 645 Program Evaluation in the Public and Nonprofit Sector (Offered in Spring historically) ..	3
PA electives: Choose two: PA 605, PA 631, PA 684, PA 690 or PA 698 (Dependent on availability).....	6

Note: The MPA curriculum only requires two electives, with the option to take both during the summer semester of the first year, or one during the summer semester of the first year and one during the fall semester of the second year.

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 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 Advising, Grading, Graduation Checkout

Academic 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.

The MSW Program Director is the primary academic advisor for all graduate social work students and collaborates with Online and Adult Learning to disseminate registration information

to the students. It is essential that each student works closely with their advisor in order to complete the required courses and meet the guidelines for graduation. Students are expected to seek out their advisor for questions and discussions related to career issues, registration, and academic performance. The faculty is available throughout the fall and spring semesters, and office hours are posted in the department at the beginning of each semester.

Students are expected to carefully review the information in their program of studies. Faculty will post additional office hours during pre-registration to accommodate the increased needs of students. Students may register via the MYUSI portal. 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. Specific courses that students should register for are emailed to students based on their specific plan of study. Information and procedures on how to register are included in registration emails and the students academic advisor is available to support with registration issues and concerns.

University deadlines, procedures for graduation, and other technical questions should be addressed to the MSW Program Director or MSW Graduate Assistant.

Professional Advising

Professional advising in the MSW Program prepares students for entry into the social work profession upon graduation. MSW program faculty provide professional advising, with the MSW Program Director serving as the primary professional advisor. Field education faculty, including the Director of Field Education, faculty field liaisons, and agency-based field instructors, provide professional advising specific to field placement.

Professional advising covers post-graduation preparation. The MSW Program Director discusses state licensure pathways with students, including the Indiana Professional Licensing Agency's Behavioral Health and Human Services Licensing Board examination process for the Licensed Social Worker (LSW) and Licensed Clinical Social Worker (LCSW) credentials. Students explore fields of practice through coursework, field placements, CSJE events, MSW Student Association offerings, the Annual Social Work Conference, and connections to area agencies that the MSW Program maintains. Field seminar courses, the Director of Field Education, faculty field liaisons, and agency-based field instructors provide ongoing professional advising during field placement and field seminar courses. The MSW Program Director and faculty advise students on professionalism across social work settings, and the Performance Review process addresses concerns about professionalism wherever they arise.

Students access professional advising by scheduling advising sessions with the MSW Program Director, instruction during field seminar courses, posted faculty office hours, and informal consultation throughout the program.

Grading

The *University Bulletin* (<https://bulletin.usi.edu/>) 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 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 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 credits 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.

Communication Techniques

New students are assigned an USI email address. USI uses this address to contact students and it should be students' primary email account (or set up forwarding of these messages to another email account they regularly access). Students can access their email account to send and receive mail through MyUSI either at <https://www.usi.edu/> or by clicking the MyUSI icon on the USI homepage at <http://www.usi.edu>. Students must use MyUSI to register for classes, pay for their courses, view their grades, and access other services.

Please be respectful when emailing faculty and your peers. Students should be familiar with netiquette – the social expectations and behavior normal for online interactions and communications. You may review this and other important information on the USI Online Learning Student Services page: <https://www.usi.edu/online-learning/student-services/>

The main methods of providing students with information about the MSW Program and Social Work Department and its activities are email, web page, Blackboard (an internet-based classroom management system), area postings, and meetings. Faculty mailboxes, email, 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 should be familiar with basic computer operations, including word processing and internet use. 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 entering the social work program. Students are also encouraged to become familiar with Microsoft Office or OpenOffice software.

Some courses in the MSW Program are online or partially online (referred to as “hybrid courses”), using a combination of live face-to-face instruction and online 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 technical requirements are as follows:

- **A Reliable Computer:** a dedicated computer with an updated operating system, such as Windows or Mac OS.
- **High-Speed Internet Connection:** (e.g. DSL, Cable, or Fiber). A wired Internet connection is recommended for online meeting, exams, and assignment submission.
- **Office 365** (USI login needed) & **Adobe Acrobat Reader** installed.
- **Supported Web Browser:** [Firefox](#), [Google Chrome](#), or [Safari](#). (note that Internet Explorer is not compatible with Blackboard)
- Headset & Webcam (optional, but may be handy)

NOTE: 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. Always check with the instructor regarding technical requirements and before making any software purchases. Please also review USI’s Online Learning Systems Requirements at <https://www.usi.edu/onlinelearning/students/system-requirements/>

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. The National Association of Social Workers Code of Ethics may be found at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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. Competency 1 of the Council on Social Work Education Educational (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS) is to Demonstrate Ethical and Professional Behavior:

Demonstrate Ethical and Professional Behavior

Social Workers

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication
- c. use technology ethically and appropriately to facilitate practice outcomes
- d. use supervision and consultation to guide professional judgment and behavior
- e. practices personal reflection and self-correction to assure continual professional development (Clinical Practice Behavior)
- f. demonstrates therapeutic relationships within the person-in-environment perspective (Clinical Practice Behavior)

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:

1. 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.
2. 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, chatrooms and social media sites like Instagram 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.
3. 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.
4. 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; and
 - Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.
5. 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; and
 - Accept and benefit from constructive feedback.
6. 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; and
 - Demonstrate an understanding of how values and culture interact.
7. 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; and
 - Practice positive, constructive, respectful, and professional communications skills with peers and instructor: body language, empathy, listening.
8. 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; and
- Strive to learn about methods of empowering populations and enhancing social justice.

MSW PROGRAM AND UNIVERSITY POLICIES

GPA and Grading Policy

Grade Point Average (GPA)

The grade point average is a numerical value which is obtained by dividing the number of grade points earned by the number of hours attempted. This average is computed at the end of each term, both for the term and on a cumulative basis. The grade of A represents four points for each hour of credit; B+ three and one-half points; B three points; C+ two and one-half points; C two points. No points are recorded for an F, although the hours attempted are included in the computations. No points are recorded for an S or U and the hours attempted are not included in the computations.

Grade Report

At the end of each semester or summer session for which a student is enrolled, an online grade report is made available via myUSI. The online grade report is a record of courses enrolled, letter grades earned, semester grade point average, and cumulative grade point average. Information concerning the student's current academic standing also is indicated.

Grading System

The following grading standards apply to graduate work.

Grade	Type of Graduate Work
A	Excellent
B+	Above average
B	Average
C+	Below Average
C	Below Average (Minimum for passing credit)
F	Failure

In computing scholastic averages, the following point ratios are used: A = 4.0, B+ = 3.5, B = 3.0, C+ = 2.5, C = 2.0. An average of at least 3.0 is required to remain in good standing. This is to be considered the minimum graduate program requirement and may be higher in specific programs.

The designation **IN** (incomplete) may be used in special circumstances. An incomplete grade (IN) may be given only at the end of a term to a student whose work is passing, but who has left unfinished a small amount of work, for example, a final examination, a paper, or a term project which may be completed *without further class attendance*, or to a student who has an unfinished thesis, dissertation, or graduate research project. The student must act to remove the IN grade within one calendar year. If action is not taken, the IN grade will revert to an **F**. The instructor

may, at the time the incomplete is given, place a shorter time limit for removal of an incomplete grade. In the event the instructor from whom a student receives an incomplete is not available, the disposition of a case involving an incomplete grade resides with the appropriate dean.

An **IP** (in progress) final grade is given in graduate project classes that require enrollment in the same class in successive semesters. An **IP** grade means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

A **W** (withdrawal) is given when a student officially withdraws from a course during the automatic **W** period. A **W** also is given if the student is passing at the time of drop/withdrawal after the automatic **W** period has ended. A **W** means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

A grade of **Z** indicates a grade was not submitted by the instructor. This is a temporary grade that will be replaced with a letter grade upon submission of the Change of Grade form by the instructor.

Grades beginning with **T** indicate transfer courses. Transfer courses accepted for credit are included in earned hours but are excluded from GPA hours, Quality Points, and GPA. An official transcript includes only the number of credit hours accepted, not individual transfer courses.

Progress toward degree

During the period of study leading to a graduate degree, a graduate student must show evidence of sound scholarship. The following standards must be met to retain good standing as a graduate student.

- Maintain a cumulative graduate GPA of 3.0 or better (higher GPA may be required in certain programs).
- Maintain continuous enrollment in graduate work. Any student admitted to Graduate Studies and to a graduate program who has not enrolled and received graduate credit for work at USI for a period of longer than one calendar year from his or her last enrollment must reapply to the program.
- Complete degree requirements, including a minimum of 30 hours of graduate credit, within seven years of enrollment in the first course(s) counting for degree credit in the program or retake or validate courses exceeding this time limit.

A student who fails to meet these standards or others specified by individual graduate programs may be placed on probation, suspended from graduate study, or dismissed from the University. The Dean of the School of Graduate Studies and the Graduate Council of Program Directors and Chairs will determine appeals of those decisions in such matters.

- **Retention and Progression:** The degree requirements of certain programs may exceed those of Graduate Studies. Graduate students must maintain a minimum cumulative graduate program grade point average (GPGPA)* of 3.0 to remain in *good standing* and progress in the graduate program.
- **Academic Probation and Dismissal Policy:** *Graduate students who fail to meet the preceding minimum standards will be placed on academic probation.* The director of the student's graduate program is responsible for notifying the student of such action. A student may remain on academic probation for up to 12 credit hours of graduate

coursework. Failure to raise the GPA following completion of 12 credit hours of graduate coursework will result in academic dismissal from the University of Southern Indiana. If the GPGPA drops below 2.5, a student shall be academically dismissed unless it is possible to bring the GPGPA up to 2.5 in no more than six additional hours of graduate work.

- **Appeal Option:** Students may appeal the academic dismissal in accordance with the guidelines set forth by the graduate faculty committee within their program of study. Students should contact the director of the academic program regarding the appeal process.

**Graduate program grade point average (GPGPA) is the cumulative grade point average of all USI graduate courses taken (numbered 500 and higher) except specific graduate survey courses numbered "501" in the Master of Business Administration (MBA) program.*

Student Class Participation and Attendance

Social Work students are required to attend ALL class sessions when scheduled.

Student Participation in Curriculum and Program Governance

The MSW Program provides multiple opportunities for student input and participation in the implicit and explicit curriculum across all program options. Students may provide feedback on curriculum, program climate, advising, and the student experience through end-of-year surveys, student focus groups, and course perception surveys.

At the conclusion of each semester, students are asked to complete Course Perception Surveys (ie, course evaluations). All students are encouraged to complete these online surveys to provide the faculty and the program directors with feedback on the explicit curriculum of the MSW Program.

At the end of each spring semester, all students will be invited to participate in an online survey to provide feedback about multiple aspects of the MSW Program (e.g. program climate, explicit curriculum, field education, and career readiness, etc.). These surveys will be online and anonymous, and the results will be shared with MSW Program Faculty at the annual retreat.

The MSW Program Director and department leadership are available to students on campus and through Zoom to discuss program experiences, concerns, and recommendations. The MSW Program Committee includes a student representative, currently the MSW Graduate Assistant, and students are encouraged to share additional feedback with that representative for communication to the committee. Student input is reviewed as part of ongoing program improvement and curriculum development.

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.

Academic Misconduct

Professional responsibility, ethics, and integrity are key elements of the Social Work profession. Students are expected to follow all University rules and specific course policies 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 MSW Program Problem Solving Process and the *University Graduate Bulletin*. These procedures are in keeping with the USI academic honor code.

Meeting Course Assignment Deadlines

Students are expected to submit assignments on the specified due date.

Ethical Behavior

In addition to the academic expectations, Social Work students are expected to demonstrate professional behavior that 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 uses the National Association of Social Workers (NASW) Code of Ethics as its guide. To remain in the program, students must adhere to the standards outlined in the Code of Ethics. Students are expected to review the full NASW Code of Ethics regularly. Any behavior contrary to these ethical standards may result in corrective action and/or administrative review of the student's admission or continuation in the MSW Program.

MSW Admission Appeal Policy

The MSW Program Director carefully considers all applicants to the program and makes the best possible decisions based on several factors (e.g., GPA, references, answers to narrative questions, etc.). Each application is reviewed by the Director of the MSW Program against the criteria for admission established by the MSW Program Committee. When there are questions about an applicant's qualifications for admission (e.g. GPA, professional references, etc.), the Director of the MSW Program will consult another member of the MSW Program Committee to discuss the applicant's potential for success in graduate level social work based on their application materials. Because such care is taken in the admissions process, all MSW admissions decisions are final. Applicants who are denied admission are welcome to apply in future admission cycles.

Fresh Start Program

The Fresh Start Program is designed to benefit former USI graduate students who are returning to the University after an extended absence and whose previous academic record was unsatisfactory (student was academically dismissed or on academic probation). This Fresh Start Program allows a readmitting student who wishes to complete an unfinished graduate degree a one-time opportunity to apply for a "Fresh Start." The Fresh Start Program does not apply to certificate programs.

Eligibility – Students will be accepted into the Fresh Start Program if they meet all of the following eligibility requirements:

1. The student has not been enrolled for two or more years (minimum of 24 months);
2. The student was academically dismissed or on academic probation at the end of the last term enrolled at USI;
3. The student must apply for the Fresh Start Program at the time of readmission (acceptance into the Fresh Start Program is irreversible);
4. The student must meet the criteria (excluding GPA) for admission into the graduate program for which the student has applied;
5. The student must submit a written statement (250-500 words) that addresses what has changed since prior enrollment and how a Fresh Start will allow the student to complete the graduate program successfully;
6. The student achieves a minimum 3.000 grade point average on the first 6 quality hours taken after readmission and remains in good standing status while completing the hours.

Program Provisions – Acceptance to the Fresh Start Program subjects a student to the following provisions:

1. All USI courses and grades received prior to the readmitted term will be excluded from the cumulative graduate GPA calculations.
2. USI courses with grades of B or above will count as earned hours. All other credits will be forfeited.
3. A student must re-declare a graduate program and complete all academic requirements and regulations in effect at the time of readmission.
4. Prior to completion of a degree, a student must complete at least 12 additional hours at USI toward graduation after acceptance into the program.
5. Fresh Start Program status will be recorded on the student's academic record.
6. Students do not qualify for financial aid and cannot hold a Graduate Assistantship while attempting the first 6 graded hours taken after readmission.

Course Repeat Policy

Policy – Any graduate course taken at the University may be repeated at the University for possible grade point average (GPA) improvement, subject to program policy and with the approval of the director of the program in which the student is enrolled. Unless the course description indicates a course may be taken more than once for credit (up to a specified maximum), only a single occurrence of a course can apply toward University requirements. A course that has been repeated (and the grade received) will remain on the academic transcript but will not be used for GPA computation. A grade earned in a graduate course for violations of the USI Academic Integrity policy or program policies cannot be replaced. A graduate course may be repeated if/when it is offered. This policy does not guarantee that a graduate course will be offered for the purposes of repeating it for grade point average (GPA) improvement.

- Transfer courses accepted for credit are included in earned hours but are excluded from GPA hours, Quality Points, and GPA. Therefore, credit from a transfer course will not replace the credit and grade of a USI course. If a student has earned credit in a course both at USI and transfer, the transfer course will be considered a duplicate; the earned hours will remain with the USI course and the grade will be retained in GPA computations.
- A grade of “P” (Pass) cannot be used as a course repeat to replace an A through F letter grade previously earned in the same course.
- A course that carries fewer credit hours than when the student previously completed it

cannot be repeated for GPA improvement (ex: if a course changed from 4 credit hours to 3 credit hours, the 3 credit hour class will not replace the hours and grade from the 4 credit hour course).

Processing – Effective spring 2021: if a course is retaken, the grade earned for the last occurrence will become the grade for the course (even if it is lower than the previous grade) and be used for GPA computation.

Students will be prevented from enrolling in a course for a third (or subsequent) time unless re-enrollment is approved by the college of the student's graduate program. If approved, the student's advisor will need to contact the department of the course to request the necessary override.

If you have questions about how the course repeat policy may affect you, contact the Registrar's Office; 812-464-1761 or 800-467-1965.

PROBLEM SOLVING PROCESS

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 and the standards set by the National Association of Social Workers, and/or the Social Work Department, corrective action may be instituted. This procedure for student performance review is intended to provide students and faculty the opportunity to openly discuss identified problems and seek a solution to correct the situation. A request for student performance review may be brought to the attention of the MSW Program Director by any faculty member (full-time, clinical, or adjunct). The following are possible criteria that may form the basis for such a request:

Student Performance Standards and Criteria

Academic Integrity Violations

As members of the University of Southern Indiana community, students are expected to uphold integrity in their academic endeavors. Violations of academic integrity may include cheating, interference, fabrication, plagiarism, academic sabotage, academic dishonesty, ethical violations and criminal activity. Please visit here for the full USI policies and procedures regarding academic integrity: <https://www.usi.edu/dean-of-students/student-rights-responsibilities/academic-integrity>.

Low Academic Performance

Social Work students are expected to follow the academic policies set forth by the School of Graduate Studies. Policies on academic progress, retention, probation, and dismissal can be found in the University Bulletin. Problems in academic performance may also be handled through administrative procedures by the MSW Program Director.

- 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 or unsatisfactory grade in Field Practicum I or Field Practicum II.

Attendance

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.

Employment

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.

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.

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).

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 or impacts other students.

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 and utilize the feedback.

Inability to work within the framework of supervision

This may include an inability to work with a classroom instructor, field agency faculty, or supervisor.

Failing/Inadequate Performance in Field

This may include deficiencies in the areas noted below in items identified in the social work Field Manual, 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 Field Manual 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 Field Manual for further clarification of the process at those levels).

The social work department may assign an Unsatisfactory grade (below B for MSW students) based upon the recommendation and documentation of the agency field instructor. The grade must be based on the student's unsatisfactory performance because of failure to meet standards for competency, violations of policies of the agency or school, or unprofessional conduct and unethical practice as defined by the NASW Code of Ethics. The receipt of a failing grade for field automatically terminates the student from that internship and may result in suspension from the MSW program. Students who are terminated from a field placement due to behaviors listed above may be dismissed from field education and will be referred to the MSW Program Director for disciplinary review.

If a student is terminated for cause due to student performance or conduct from a field placement, the field department will not find an alternative placement for the student during the same academic year. In special circumstances, as determined by the field education department and committee, students may request another internship after termination from a field placement. This request must be submitted to the Director of Field Education in writing. The request must state the student's understanding of the reasons for the failure in the first internship and what they will do to avoid or resolve those factors in a future field placement. The director of field education will review the request and take any steps deemed necessary to fairly assess the potential success of the student in a new field placement. In consultation with the field committee a decision will be made as to whether the student will be offered another field placement. As in the case of all field assignments, placement will also be dependent upon the availability of an appropriate agency. The original unsatisfactory grade will not be changed. Therefore, the entire internship must be retaken, and the student must reregister for the course.

In some cases, the social work department may assess it to be in the best interests of the student to not immediately reenter another internship but would consider an application to reenter field in the future. It would be expected, should the student reapply to field that the student would present evidence that supports the potential for success in a repeat field placement.

The social work department reserves the right to deny a student a second internship based on student performance issues or other pertinent information. **In no case will a third internship be offered for any single Field course.**

The completion of academic courses following termination from a field placement is at the discretion of the MSW Program Director, in consultation with the Field Education Department, the Social Work Department Chair, and applicable MSW Program and University policies.

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

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.

Student Performance Review Oversight

The MSW Program Director oversees student performance review matters in consultation with the Social Work Department Chair and other relevant faculty or field personnel, as needed. When broader review is warranted or at the request of the MSW Program Director, the Department Chair may convene an ad hoc faculty review group of at least two full-time MSW faculty members and the MSW Program Director. The MSW Program Director coordinates communication, documentation, and follow-up with the student.

This review process is the department-level mechanism for addressing student concerns related to academic or professional performance. The process includes annual review of the Student Performance Standards and Criteria, recommendations for revisions to the review process, and review of requests for student performance review.

Procedures for Student Performance Review

A performance review is intended to provide students and faculty the opportunity to openly identify and discuss performance concerns. A request for performance review may be brought to the attention of the MSW Program Director by any member of the Social Work Department's full-time or part-time faculty, a field instructor, or a group of instructors in a course or courses in which the student is enrolled. Any item or group of items identified as indicators for concern under the Student Performance Standards and Criteria may result in a request for performance review.

Items identified as "indicators for concern" under the Student Performance Standards and Criteria may result in a request for a Performance Review.

Steps:

1. When a faculty member has an issue with a student's academic or professional performance, they should first talk with the student directly.
2. If the issue persists, the MSW Program Director will be notified. The Director will meet with the student and the faculty member and attempt to resolve the issue. In situations where such action is feasible and desirable, a contract will be created and signed by the MSW Program Director and the student. The contract sets forth problems to be addressed, actions to be taken, a time period for completion of designated actions, and re-evaluation of the student's performance. Consequences for non-performance will also be included in the contract.
3. If the issue persists or if further discussion of the issue is warranted, the faculty member and/or MSW Program Director will notify the Social Work Department Chair and initiate a performance review. The student and relevant faculty member(s) will meet with the MSW Program Director and any faculty or field personnel participating in the

review. It is at this point that the Social Work Department Chair may convene the ad hoc review committee.

After meeting with the student and faculty, a determination of what, if any, course of action would bring the student's performance into compliance with department and professional standards. The MSW Program Director and other relevant parties will work with the student. If the student fails to fulfill the expectations outlined in the contract and/or review process, or if additional improprieties or failing academic performance occurs, the student may be referred for further corrective action, up to and including the Social Work Department Chair, the College of Liberal Arts Dean's Office, and the Dean of Students Office.

Range of Possible Outcomes

1. Probation - Student is placed on administrative probation and is allowed to continue in the MSW program for a time-limited period to allow for completion of the developed contract.
2. Suspension - Student is temporarily removed from the program and required to complete a contract as developed by the student, MSW Program Director and the Chair of the Social Work Department.
3. Termination—The student is dismissed from the program.

The student has the right to appeal the Chair's decision by following the University Grievance Procedure outlined in the student code of conduct in the [Student Handbook](#).

Request for Reinstatement Procedures

If a student is dismissed, the student may petition the MSW Program Director for continuance. The petition should be presented in writing and should address two major points. First, there should be an identification of extenuating factors, if any, which contributed to the poor performance. Second, there should be a discussion of the steps which would be taken to alleviate the impact of those factors and to improve performance if permitted to continue in the program.

Upon receiving the student's petition, the Program Director will review the case, including consultation with appropriate faculty such as the student's advisor, and make a decision. The Program Director will advise the student and advisor of the decision verbally and in writing. The Program Director will also advise the student of her/his right to petition for reconsideration by an Appeals committee.

If the student is not reinstated by the MSW Program Director, the student may appeal the decision to the Social Work Department Chair.

Confidentiality

All procedures related to a performance review and/or the appeal process must be carried out in a manner which assures protection of the student's right to privacy regarding information about her/his academic records, performance, and conduct. The student has the right to review all written information which is presented to the committee. Members of the committee and other

persons who appear at the hearing are expected to maintain confidentiality with regard to all aspects of the hearing. Actions of the committee are to remain confidential and are to be shared only with those persons involved with the student in an educational capacity.

Student Grievance Against Faculty

Students who have a grievance or issue with a faculty member must follow the procedure outlined below and, in the order given. If the problem has not been settled at the preceding level, continue to the next step.

1. The student will meet with the individual faculty member and attempt to resolve the matter through discussion.
2. If the problem is not resolved, the student should consult the +Master of Social Work Program Director to discuss the situation. The Director may request a meeting with the faculty and student.
3. If the problem is not resolved, the student should consult the *Chairperson of the Social Work Department, who will determine the appropriate next steps for addressing the concern.

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 Grievance Procedures outlined below.

+If the conflict or grievance is with the MSW Program Director and the student has attempted to resolve the problem with the Director, the matter will be referred directly to the Chairperson of the Social Work Department.

**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's Office in Liberal Arts.*

ACADEMIC GRIEVANCE PROCEDURE

This grievance procedure is available to 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 Graduate Bulletin](#) and the [USI Student Rights and Responsibilities page](#) for additional policies on student and faculty behavior, rights, and responsibilities.

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. If the problem is not resolved, the student will follow the procedure outlined below.

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.

TITLE IX, SEXUAL ASSAULT AND GENDER VIOLENCE GUIDELINES

If a student grievance involves Sexual Assault and/or Gender Violence follow the procedures outlined by the Institutional Equity Office: <https://www.usi.edu/institutional-equity/reporting-resolution-options>.

USI does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report incidences of potential sexual misconduct to the Title IX Coordinator to ensure that appropriate measures are taken, and resources are made available. The University will work with you to protect your privacy by sharing information with only those who need to know in order to respond and assist. If you are seeking help and would like to speak with someone confidentially, you can make an appointment with a counselor in the University Counseling Center. Find more information about sexual violence, including campus and community resources at <https://www.usi.edu/counselingand-psychological-services/other-resources/resources-for-students>.

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.

MSW Student Association

This organization is open to all graduate social work students. The organization provides opportunities to:

- Enhance networking among graduate and undergraduate social work students;
- Provide a social support system for students in the MSW program;
- Promote a professional culture for development as social workers;
- 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.

For more information, please contact 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 <https://www.usi.edu/financial-aid>.

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 and Funding Opportunities

The Social Work Department offers some graduate student scholarships through endowments or external partnerships. Some funding opportunities include the Ferguson Endowment for Children and Adolescent Practice, The USI and Good Samaritan Collaborative for Rural and Underserved Communities, and the Behavioral Health Academy. For the most recent information regarding available awards, contact the Social Work Department for application procedures and deadlines. In addition, the University offers graduate scholarship opportunities through Graduate Studies. For more information, visit the [School of Graduate Studies Financing](#)

[Graduate School website.](#)

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: <https://www.usi.edu/university-division/academic-success-center>

Counseling and Psychological Services

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. Additional information is available at <https://www.usi.edu/counseling-and-psychological-services>

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.

<https://www.usi.edu/disability-resources>

Student Health Center / USI Deaconess Clinic

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 in the Fitness Center room 260 and is open Monday through Friday, 8 a.m. to 4:30 p.m (Summer hours are Monday – Friday 9am-3pm). For more information call (812) 465-1250. <https://www.usi.edu/deaconess-clinic>

Center for Social Justice Education

The Center for Social Justice Education (CSJE), situated within the Social Work Department of the College of Liberal Arts at the University of Southern Indiana, was established in 2009 to foster advocacy for social justice and empowerment through education, research, and collaboration. Promoting social justice and empowerment through advocacy, education, research, and collaboration, the CSJE is dedicated to individual and society well-being in a global community. For events and more information about the CSJE contact the Social Work Department at (812) 464-1843. <https://www.usi.edu/liberal-arts/social-justice-center>

Student Life Office

The Student Life Office serves as the central hub for student engagement, leadership development and community building on campus. The office brings together activities and traditions, student organizations, fraternity and sorority life, leadership programs and campus-wide events to create a vibrant and welcoming campus experience.

The Student Life Office is committed to expanding opportunities for students to connect, learn and grow while honoring the traditions that make USI's campus unique. The office fosters a campus culture rooted in care, opportunity and respect for every individual.

The Student Life Office is located in University Center East, Room 0235. You may reach the office by calling (812) 228-5107. For current information on multicultural organizations and events, go to <https://www.usi.edu/student-life> or follow the Student Life Office on Facebook, <https://www.facebook.com/usistudentlife>.

Recreation, Fitness, and Wellness Center

The Recreation, Fitness, and Wellness (REC) Department encourages the pursuit of overall student wellness through an active, healthy lifestyle, sports, fitness, and wellness programs. Student wellness includes all dimensions in a student's life that affects his/her overall state of being, including his/her emotional, intellectual, spiritual, financial, physical, occupational, social/cultural, and environmental well-being. Various activities and services are offered by the REC to enhance these wellness dimensions, including educational activities and Archie's Food Closet for students in need of food. For more information, call the Recreation, Fitness, and Wellness Center at 812/461-5268 or go to <https://www.usi.edu/rfw/>

Archie's Pantry

A free, confidential resource providing food, personal care items and nutrition support to USI students and employees. Archie's Pantry offers expanded offerings and a more accessible location.

The pantry operates on an honor system: *take only what is necessary, and leave what you can*. Clients may visit once per week and select up to 15 items per visit, with additional limits in specific zones. For more information, go to <https://www.usi.edu/archies-pantry>.

USI/ Epi-Hab Endowment to Support Students with Disabilities

This endowment provides scholarships to USI students. Scholarships are awarded each year based

upon applicant grades, community service, recommendations, and, most importantly, an essay describing how the student plans to use his or her education to have a positive impact on disability issues. The scholarships are limited to students who are registered with Disability Resources. Students registered with Disability Resources will be contacted via email once the scholarship application for the next school year is available.

More information and a link to the scholarship application can be found here:
<https://www.usi.edu/disability-resources/epi-hab-endowment>.

International 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 International Programs at (812) 465-1248 or go to <https://www.usi.edu/international/international-engagement-on-campus/international-club>.

Phi Alpha National Honor Society

The Phi Alpha National Honor Society for Social Workers seeks outstanding students and those that have demonstrated leadership skills, to qualify for membership in the Phi Alpha Honor Society. Please read the Mu Delta Chapter's By-laws and Constitution at <https://www.usi.edu/liberal-arts/social-work/student-organizations/phi-alpha> to learn about the structure of the organization, and the qualifications for membership.

COURSE DESCRIPTIONS

Master of Social Work Program

503 Social Welfare Systems and Policy Advocacy (3) examines the philosophical, ideological, and historical framework for social welfare policy development in the U.S., as well as the social and economic justice implications of local, state, and federal policies on various populations. The course emphasizes policy practice and advocacy that promotes equity and inclusion of all people regardless of age, culture, class, ethnicity, disability, gender or gender identity, national origin, race, religion, and sexual orientation. This course will give students the opportunity to learn practice skills related to policy formulation development, implementation, and evaluation. This course examines the philosophical, ideological, and historical framework for social welfare policy development in the U.S., as well as the social and economic justice implications of local, state, and federal policies on various populations. The course emphasizes policy practice and advocacy that promotes equity and inclusion of all people regardless of age, culture, class, ethnicity, disability, gender or gender identity, national origin, race, religion, and sexual orientation. This course will give students the opportunity to learn practice skills related to policy formulation development, implementation, and evaluation.

Prereq: Admission to MSW program.

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.

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.

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.

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

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.

511 MSW I Graduate Field Placement (2) 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, 508, 509 and permission of the director of field education

512 MSW I Integrated Field Placement Seminar (3) 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, and completion of SOCW 503, SOCW 504, SOCW 505, SOCW 506, SOCW 508, and SOCW 509 and permission of the director of field education

601 Clinical Assessment and Psychopathology in Social Work (3) This advanced course will focus on the process of clinical assessment and psychopathology from the perspective of social

work practice. The emphasis is on developing differential diagnostic skills and formulating diagnostic understandings that inform clinical social work practice with diverse populations in a multitude of behavioral health settings for various psychiatric and substance related and addictive disorders. The American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM), the World Health Organization's International Statistical Classification of Diseases and Related Health Problems (ICD), and other approaches for assessing and understanding 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.

602 Clinical Planning and Treatment Process with Individuals and Families (3) Building upon SOCW 601, this advanced level course provides an in-depth focus on the process of clinical planning and intervention in social work practice. The development and application of advanced clinical reasoning will be a major focus. Utilizing a bio-psychosocial and ecosystems framework, students will learn to critically evaluate, select, and apply best practices and research-informed interventions for treating individuals and families with a variety of mental health and substance-related and addictive conditions across diverse populations. 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.

605 Practice Evaluation (3) Practice and program 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, treatment interventions, and programs. Specifically, the course integrates the scientific method into direct practice, examining the theoretical and practical applications of outcome and process evaluation research.

Prereq: Admission to the MSW program and completion of all 500-level core classes or advanced standing status.

608 Theories of Clinical Practice (3) This course 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.

Prereq: Admission to the MSW program and completion of all 500 level core classes or advanced standing status.

610 Human Diversity in Social Work Practice (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.

611 MSW II Graduate Field Placement (2) 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.

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.

660 Clinical Practice with Groups (3) This course combines instruction with interactive discussions and experiential learning opportunities to provide students with a comprehensive and practical understanding of family and group therapy. The course integrates theoretical knowledge with practical skills, emphasizing cultural competence and humility within an evidence-based framework to providing therapeutic interventions. Students will engage in active participation, self-reflection, and collaborative learning to develop the necessary skills and competencies for effective and ethical practice in the field of family and group therapy.

Prereq: Admission to the MSW program and second year or advanced standing status.

664 Crisis Intervention and Trauma Informed Care (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.

Elective Courses

513 Social Work in Jamaica (3) This course is cross listed for both undergraduate and graduate students seeking to increase cultural competence and global awareness by engaging in direct human service work in the country of Jamaica. The primary delivery of this course takes place during an extended visit to Mandeville, Jamaica where students will apply social work skills and values through service-learning activities in social service settings. Prior to foreign travel, students will study Jamaica's past in-depth in order to understand the historical context of the social issues currently facing this country. The course emphasizes development of knowledge and skills within a cultural and ethnic-sensitive approach to practice. SOCW 513 is non-repeatable; however, students who have taken 490 as an undergraduate may take 513 later as a graduate student.

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.

634 Social Work Practice with Addictions and Family Systems (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.

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.
Prereq: Admission to the MSW program and permission of instructor.

OASAS Courses

653 Addiction Counseling Theories and Techniques (3) The focus of this course is to expose graduate level students to a range of roles, theories, and techniques that are utilized in assisting addicted and substance abusing populations.

Prereq: Admission and/or graduation from a CSWE-accredited MSW program, admission to Graduate Studies, and permission from the MSW program.

664 Crisis Intervention and Trauma Informed Care (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.

SOCW 674 – Psychopharmacology (3) This course provides an overview of psychopharmacology for clinical addiction professionals. Topics explored include foundation principles of psychopharmacology, and common psychopharmacological interventions for psychiatric and substance use disorders. The course will also explore the role of the interdisciplinary treatment teams, as well as ethical and legal considerations concerning the use of medications in treatment and access to care.

Prereq: Admission and/or graduation from a CSWE-accredited MSW program, admission to Graduate Studies, and permission from the MSW program.

FACULTY & CREDENTIALS

Full-time Faculty

Thomas Bordelon, Ed.D., LCSW, Office 0124-Education Building, (812) 465-1811
tbordelon@usi.edu, *Professor*, Ed.D., Montana State University at Bozeman, MSW, Tulane University

James Dickerson, Ph.D., MSW, Office 0127-Education Building, (812) 465-5243,
Jay.Dickerson@usi.edu, *Department Chairperson, Associate Professor*, Ph.D., University of Louisville; MSW, University of Southern Indiana

Jara Dillingham, MSW, Office 0115-Education Building, (812) 228-5156,
jldillingh@usi.edu, *Child Welfare Education Coordinator, Clinical Associate Professor* MSW, University of Southern Indiana

Junghee Han, Ph.D., MSW, Office 0136-Education Building, (812) 461-5281, jhan2@usi.edu,
Assistant Professor, Ph.D. Fordham University, MSW Washington University in St. Louis.

Veronica Huggins, PhD, MSW, (812) 461-5411, vchuggins@usi.edu, *Teaching Associate Professor*, Ph.D., Clark Atlanta University, MSW, University of Georgia

Keon Kim, Ph.D., MSW, LMSW, Office 0121-Education Building, (812)464-1951,
kkim3@usi.edu *Professor*, Ed. D., Fordham University, MSW, University of South Carolina

Quentin Maynard, PhD. MSW, Office 0131-Education Building, (812) 465-1003,
qmaynard@usi.edu, *Director of MSW Program and OASAS*, Associate Professor, Ph.D. University of Alabama, MSW, Florida State University

Amber Mott, Ph.D., MSW, Office 0116-Education Building, (812) 465-1071, amott2@usi.edu,
Assistant Professor, Ph.D., University of Alabama, MSW, University of Southern Mississippi

Ngoc Nguyen, Ph.D., MSW, Office 0117- Education Building, (812) 465-1993,
nnnguyen@usi.edu, *Assistant Professor*, Ph.D., University of Pittsburgh, MSW, Boston College

John Paulson, MSW, ACSW, LCSW, LCAC, Office 0124-Education Building, (812) 465-7103,
ajpaulson@usi.edu, *Associate Professor*, MSW, University of Southern Indiana

Bonnie Rinks, MSW, LCSW, Office 0135-Education Building, (812) 465-5243,
berinks@usi.edu, *Director of Field Education, Clinical Assistant Professor*, MSW, University of Southern Indiana

Wendy Turner, Ph.D., MSW Office 0115-Education Building, (812) 465-1201,
wturner@usi.edu, *Director of BSW Program, Professor*, Ph.D., MSW, The Ohio State University, BSW, Valparaiso University

Brandi Watson, MSW Office 0135-Education Building, (812) 461-5411, bewest@usi.edu,
Assistant Director of Field Education, Clinical Assistant Professor, MSW, University of Southern Indiana

Summer Wilderman, DSW, MSW, Office 0121-Education Building, (812) 465-1147,
snwilderma@usi.edu, *Assistant Professor, D.S.W. University of Alabama, MSW, University of Southern Indiana*

Jean Zelenko, Ph.D., MSW, Office 0126-Education Building, (812) 465-1006,
jmzelenko@usi.edu, *Director of Center for Social Justice Education, Assistant Professor, Ph.D., University of Louisville, MSW, University of Southern Indiana*

Support Staff

Carol Bair, Office 0129-Education Building, (812)465-7158, ceblair@usi.edu, *Administrative Assistant*

APPENDIX

CSWE 2022 Educational Policy and Accreditation Standards and Key Assignment Assessment Rubrics..... 61

USI Clinical Competency Key Assignment Assessment Rubrics..... 71

Assignment: SOCW 512: Final Self Reflection Essay

Competency 1: Demonstrate Ethical and Professional Behavior

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

Rating Scale (1–5)

Use only information or content included in the assignment to rate attainment of the competency. The score that the student received on the assignment may not necessarily correlate to the rating you give them here as it relates to their proficiency of the competency.

5 — Advanced (Exceeds Expectations)

The assignment or product clearly demonstrates the student's **advanced proficiency of this competency** with this standard. Performance of the competency on the assignment exceeds expectations and shows sophisticated integration of skills, accurate and independent application, and strong professional judgment.

4 — Proficient / Baseline (Meets Competency)

The assignment or product demonstrates the student's **expected attainment** of the competency is at the expected level. Performance meets expectations and is accurate and complete.

3 — Developing (Does Not Yet Meet Competency)

The assignment or product demonstrates a **developing or emerging understanding** of the competency with developing skill. Performance is emerging but inconsistent or incomplete and requires additional practice, supervision, or corrective feedback.

2 — Limited (Does Not Meet Competency)

The assignment or product shows **limited development and application** of the competency and significant gaps in understanding or skill. Evidence of development is minimal, superficial, or uneven, and substantial guidance or remediation is needed.

1 — Insufficient (Does Not Meet Competency)

The assignment or product **fails to demonstrate basic understanding or skill** related to the competency. Evidence is absent, incorrect, or off-target, suggesting limited capacity for this competency.

Assignment: SOCW 503: Direct Policy Analysis

Competency 2: Advance Human Rights and Social, Racial,

Economic and Environmental Justice

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

Rating Scale (1–5)

Use only information or content included in the assignment to rate attainment of the competency. The score that the student received on the assignment may not necessarily correlate to the rating you give them here as it relates to their proficiency of the competency.

5 — Advanced (Exceeds Expectations)

The assignment or product clearly demonstrates the student's **advanced proficiency of this competency** with this standard. Performance of the competency on the assignment exceeds expectations and shows sophisticated integration of skills, accurate and independent application, and strong professional judgment.

4 — Proficient / Baseline (Meets Competency)

The assignment or product demonstrates the student's **expected attainment** of the competency is at the expected level. Performance meets expectations and is accurate and complete.

3 — Developing (Does Not Yet Meet Competency)

The assignment or product demonstrates a **developing or emerging understanding** of the competency with developing skill. Performance is emerging but inconsistent or incomplete and requires additional practice, supervision, or corrective feedback.

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1 — Insufficient (Does Not Meet Competency)

The assignment or product **fails to demonstrate basic understanding or skill** related to the

competency. Evidence is absent, incorrect, or off-target, suggesting limited capacity for this competency.

Assignment: SOCW 508: Culturagram Assignment

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

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

Rating Scale (1–5)

Use only information or content included in the assignment to rate attainment of the competency. The score that the student received on the assignment may not necessarily correlate to the rating you give them here as it relates to their proficiency of the competency.

5 — Advanced (Exceeds Expectations)

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The assignment or product **fails to demonstrate basic understanding or skill** related to the competency. Evidence is absent, incorrect, or off-target, suggesting limited capacity for this competency.

Assignment: SOCW 506: Generalist Intervention Model (GIM) Paper

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

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

Rating Scale (1–5)

Use only information or content included in the assignment to rate attainment of the competency and its related practice behaviors. The score that the student received on the assignment may not necessarily correlate to the rating you give them here as it relates to their proficiency of the competency.

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Assignment: SOCW 503: Social Policy History, Analysis and Advocacy Paper

Competency 5: Engage in Policy Practice

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

Rating Scale (1–5)

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competency.

Assignment: SOCW 509: Community Assessment and Action Plan

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

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

Rating Scale (1–5)

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competency.

Assignment: SOCW 508: Bio-psycho-social Assessment

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

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

Rating Scale (1–5)

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competency. Evidence is absent, incorrect, or off-target, suggesting limited capacity for this competency.

Assignment: SOCW 504: Training Module of Lifespan Development

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

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

Rating Scale (1–5)

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Assignment: SOCW 509: Agency Assessment and Action Plan

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Rating Scale (1–5)

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Assignment: SOCW 664: Resolving Ethical Dilemmas

Competency 1: Demonstrate Ethical and Professional Behavior

Clinical social workers practice where health, behavioral health, and social problems intersect, often within community, agency, and socio-political conditions that shape what treatment is possible with individuals, families, and groups. Clinical social workers apply ethical decision-making frameworks and critical thinking to clinical dilemmas in practice, research, policy advocacy, and the use of technology in clinical practice. Ethical practice at this level requires reasoning through clinical dilemmas as they arise, regulating emotional and cognitive responses during clinical encounters, using supervision and consultation to sharpen judgment, and holding the line between personal and professional values. Clinicians apply rights-based, antiracist, and anti-oppressive lenses to their work, build and sustain therapeutic relationships with diverse client populations within a person-in-environment perspective, and maintain professional demeanor across in-person, interprofessional, and digital settings.

Rating Scale (1–5)

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The assignment or product **fails to demonstrate basic understanding or skill** related to the competency. Evidence is absent, incorrect, or off-target, suggesting limited capacity for this competency.

Assignment: SOCW 610: Professional Presentation

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

Clinical social workers recognize that every person, regardless of position in society, has fundamental human rights, including the right to autonomy, informed consent, dignity, and equitable access to clinical care. Clinical social workers are knowledgeable about the intersecting and ongoing injustices that influence clinical outcomes of the individuals we serve. Clinical social workers critically evaluate the distribution of power and privilege within clinical systems. Clinical social workers advocate for and apply strategies to eliminate structural barriers to clinical care. Clinical social workers aspire to protect the civil, political, economic, social, and cultural human rights of clients across clinical engagement, assessment, diagnosis, treatment planning, and intervention.

Rating Scale (1–5)

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Assignment: SOCW 664: Crisis Intervention & Cultural Humility

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

Clinical social workers recognize how racism and oppression shape human experiences and influence clinical practice across clinical engagement, assessment, diagnosis, treatment planning, and intervention, as well as in clinical research and policy. Clinical social workers engage in anti-racist practice by identifying the impact of bias on clinical systems while acknowledging that clients are experts of their own lived experiences. Clinical social workers identify and manage their own biases through ongoing self-reflection while practicing cultural humility. Using an intersectional lens, social workers recognize institutional disparities that affect clients' access to care and actively advocate to address those disparities.

Rating Scale (1–5)

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Assignment: SOCW 602: Family Intervention Paper

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

Clinical social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches when conducting clinical research and building practice knowledge. Clinical social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Clinical social workers critically evaluate and critique empirically sound research, including treatment outcome studies, intervention efficacy trials, and practice-based evidence to inform decisions about clinical practice, policy, and programs. Clinical social workers understand the inherent bias in clinical research and integrate that knowledge in their treatment decisions. Clinical social workers access, critique, and synthesize current clinical literature to develop appropriate research questions and hypotheses relevant to clinical practice with individuals, families, and groups. Clinical social workers demonstrate knowledge and skills in assessing reliability and validity of findings of qualitative and quantitative research methods. Clinical social workers use research to inform clinical decision making across engagement, assessment, diagnosis, treatment planning, and intervention, and articulate how clinical experience informs research and evaluation. Clinical social workers disseminate research findings in ways that are usable to clients, families, interprofessional teams, agencies, and broader constituencies.

Rating Scale (1–5)

Use only information or content included in the assignment to rate attainment of the competency. The score that the student received on the assignment may not necessarily correlate to the rating you give them here as it relates to their proficiency of the competency.

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Assignment: SOCW 612: Agency Perspective

Competency 5: Engage in Policy Practice

Clinical social workers engage with social policies at the local, state, federal, and global levels that affect client well-being, human rights, access to clinical services, and the delivery of care. Clinical social workers assess and analyze the historical, social, social, racial, cultural, economic, organizational, environmental, and global influences that shape policies governing mental health, behavioral health, and clinical service delivery. Clinical social workers critically evaluate the history and current structure of social and clinical policies, using rights-based, anti-oppressive, and anti-racist lenses. Clinical social workers intervene in policy processes by contributing to policy formulation, analysis, implementation, and evaluation within a variety of clinical practice settings. Clinical social workers evaluate and advocate for policies that reduce disparities in clinical care, promote equitable access to services, and protect the rights of clients.

Rating Scale (1–5)

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Assignment: SOCW 608: Family Systems Paper

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

Clinical social workers understand that engagement is a collaborative and ongoing component of clinical social work practice with individuals, families, and groups. Clinical social workers value the importance of human relationships and recognize the therapeutic alliance as the foundation of effective clinical practice. Clinical social workers understand practice theories and critically evaluate and apply this knowledge to establish and sustain therapeutic relationships throughout clinical practice. Clinical social workers will self-reflect, understand, and manage bias, power, privilege, and personal values and experiences that may affect engagement with clients from diverse populations. Clinical social workers use collaboration and the principles of self-determination to facilitate engagement with clients, families, and other professionals across clinical settings.

Rating Scale (1–5)

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competency. Evidence is absent, incorrect, or off-target, suggesting limited capacity for this competency.

Assignment: SOCW 602: Psychosocial and Treatment Plan

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

Clinical social workers understand that assessment is an ongoing component of social work practice and that guides diagnosis, treatment planning, and intervention. Clinical social workers understand practice theories and critically evaluate and apply this knowledge in culturally responsive clinical assessment with individuals, families, and groups. Clinical assessment involves a collaborative process of identifying presenting concerns, clinical symptoms, strengths, and protective factors to develop a mutually agreed-upon clinical formulation and treatment plan. Clinical social workers use assessment to develop a holistic understanding of the individuals, families, and groups receiving clinical services. Clinical social workers recognize the implications of the larger practice context in assessment.

Rating Scale (1–5)

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Assignment: SOCW 608: Clinical Theory Demonstration

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

Clinical social workers collaborate with clients and constituencies to develop treatment plans that are guided by engagement, assessment, and diagnoses. Clinical social workers understand evidence-based therapeutic frameworks and critically evaluate and apply this knowledge in selecting culturally responsive interventions for individuals, families, and groups. Clinical social workers identify, analyze, and implement evidence-based and evidence-informed interventions, adapting them to the cultural, developmental, and identity contexts of clients. Clinical social workers participate in interprofessional collaboration to achieve client goals across clinical settings and facilitate effective transitions and clinical endings, in ways that protect client well-being and continuity of care.

Rating Scale (1–5)

Use only information or content included in the assignment to rate attainment of the competency. The score that the student received on the assignment may not necessarily correlate to the rating you give them here as it relates to their proficiency of the competency.

5 — Advanced (Exceeds Expectations)

The assignment or product clearly demonstrates the student's **advanced proficiency of this competency** with this standard. Performance of the competency on the assignment exceeds expectations and shows sophisticated integration of skills, accurate and independent application, and strong professional judgment.

4 — Proficient / Baseline (Meets Competency)

The assignment or product demonstrates the student's **expected attainment** of the competency is at the expected level. Performance meets expectations and is accurate and complete.

3 — Developing (Does Not Yet Meet Competency)

The assignment or product demonstrates a **developing or emerging understanding** of the competency with developing skill. Performance is emerging but inconsistent or incomplete and requires additional practice, supervision, or corrective feedback.

2 — Limited (Does Not Meet Competency)

The assignment or product shows **limited development and application** of the competency and significant gaps in understanding or skill. Evidence of development is minimal, superficial, or uneven, and substantial guidance or remediation is needed.

1 — Insufficient (Does Not Meet Competency)

The assignment or product **fails to demonstrate basic understanding or skill** related to the competency. Evidence is absent, incorrect, or off-target, suggesting limited capacity for this competency.

Assignment: SOCW 605: Single System Design Practice Evaluation Paper

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

Clinical social workers engage in ongoing evaluation as an integral component of clinical social work practice and use evaluation to inform assessment, diagnosis, treatment planning, intervention, and outcomes across the course of care. Clinical social workers systematically assess and analyze clinical processes and outcomes to improve practice effectiveness and service delivery with individuals, families, and groups. Clinical social workers critically evaluate practice outcomes in the context of clinical theories. Clinical social workers intervene through data-informed practice adjustments, using evaluation findings to guide clinical decision-making. Clinical social workers utilize and integrate qualitative and quantitative methods, including standardized outcome measures, clinical observations, and client-reported outcomes, to evaluate clinical effectiveness and improve services.

Rating Scale (1–5)

Use only information or content included in the assignment to rate attainment of the competency. The score that the student received on the assignment may not necessarily correlate to the rating you give them here as it relates to their proficiency of the competency.

5 — Advanced (Exceeds Expectations)

The assignment or product clearly demonstrates the student’s **advanced proficiency of this competency** with this standard. Performance of the competency on the assignment exceeds expectations and shows sophisticated integration of skills, accurate and independent application, and strong professional judgment.

4 — Proficient / Baseline (Meets Competency)

The assignment or product demonstrates the student’s **expected attainment** of the competency is at the expected level. Performance meets expectations and is accurate and complete.

3 — Developing (Does Not Yet Meet Competency)

The assignment or product demonstrates a **developing or emerging understanding** of the competency with developing skill. Performance is emerging but inconsistent or incomplete and requires additional practice, supervision, or corrective feedback.

2 — Limited (Does Not Meet Competency)

The assignment or product shows **limited development and application** of the competency and significant gaps in understanding or skill. Evidence of development is minimal, superficial, or uneven, and substantial guidance or remediation is needed.

1 — Insufficient (Does Not Meet Competency)

The assignment or product **fails to demonstrate basic understanding or skill** related to the

competency. Evidence is absent, incorrect, or off-target, suggesting limited capacity for this competency.