2017 BSW STUDENT HANDBOOK

ADMINISTRATION AND STAFF

James Beeby, Ph. D.
Dean, College of Liberal Arts
812/ 464-1853
jmbeeby@usi.edu

Joan deJong, MFA
Assistant Dean, College of Liberal Arts
812/ 465-1214
jkempf@usi.edu

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

Vaughn DeCoster, Ph. D.
Social Work Department Chair
812/465-1003
vadecoster@usi.edu

C. Christy Baker, MSW
BSW Program Director
812/ 465-7116
ccbaker@usi.edu

Bonnie Rinks, LCSW, ACSW
Director of Field Education
812/ 465-1106
berinks@usi.edu

Connie Epley
Senior Administrative Assistant
ED 0126, 812/ 465-7158
cepley@usi.edu

Cathy Coomes
Administrative Assistant
ED 0129, 812/ 464-1843
cloomes@usi.edu
UNIVERSITY OF SOUTHERN INDIANA
BSW STUDENT
HANDBOOK

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

It is the policy of the USI 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 veteran status. Questions or concerns should be directed to the:

Affirmative Action Officer
USI Human Resources Department
WA 159
University of Southern Indiana
8600 University Boulevard
Evansville, Indiana 47712-3596
Telephone: 812/ 465-7115

Office hours are 8 a.m. to 4:30 p.m., Monday through Friday

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

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

Office hours are 8 a.m. to 4:30 p.m., Monday through Friday

http://www.usi.edu/liberalarts/social-work
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GENERAL UNIVERSITY INFORMATION

Founded in 1965, the University of Southern Indiana enrolls more than 10,500 dual credit, undergraduate, graduate and doctoral students in more than 80 majors. A public higher education institution, located on a beautiful 1,400-acre campus in Evansville, Indiana, USI offers programs through the College of Liberal Arts, Romain College of Business, College of Nursing and Health Professions and the Pott College of Science, Engineering, and Education.

USI is a Carnegie Foundation Community Engaged University and offers continuing education and special programs to more than 19,000 participants annually through its Division of Outreach and Engagement. The University offers study-abroad opportunities in more than 60 countries, and is host to international students from around the globe.

A competitive member of NCAA Division II and the Great Lakes Valley Conference, USI offers 17 varsity intercollegiate men's and women's sports. Additionally, there are more than 100 student organizations on campus.

President Linda L. M. Bennett is USI's third president and was inaugurated in 2009. Under her leadership, the University continues a tradition of affordable excellence for students, while moving forward with a bold strategic plan to achieve excellence through innovation and engagement and position USI as a top choice for college students across the state and region as well as attract high caliber students from around the country and the world.

University Mission
USI is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community. The University's vision statement is “Shaping the future through learning and innovation.”

The mission and vision statements grew out of a strategic planning process that was approved by the University's Board of Trustees in 2016. Through 2020, USI will focus on excellence in learning for the entire USI community, access and opportunity by design, and purposeful and sustainable growth. Learn more about the Strategic Plan at https://www.usi.edu/strategicplan/.

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

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

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

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

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

A major emphasis of USI is the delivery of credit programs. The primary curricular offerings include liberal arts, pre-professional, professional, technical, and occupational programs at the associate, baccalaureate, master’s, and doctoral levels. The University provides comprehensive outreach and public service programs of short duration including workshops, conferences, seminars, and instructional courses. These programs will increase as the University continues to address economic, social, and cultural needs in the region as well as in the state. USI’s location in Evansville, the center of a predominantly rural region dotted with smaller population centers, gives it opportunities to increase educational access by both traditional means and through distance learning.

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

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

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

**University Board of Trustees**
A board of nine trustees, appointed by the Governor of the State of Indiana, governs the University. The Board meets in regular session six times each year and holds an annual meeting in July. The USI Board of Trustees is governed by Indiana Code which defines the creation, organization, powers, and responsibilities of the Trustees. More information including a list of current trustees is available online.

**Officers of the University**
Linda L. M. Bennett, *President*
Ronald S. Rochon, *Provost*
Cynthia S. Brinker, *Vice President for Government and University Relations*
Steven Bridges, *Vice President for Finance and Administration*
David A. Bower, *Vice President for Development, USI Foundation President*
Andrew Wright, *Vice President for Enrollment Management*

**Accreditation and Memberships**
The University of Southern Indiana is accredited for ten years at the baccalaureate and master’s levels by The Higher Learning Commission of the North Central Association of Colleges and Schools. Programs in accounting, art, business, chemistry, education, engineering, health professions, and social work are accredited by the appropriate professional organizations and state agencies. Accreditation reviews by regional and discipline-based organizations continue to be prime indicators of quality.

See a full list of Accreditations and Memberships at [http://www.usi.edu/about/accreditation-memberships](http://www.usi.edu/about/accreditation-memberships)

**Academic Programs**
USI is committed to high standards for student academic achievement and conduct, developing a strong faculty, advancing technological innovation, and providing personalized attention to actions and outcomes. Excellence in teaching and learning is a primary goal of the University, as is the encouragement of students and faculty to engage in creative activity, diverse scholarship, applied research, and service and outreach activities. These academic goals are designed to expand knowledge, improve instruction, increase learning, and provide optimum service to the University and the region.

The University offers an array of undergraduate programs and select graduate programs designed to foster an atmosphere conducive to study, teaching, free exchange of ideas, ethical inquiry and responsible citizenry. Essential to fulfilling this commitment is the development of teaching faculty who excel in their roles as educators, creative scholars, and researchers, thereby benefitting the profession, the University, the region, and society.

Baccalaureate degrees normally may be completed in four years by a student attending classes on a full-time (15 or more hours/semester) basis. All baccalaureate degree programs include components from the academic core and the specialized degree program curriculum. Specific requirements for
undergraduate and graduate programs are described in the USI Bulletin at www.usi.edu/academics/bulletin/.

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 lectures, 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 or at http://www.usi.edu/news.

Non-Discrimination Statement
The University is an equal employment opportunity/affirmative action employer. It is the policy of USI 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 veteran status. Questions or concerns should be directed to the:

Affirmative Action Officer
USI Human Resources Department
WA 159
University of Southern Indiana
8600 University Boulevard
Evansville, Indiana 47712-3596
Telephone: 812/465-7115
Office hours are 8 a.m. to 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 the use of University facilities.

University of Southern Indiana is a smoke-free campus.
BACHELOR OF SOCIAL WORK (BSW) PROGRAM INFORMATION

BSW PROGRAM HISTORY

The development of the Bachelor of Social Work (BSW) Degree at USI began in 1974 when the University was a branch campus of Indiana State University East (ISUE). Courses in Social Work were offered as a part of the Social Science curriculum in the School of Liberal Arts. In 1980, a degree in Social Sciences with a concentration in Social Work was implemented under the auspices of the Sociology Department. A Bachelor of Social Work degree was approved by the University’s Board of Trustees and the Commission on Higher Education in 1986. The BSW Program became autonomous within the School of Education and Human Services, later known as the Bower-Suhrheinrich College of Education and Human Services. In the fall of 2011, the Social Work Department joined the College of Liberal Arts. The BSW Program was awarded initial accreditation in 1991, retroactive to 1988. The Program has been continuously accredited by the Council on Social Work Education (CSWE) since the 1988 accreditation.

Social Work Department Mission
The Social Work Department prepares students for competency-driven practice focused on evolving issues in the community.

BSW Program Mission
The BSW Program prepares students with knowledge, skills, and values for generalist practice with diverse populations and emerging social issues.

BSW Program Goals and Objectives
1. Educate generalist practice students on the nine competencies of social work practice.
   
   Objectives:
   a. Integrate competency-driven learning throughout the BSW curriculum.
   b. Use technology to enhance course delivery.
   c. Use current scholarship and best practices in assignments in the BSW curriculum.
   d. Use field trips, international programs, speakers, service learning, and forums to enrich student learning about diversity.
   e. Annually update curriculum and course content in response to evaluation feedback, changes in best practices, and community needs.
   f. Sponsor annual events that facilitate dialogue and exchange between alumni and students.
   g. Implement a comprehensive model of student advising that makes the best use of the Department’s student leaders, administrative staff, and faculty members.
   h. Use course exercises and assignments to promote student awareness of self as an instrument of change.

2. Use research as the foundation for discovering best practices in education and community engagement.
   
   Objectives:
   a. Develop and carry out research focused on social justice in collaboration with the Center for Social Justice.
   b. Conduct faculty/student research.
c. Use exit surveys, alumni surveys, employer surveys, student focus groups, and benchmarking rubrics to monitor BSW program processes and outcomes

3. **Model and promote the ethics of service.**

   **Objectives:**
   
   a. Serve on boards, committees, and as members of regional organizations that support and promote the values of professional social work.
   
   b. Faculty members and students will seek and respond to organizational and community service needs in the region.
   
   c. Sponsor student organizations that recognize academic excellence and promote student service.

**BSW PROGRAM OF STUDY**

The BSW program of study requires the University Core 39 ([https://www.usi.edu/core39](https://www.usi.edu/core39)), social work required courses, and elective courses. Students who entered the University prior to Summer 2013 will follow the University Core Curriculum ([https://www.usi.edu/uccore](https://www.usi.edu/uccore)). The following pages provide the Core 39 and University Core Curriculum Checklists, Advisor’s Check Sheets, Student 4-Year Course Plans, and BSW prerequisite course requirements.

The undergraduate student who selects social work as a pre-major must complete the required prerequisite courses that are part of the Core 39 and additional prerequisite courses that are not included in the Core 39. Please review the information on the following pages and carefully work with an assigned faculty advisor to select the courses that will meet the prerequisite requirements for each semester.

The undergraduate program in social work is designed to allow completion of the program on a full-time or part-time basis. A minimum of 51 semester hours of social work coursework is required for graduation. The final two semesters include field placements in the fall semester (150 hours) and in the spring semester (300 hours) for a total of 450 hours. Students must move through the required courses in the approved sequence, observing course prerequisites and co-requisites. All Social Work majors complete the following courses:

- **SOCW 221** - Introduction to Social Work
- **SOCW 222** - Social Welfare: Emergence of the Social Services
- **SOCW 239** - Human Behavior and the Social Environment
- **SOCW 241** - Social Work Intervention
- **SOCW 325** - Introduction to Social Work Statistics
- **SOCW 326** - Introduction to Social Work Research
- **SOCW 340** - Communications Skills
- **SOCW 341** - Social Welfare Policy: Program and Service Delivery Analysis
- **SOCW 342** - Social Work Practice with Micro Systems I
- **SOCW 343** - Social Work Practice with Micro Systems II
- **SOCW 344** - Social Work Practice with Macro Systems
- **SOCW 401** - Social Work Practicum I
Council on Social Work Education BSW Curriculum Policy Statement
The BSW Program curriculum has been developed based on the guidelines provided in the Council on Social Work Education (CSWE) Curriculum Policy Statement. Please see the Appendices for a copy of the required CSWE Competencies.

Academic Load and Performance
The recommended academic load for a full-time undergraduate student ranges from 15-18 semester credit hours. The Director of the Undergraduate Program must approve an overload if the student wishes to register for more than 18 credit hours.

Each student begins as a Pre-Social Work major and is changed to the status of Social Work major upon completion of the BSW admission process. Students are required to have an overall GPA of 2.75 for admission to the BSW Program.

Social Work majors are expected to maintain the required overall 2.75 GPA and a minimum GPA of 2.75 in all social work major courses. All required social work courses taken after admission into the BSW Program must have a minimum grade of C+. Students are eligible to enter field placements if they maintain the GPA and complete prerequisite requirements. Students who are placed on Social Work Department academic probation are given one semester to improve their GPA.

The Social Work Department is governed by Academic Regulations and Policies in the University Bulletin. Students are expected to read and understand the regulations and policies therein, paying special attention to: Student Rights and Responsibilities, the Academic Grievance policy, the Academic Retention policy, and the policies for Academic Progress and Graduation, including Grading Practices and Graduation with Honors.

University Core 39
A university education prepares individuals to live wisely in a diverse and global community by helping students acquire both discipline-specific competence and broader knowledge and skills that reach across disciplines. Core 39 includes courses in the broad traditions of the liberal arts and a common set of experiences that are integrated across the curriculum. In our core, students expand foundational skills in communication and critical thinking, explore how different fields create and use knowledge, broaden their viewpoints through the study of diverse and global perspectives, and refine their writing skills through writing intensive experiences. University Core 39 became effective Fall 2014. University Bulletin 2014-2015, pg 1498.

University Core Curriculum
Through the University Core Curriculum, USI encourages in all students the desire and ability to achieve personal growth and contribute meaningfully to society. The University Core Curriculum involves non-specialized, non-vocational learning that views students first as human beings, equipping them to
harness their full intellectual, aesthetic, emotional, and physical resources to improve their lives and the lives of those around them. The program is based on the premise that students must know themselves and their world before they can become responsive and responsible leaders. It assumes that students need to think clearly, speak and write well, live according to consistent ideals, understand public issues, and use knowledge wisely. [https://www.usi.edu/uccore](https://www.usi.edu/uccore).

**Minor in Social Work**
Social Work majors are **not required** to complete a minor. Students who elect to complete a minor may find information in the University Bulletin at [http://bulletin.usi.edu/content.php?catoid=3&navoid=107](http://bulletin.usi.edu/content.php?catoid=3&navoid=107). In order to have a minor recorded on the transcript students must complete a Change of Academic Program form and submit it to the Registrar’s office.

**Double Major in Social Work**
Students who seek to complete a second major must review the University requirements for a double major and contact the appropriate department for the major requirements. A student declaring a double major must inform the USI Registrar which major is to be the “first major” and which is to be the “second major.” If students decide to declare a second major they should complete a Change of Academic Program form and indicate a second major. Students who decide to pursue a double major should be advised by both academic departments for the purpose of understanding individual departmental requirements.

**Course Sequence and Program of Study**
Students should meet regularly with a Social Work Department advisor in order to insure the completion of classes in the recommended sequence. Careful planning will result in degree completion in a timely manner. All pre-major prerequisite courses must be completed prior to beginning courses in the Social Work major. A student must be officially admitted to the Program in order to take courses designated as “Majors Only” classes. The 4-Year Course Plan and Social Work Check Sheet outline the program of study Social Work students are required to complete. Many of the classes have prerequisites. Please pay careful attention to these requirements when you plan your schedule.
Bachelor of Social Work
4-Year Course Plan—Core 39

The Social Work degree will include the courses listed below. Students work closely with faculty advisors to determine individual schedules.

**FRESHMAN YEAR**

**Fall Semester**
- English 101 + (FS)
- Social Work 221 +
- Political Science 102 + (WOK/Social Inquiry)
- Psychology 201 + (BS/Social Science)
- UNIV 101 (FS)
- Math 100 + * (or Elective)

**Spring Semester**
- English 201 (FS)
- Social Work 222 +
- Sociology 121 (Diversity, EE) +
- Psychology 261 +
- Biology 105 + (Natural Science 4 hrs)

**SOPHOMORE YEAR**

**Fall Semester**
- Moral & Ethical Reasoning (WOK)
- Social Work 239 +
- Communications 101 or 107 (FS)
- Math 111 or 114* (FS)
- Writing Intensive (EE)** or Elective

**Spring Semester**
- U.S. History (WOK, Historical Inquiry)
- Social Work 241+
- Additional WOK
- Physical Activity & Wellness (FS, 1hr)
- Elective

**JUNIOR YEAR**

**Fall Semester**
- Social Work 325
- Social Work 340
- Social Work 342
- Social Work 344
- Elective

**Spring Semester**
- Social Work 326
- Social Work 341 (Writing Intensive, EE)
- Social Work 343
- Natural Science (BS)
- Elective

**SENIOR YEAR**

**Fall Semester**
- Social Work 401
- Social Work 402
- World Languages and Culture (BS/WLC)
- Global (EE)
- Elective

**Spring Semester**
- Social Work 411 (6 hrs)
- Social Work 412
- Social Work 413
- Elective

*Prerequisite for admission to the Social Work Program must have a grade of C or better.

Social Work courses that are prerequisites for admission must have a 2.75 grade point average.

* A student who completes Math 111 or 114 with a grade of C or better is not required to complete Math 100.

** If a student completes the Writing Intensive with a WLC class, they can use this as an elective.

FS-Foundation Skills, BS-Bachelor of Science, WOK-Ways of Knowing, EE-Embedded Experience, WLC-World Language & Culture.

Students must take four courses with Embedded Experiences: Diversity (1), Global (1), Writing Intensive (2).
### SOCIAL WORK CHECK SHEET-Core 39

<table>
<thead>
<tr>
<th>Name _______________________________</th>
<th>Student ID # _______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Mail Address ______________________</td>
<td>Cell # ___________________ Home # ____________</td>
</tr>
<tr>
<td>Advisor ______________________________</td>
<td>Minor ________________________________________</td>
</tr>
</tbody>
</table>

#### Core 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Taken</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td></td>
<td>6 Hours</td>
</tr>
<tr>
<td>ENG 101 +</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>ENG 201</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>3 Hours</td>
</tr>
<tr>
<td>CMST 101 or 107</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>3-4 Hours</td>
</tr>
<tr>
<td>Math 111 or 114*</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>Physical Activity and Wellness</td>
<td></td>
<td>1 Hour</td>
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<tr>
<td>KIN 192 or KIN 281</td>
<td>_______________</td>
<td>____________</td>
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<tr>
<td>First Year Experience</td>
<td></td>
<td>1 Hour</td>
</tr>
<tr>
<td>UNIV 101</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td></td>
<td>7 Hours</td>
</tr>
<tr>
<td>Natural Science</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>BIO 105/Lab +</td>
<td>_______________</td>
<td>____________</td>
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<tr>
<td>Social Sciences</td>
<td></td>
<td>3 Hours</td>
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<tr>
<td>PSY 201 +</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>World Language and Culture (BS)</td>
<td></td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

### Additional Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Taken</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 261 +</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 100* +</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 111 or 114*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 221 +</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 222 +</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 239 +</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 241 +</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 325</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 326</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 340++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 341++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 342++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 343++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 344++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 401++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 402++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 411++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 412++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 413++</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Taken</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAYS OF KNOWING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical Inquiry</td>
<td></td>
<td>3 Hours</td>
</tr>
<tr>
<td>HIST 101 or 102</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>Moral and Ethical Reasoning</td>
<td></td>
<td>3 Hours</td>
</tr>
<tr>
<td></td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>Social Inquiry</td>
<td></td>
<td>3 Hours</td>
</tr>
<tr>
<td></td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>Additional Ways of Knowing (WOK) ++</td>
<td></td>
<td>3 Hours</td>
</tr>
<tr>
<td>Creative &amp; Aesthetic Expression</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>Science</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>World Language &amp; Culture</td>
<td>_______________</td>
<td>____________</td>
</tr>
</tbody>
</table>

### Embedded Experiences

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Taken</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td></td>
<td>200+ Level</td>
</tr>
<tr>
<td>Diversity</td>
<td>_______________</td>
<td>____________</td>
</tr>
<tr>
<td>SOC121 +</td>
<td>_______________</td>
<td>____________</td>
</tr>
</tbody>
</table>

### Diversity + Writing Intensive + Global

+ Prerequisites for admission to the Social Work Program must have a grade of C or better. Social Work courses that are prerequisites for admission must have a 2.75 grade point average.

* A student who completes Math 111 or Math 114 with a grade of C or higher is not required to complete Math 100.

++ One 3-hour course required as additional Ways of Knowing

+++ Courses may be taken by Social Work majors only.

120 hours required for graduation.

Core 39 Requirements and Course Descriptions

[http://www.usi.edu/core39](http://www.usi.edu/core39)

Students must complete the formal BSW application process and be admitted to the program to take courses designated Social Work Major.

To view the BSW admissions requirements visit:

[http://www.usi.edu/liberalarts/social-work/program-admission](http://www.usi.edu/liberalarts/social-work/program-admission)
### BSW PREREQUISITE REQUIREMENTS

<table>
<thead>
<tr>
<th>REQUIRED COURSES FOR MAJOR</th>
<th>PREREQUISITES</th>
<th>SEMESTERS AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>221 Intro to Social Work</td>
<td>None</td>
<td>F, Sp, Su</td>
</tr>
<tr>
<td>222 Social Welfare</td>
<td>None</td>
<td>F, Sp, Su</td>
</tr>
<tr>
<td>239 Human Behavior in the Social Environment</td>
<td>SOCW 221, 222, SOC 121, PSY 201, 261, BIOL 105</td>
<td>F, Sp, Su</td>
</tr>
<tr>
<td>241 Social Work Intervention</td>
<td>SOCW 221, 222, PSY 201, 261, SOC 121, BIOL 105</td>
<td>F, Sp, Su</td>
</tr>
<tr>
<td>325 Social Work Statistics</td>
<td>SOCW 221, MATH 100 (or higher)</td>
<td>F</td>
</tr>
<tr>
<td>326 Social Work Research</td>
<td>SOCW 325, Social Work majors or permission of instructor</td>
<td>Sp</td>
</tr>
<tr>
<td>340 Communications Skills Lab</td>
<td>Social Work Majors Only</td>
<td>F</td>
</tr>
<tr>
<td>341 Social Welfare Policy</td>
<td>Social Work Majors Only</td>
<td>Sp</td>
</tr>
<tr>
<td>342 Micro systems I</td>
<td>Social Work Majors Only</td>
<td>F</td>
</tr>
<tr>
<td>343 Micro Systems II</td>
<td>Social Work Majors Only</td>
<td>Sp</td>
</tr>
<tr>
<td>344 Macro Systems</td>
<td>Social Work Majors Only</td>
<td>F</td>
</tr>
<tr>
<td>401 Social Work Practicum I</td>
<td>MUST take with SOCW 402, senior standing, permission &amp; completion of all 300 level required Social Work courses</td>
<td>F</td>
</tr>
<tr>
<td>402 Social Work Practice I- Integration Seminar for Practicum I</td>
<td>MUST take with SOCW 401, senior standing, permission &amp; completion of all 300 level required Social Work courses</td>
<td>F</td>
</tr>
<tr>
<td>411 Social Work Practicum II</td>
<td>MUST take with SOCW 412, senior standing, permission, &amp; completion of SOCW 401 &amp; 402</td>
<td>Sp</td>
</tr>
<tr>
<td>412 Social Work Practice II</td>
<td>MUST take with SOCW 411, senior standing, permission, &amp; completion of SOCW 401 &amp; 402</td>
<td>Sp</td>
</tr>
<tr>
<td>413 BSW Project: Research Study</td>
<td>SOCW seniors only</td>
<td>Sp</td>
</tr>
</tbody>
</table>

### SOCIAL WORK ELECTIVES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PREREQUISITES</th>
<th>SEMESTER AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 223- Introduction to Gerontology</td>
<td>None</td>
<td>F</td>
</tr>
<tr>
<td>SOCW 224- Introduction to Social Justice</td>
<td>None</td>
<td>F</td>
</tr>
<tr>
<td>SOCW 238- Disabilities in Contemporary Society</td>
<td>None</td>
<td>Sp</td>
</tr>
<tr>
<td>SOCW 323 – Social Work Practice with the Aged</td>
<td>None</td>
<td>Sp</td>
</tr>
<tr>
<td>SOCW 390- Independent Study in Social Work</td>
<td>Junior standing + permission of the instructor</td>
<td>F, Sp, Su</td>
</tr>
<tr>
<td>SOCW 392 – Global Social Work</td>
<td>SOCW 221,sophomore standing, &amp; permission of the instructor</td>
<td>Sp</td>
</tr>
<tr>
<td>SOCW 400- Special Topics in Human Service Pract</td>
<td>Sophomore standing</td>
<td>Sp</td>
</tr>
<tr>
<td>- Child Abuse and Neglect</td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>- Child Abuse and Neglect II</td>
<td></td>
<td>F, Sp</td>
</tr>
<tr>
<td>- Substance Abuse</td>
<td></td>
<td>Su</td>
</tr>
<tr>
<td>-Understanding Adoption</td>
<td></td>
<td>Su</td>
</tr>
<tr>
<td>-Mindfulness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 490- Social Work in Jamaica</td>
<td>SOCW 221,sophomore standing, &amp; permission of the instructor</td>
<td>Sp</td>
</tr>
</tbody>
</table>
BSW Academic 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.

Students are assigned a faculty advisor through several routes at USI. They may be assigned an advisor in Social Work if they declare Pre-Social Work as a major upon entering the University; they may seek advising assistance as a transfer student; or they may be assigned a Social Work faculty advisor by completing a change of major form. It is essential that each student work closely with an advisor in order to complete the required prerequisites and meet the guidelines for admission and graduation. Students are expected to seek out their faculty advisors for questions and discussions related to career issues, registration, and academic performance. University deadlines, procedures for graduation, and other technical questions should be addressed to the Social Work Department Office.

Social work faculty members are available throughout the semester, and office hours are posted on course syllabi and on Blackboard. Faculty members provide additional advising hours during pre-registration to accommodate increased needs of students. It is essential that students meet with their advisor and plan their schedules in order to complete required courses. Students register for courses online via MyUSI. Course information can be found in the University Class Schedule, which is available each semester online at www.usi.edu/academics/class-schedules/. Information and procedures on how to register are available in the Registrar’s Office or at http://www.usi.edu/registrar/registration. You must have a USI username and password in order to register. Students needing assistance with registration may come to the Social Work office to seek help.

Please carefully review information on suggested course sequence and prerequisite requirements prior to meeting with your advisor. Students may make arrangements to have a virtual online advising meeting with the faculty advisor. Students who are on academic probation or experiencing difficulties must meet in person with their assigned faculty advisor.

Grading: The University Bulletin contains all university policies related to grading. Students are responsible for carefully reading course syllabi for specific course grading policies. The BSW Program requires that all students who are majors maintain an overall grade point average of 2.75 and complete required social work courses with a grade no lower than a C+.

Graduation Checkout: The preliminary review of courses needed to complete graduation requirements is instituted at the time a student applies for admission to field. The formal application for graduation is completed by the Social Work Department. Students will review and sign the application as a part of the Orientation to Field at the beginning of the fall semester in their senior year. Students should meet with the Director of the Undergraduate Program to update any changes made on the formal application during Orientation to Field. Information on graduation requirements (completion of the Diploma Form, etc.) can be found on the USI website at http://www.usi.edu/registrar/graduation. Students are responsible for completing the Diploma Form and the Reservation for Graduation.
Communication Techniques
The main methods of providing students with information about the BSW Program and Social Work Department and its activities are electronic mail (email), bulletin boards, Social Work Department webpage, monitors located in the Social Work lounge, and the BSW Student Facebook site and Social Work Club meetings. Students should regularly check their USI email and the electronic bulletin boards located in the Social Work lobby, the bulletin boards in the classrooms, and in the Social Work Lab. These boards and the website provide announcements, employment and career information, upcoming workshops and continuing education opportunities, information on admission, field programs, current news, student advising and other matters of interest.

Faculty mailboxes, student association mailboxes, voice mail, email, MyUSI, or Blackboard should be utilized to leave messages related to course work, advising and request for appointments. Students are encouraged to meet with their advisors to maintain a current program of study, linkages to the profession, and information on developments in the Social Work Department, USI, and the broader community.

Both the Social Work Department and USI increasingly utilize email as a primary method of distribution of information. Blackboard class chat rooms and assignment boards are also used. Students are expected to regularly check their MyUSI email accounts. The official USI email assigned to students will be utilized for all electronic communication with students.

Computer Literacy
Students who are familiar with basic personal computer operations, word processing, and use of the internet may find themselves at a distinct advantage in the program. Resources for those unfamiliar with basic computer operations are available through USI and in the surrounding community to acquire computer proficiency, and students should strongly consider receiving such training, if needed, prior to their entrance into the BSW Program. There are several courses on basic computer literacy available at USI and in most universities. Students are also encouraged to become familiar with statistical software, especially Statistical Package for Social Sciences (SPSS), while completing their undergraduate program.

Some coursework on campus and through distance education networks provide students with online class opportunities. Due to significant computer usage needed for online coursework, students are encouraged to have home access to a personal computer. The computer requirements are as follows:

- An IBM or IBM-Compatible PC Pentium II or greater processor (Plus Windows ‘10 or higher) or Macintosh Power PC-68040 or greater processor PLUS
- 256 Megabytes of RAM (512 Megabytes recommended)
- 500 Megabytes of free hard disk space
- Graphics-based web browser that must be Java-enabled (Examples include MS Internet Explorer 6 or later, Netscape 7.1 or later, Firefox 1.5 or later)
- Broadband Internet Connection
- Email account provided to registered USI students through MyUSI
- CD-ROM
- Sound card and speakers
Note:
1. Some courses may require the use of technologies such as streaming audio and video or large file downloads. These require more processor power, more computer memory, and/or a high-speed internet connection for good performance.
2. Check with the instructor regarding software preferences before making a software purchase.
BACHELOR OF SOCIAL WORK ADMISSION

Please read the following information carefully and follow the instructions provided.

All application materials must be received in the Social Work Department Office by 4:30 PM on January 29 or May 11 (same dates for every year)

- Students who submit a completed application by the January 29th deadline will be eligible for early registration in courses designated for Social Work Majors Only.
- The May 11th deadline is reserved for students who have not completed the six hours of social work prerequisite coursework by January 29.
- Students should apply as soon as they are eligible in order to insure admission and timely registration.

All students who meet the minimum academic requirements and have an interest in the field of social work are invited to apply. No student will be denied admission on the basis of race, sex, religion, disability, age, national origin, sexual orientation, or veteran status.

Students may declare social work as a pre-major upon enrollment at USI. However they must submit an application and be accepted in order to continue as a major in the department. Students who seek to major in social work should contact an advisor in the Social Work Department at 812/464-1843. For additional information on admission to the University contact the Admissions Office at 812/464-1765.

The BSW Program is designed for students who desire a professional degree in preparation for entry into social work positions within local, state, and federal social service agencies and programs. The USI Social Work degree program is fully accredited by the Council on Social Work Education (CSWE). The Program has been developed on a solid liberal arts foundation through the University Core Curriculum and integrated with professional social work knowledge. The major is based on the “generalist” social work practice model. The principle program goal is to prepare students for beginning social work practice. To ensure that the program selects and graduates students who will be representatives of the highest standards of professionalism, a formal admission process has been developed for students seeking entrance into the program. The Admissions Committee is comprised of Social Work faculty and professional social workers in the community. Students are asked to provide feedback on the admission process.

Admission Requirements

Students must meet the following minimum requirements in order to be eligible for admission to the BSW Program.

1. Submit a complete application packet by the required deadline. The application packet should include the following three items which are available on-line at http://www.usi.edu/liberalarts/social-work/program-admission.
   - Two signed copies of the completed application
• Two reference forms – Each form must be placed in a sealed envelope by the person providing the reference and returned to the applicant for inclusion in the packet.
• Two copies of the Personal Statement

2. Pre-Admission Social Work Courses. These courses must be completed with a GPA of 2.75 and a grade no lower than C in each class before admission to the social work program will be granted. At least two of the courses must have an official grade at the time an application is submitted.
  • SOCW 221: Introduction to Social Work
  • SOCW 222: Social Welfare: Emergence of the Social Services
  • SOCW 239: Human Behavior and the Social Environment
  • SOCW 241: Social Work Intervention

3. Core 39 Restrictions
Students entering the University during the fall 2014 semester or later will be required to complete Core 39. Students must complete 30 hours of Core 39 courses before admission to the social work program. The following courses must be completed with a minimum grade of C:
  • Composition
    o ENG 101: Rhetoric and Composition I: Literacy and the Self
  • Natural Science with Lab
    o BIOL 105: Biology of Human Concern
  • Social Science/Diversity
    o PSY 201: Introduction to Psychology
    o PSY 261: Lifespan Developmental Psychology
    o SOC 121: Principles of Sociology
    o POLS 102: Introduction to American Politics (Students who attend a junior college may take State and Local Government.)
  • Mathematics
    o A math class at 100 level or higher

Students may be enrolled in prerequisite courses at the time they apply for admission to the program. However, all prerequisite courses must be completed before beginning the “majors only” courses.

Satisfactory completion of the application is required. It is the applicant’s responsibility to provide all materials to the Social Work Department by the application deadline. The application will not be reviewed by Admission Committee members until the application packet is complete. Applicants may be asked to complete an interview if a member of the committee has a question based on materials submitted.

Please note: The program does not grant academic credit for life work or work experience in lieu of social work courses or field content
Transfer Students

Transfer students are expected to meet the minimum requirements for admission to the Social Work Program. Students may receive information on admission to USI via the website at www.usi.edu/admission/ or by calling the Admission Office at 812/465-1765. In addition:

1. Students must be admitted to USI before the Social Work Department can consider an application for admission to the BSW program.
2. A general credit evaluation is completed for all entering transfer students by the Credentials Analyst, Transfer Evaluation Section of the USI Registrar’s Office. Transfer students should submit official transcripts from each school attended when they apply to USI.
3. Once admitted to USI and provided a username and password, students may electronically retrieve information on how courses transferred to USI by running a Degree Works located on the student’s self-service records.
4. If a student has questions about CORE 39 courses prior to transferring, they should contact the Social Work Department at 812/464-1843. Questions can be answered by telephone, email or in person by meeting with an advisor from the Social Work Department. A list of transfer equivalencies for Social Work courses is maintained by USI and the Social Work Department and can be provided to students at their request. If a student believes a social work course will transfer, he/she should obtain a course description from the college or university where the course was taken. This course description can then be reviewed by Social Work Department faculty and staff in order to determine transferability.
5. Students who have earned an Associate of Arts/Sciences degrees from universities that have articulation agreements with USI should note the Social Work CORE 39 restrictions.
6. Students enrolled in college-level work at a regionally accredited institution of higher learning while still in high school will receive college credit if the college courses meet standards for transfer and are submitted on an official college transcript.
7. All transfer students are required to complete a university orientation session. This may be completed online if the student meets the credit hour requirement.
8. Students should meet with a Social Work Department advisor to plan their academic program and complete registration.

Criteria for Evaluation of the Admission Application

Admission decisions for the BSW Program are based on evidence that the applicant:

1. Meets the GPA requirements
2. Has completed the required prerequisite classes
3. Has a commitment to social work values
4. Has a basic understanding of the generalist social work practices
5. Demonstrates professional behaviors and attitudes
6. Demonstrates emotional maturity
7. Demonstrates stable mental and emotional processes
8. Demonstrates excellent writing skills. (The personal statement submitted is evaluated on punctuation, spelling, grammar, syntax, organization, and the ability to clearly express ideas).
9. Demonstrates excellent communication skills
10. Demonstrates good critical thinking and analytic ability, including evidence of good judgment
11. Has relevant work and/or volunteer experience
12. Submits two references from university faculty members who have taught the student. Students are encouraged to review the reference form and request references from faculty who will be able to answer the questions. Each category is scored. Submission of references with “unable to judge” statements will result in a lower score.

References from relatives, friends, and family will not be accepted. References must come from university or college professors who you have had for a class.

Indiana Public Law 11-1994 (Sexual Offender Law) and BSW Admission

In order to fully comply with Indiana Public Law 11-1994, USI will conduct a criminal history check specific to convictions for sex offenses against children for students requesting admission to the Social Work Program. This check will be conducted at the point of admission and upon entering each field placement. A student who has been convicted of sex offenses against children as identified in P.L. 11-1994 will not be granted admission to or allowed to continue in the 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 an 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 Public Law 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.”

Re-Admission Requirements

Students who leave the BSW Program in good standing before completing requirements for the BSW degree may request re-admission by following the steps listed below.

1. Complete the BSW Re-Admission Application.
2. Contact the Director of the BSW Program to review your file and status with the program.
3. Develop a new Check Sheet to determine the feasibility and timetable for your degree completion.
4. Submit a letter to the Admissions Committee stating how you have dealt with the obstacle(s) or problem(s) that led to your not completing the program previously.
5. Submit one letter of reference from a current employer.
6. If the student has been away from USI for one academic year or longer the student must apply for readmission to the university.

The Director of the BSW Program will work with students to review their status and request for re-admission. If students are re-admitted, they will be required to follow the *USI Bulletin* in effect at the time of readmission. In order to count toward the BSW degree, course work must have been completed within seven years prior to a student’s enrollment in the first course(s) that count for degree credit in the program. For courses that exceed this time limit, students must either validate the previous credit or retake the course(s) in order to meet degree requirements. Validation requirements are determined by faculty who teach in each curriculum area.

### Dismissed Students

Students who were dismissed from the BSW program and would like to reapply are required to use the full application procedure that all new applicants follow. In addition, the applicant must provide substantial documentation to verify that the situation(s) leading to the dismissal is/are resolved.

### Notification of Applicants

Students are given feedback on the progress of the application throughout the committee process, primarily through email. Information will include a timeline with timeframes on when to expect a letter of notification, orientation, and registration schedule. Students are notified of the committee’s decision in writing. An electronic copy may also be sent at the student’s request. Please notify the Social Work Department if you have a change of contact information. All communication is based on information provided on the application.

The committee will make every attempt to notify students of the status of their application by the time priority registration begins. In order for the committee to respond in a timely manner, the Admission Packet must be complete at the time of submission. Students will be admitted to the program on a conditional or a probationary status. Once students succeed in completion of all prerequisites, maintaining the required GPAs, completion of Orientation, and completion of a national and local criminal history check, they will be unconditionally admitted to the program. A student may also be denied admission. Any student who is denied admission may appeal in writing to the Admission Committee. If the appeal is denied by the Admission Committee, the applicant may appeal to the Chair of the Social Work Department.

All information submitted during the application process becomes the property of the Social Work Department and will be kept confidential. When a student is officially admitted into the Social Work program, his/her academic progress will be periodically reviewed based on the standards in the BSW Handbook.
Questions about application or admission to the BSW Program should be addressed to:
C. Christy Baker, BSW Program Director, Coordinator of Undergraduate Admission
Social Work Department
University of Southern Indiana
8600 University Blvd., Evansville, Indiana 47713
Phone: 812/465-7116
FAX: 812/465-1116
Email: ccbaker@usi.edu

It is the policy of the USI 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 veteran status. Questions or concerns should be directed to the:

Affirmative Action Officer
USI Human Resources Department
WA 159
University of Southern Indiana
8600 University Boulevard
Evansville, Indiana 47712-3596
Telephone: 812/465-7115
BSW FIELD INSTRUCTION

The field instruction sequence in the BSW curriculum is designed to give students educational experiences within an agency or community setting under supervision of an experienced practitioner. Through this experiential apprenticeship model, students can learn to use themselves and their professional knowledge in working with individuals, families, groups, organizations, and communities. Learning activities and work assignments are planned to enable students to gain understanding of human beings, their problems and needs, to develop skill in the practice of social work methods and interventions, and to acquire firsthand knowledge of the organization, functions, and resources of various community agencies.

The undergraduate BSW field placements emphasize generalist social work practice. Generalist practice is broadly defined. The boundaries for practice are usually determined by the identified client need, the mission and function of the agency, and level of training and skill of the student. The generalist social worker is expected to honor the values of the profession which convey respect for the worth and dignity of clients and others with whom they interact. Skills expected include the ability to communicate empathy and genuineness when listening and interviewing.

There are two field placements at the undergraduate level, SOCW 401 and SOCW 411. The field experience allows students to integrate and apply learning from the total undergraduate curriculum, which includes a strong liberal arts foundation, in a field agency. Content from social work courses teaches students to analyze systems and intervene effectively.

The BSW Field Placement I requires a minimum of 150 hours. This placement is completed over the span of the first semester of the student’s senior year, averaging 10 - 12 hours per week in the agency.

The BSW Field Placement II requires a minimum of 300 hours and is typically completed during the second semester of the student’s senior year, averaging 20 hours per week in the agency.

Academic Requirements for BSW Field I
To be approved to enter BSW Field Placement I, the student must have:

1. Officially been admitted to the Social Work Program and be in good standing, not on a probationary status.
2. Maintained a minimum 2.75 overall GPA and 2.75 GPA in the major. All major social work courses taken after admission to the BSW program must have a minimum grade of C+.
4. Have senior standing (90) credit hours completed before the field placement begins.

Academic Requirements for BSW Field II
To be approved to enter BSW Field Placement II, the student must have:
1. Successfully completed all required Social Work courses above the 300 level, except for Social Work 411, 412, and 413 (BSW Project: Research Study) with a 2.75 overall GPA and 2.75 in the major. All
major social work courses taken after admission into the BSW program must have a grade of C+ or better.

2. Completed a minimum of 90 credit hours toward graduation.
3. Maintained academic and professional standards as required in Field Placement I.

Field Placement Process
The Director of Field Education or their designee will meet with all students potentially eligible to enter field prior to their placement (both Field I and Field II) to inform them of the details of the placement process: e.g. the actions they will need to take such as completing the formal application to enter the field, the actions which will be taken by the field faculty, and the projected time-line and/or deadlines for completion of required activities needed to expedite the field placements.

The field placement meeting is used to assess the educational needs of the student in regard to field. The student will be asked to complete a preference sheet designating a first and second choice agency for their field placement. Criteria considered in agency selections include the individual student’s: (1) interests and aptitude; (2) professional education and experience; (3) career goals and professional development needs; and (4) availability of the setting. The application for field and the required student resume are designed to provide information pertaining to the above criteria and are supplemented by the mutual consultation of the field staff and student during the field placement conference. All field placements must have the approval of the Director of Field Education or their designee.

Field Seminar
Students are required to be enrolled in a field seminar course concurrently with their field placement. The primary purpose of the seminar is to integrate classroom course content from across the curriculum with the practice experience in field. Specific course assignments are designed to meet that goal. Additionally, discussion of field experiences in the seminar inevitably raises policy and ethical issues, analysis of case material in relation to understanding human behavior and evaluation of one’s own social work practice. The broad range of practice settings in which students gain generalist experience further enhances the learning process.

Field Performance
Students are expected to meet the 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, as well as 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, or non-compassionate interactions or use of high-risk interventions. Expressions of concern that a student is not meeting the competencies required to successfully complete field placement will be addressed by the field education faculty (e.g. field instructor, field liaison and/or the Director of Field Education). Refer to the BSW Field Education Manual for procedures for dealing with field-related policies and procedures.
NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

All students admitted to the BSW Program are expected to read, understand, and follow the National Association of Social Workers (NASW) Code of Ethics. This code provides a set of values, principles, and standards to guide and conduct decision making when ethical issues arise. Students are required to sign an Information Agreement indicating they have received the NASW Code of Ethics and agree to follow the guidelines. The NASW Code of Ethics may be found at http://www.socialworkers.org/pubs/code/.

The BSW 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 BSW 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. Per the CSWE Competency 1: Demonstrate Ethical and Professional Behavior of social work practice (http://www.usi.edu/liberalarts/social-work/cswe-accreditation).

Will apply social work ethical principles to guide professional practice.

Social workers:
- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts;
- apply strategies of ethical reasoning to arrive at principled decisions.

SOCIAL WORK DEPARTMENT POLICIES

Participation and Attendance

Social work students are required to attend ALL class sessions. Students who miss more than the equivalent of three weeks of classes in a semester may be dismissed from the course and/or from the social work program.

Papers and Assignments

Effective written expression is essential for professional practitioners where records may 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 USI rules of academic conduct. Additionally, students who violate the academic standards through plagiarism and other forms of cheating will be disciplined according to the
procedures noted in the Social Work Department Retention and Performance Standards and the University Bulletin. These procedures are in keeping with the USI academic honor code.

Assignment Deadlines
Students are expected to submit assignments as specified in course syllabi.

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

Ethical Behavior
Social work students are expected to demonstrate professional behavior which reflects a commitment to the ethics of the social work profession. The nature of social work is based on ethical behavior, sound professional judgment, and competence. The Social Work Department utilizes the NASW Code of Ethics as its guide. To be retained within the program, students must adhere to the standards as outlined in the NASW Code of Ethics. Students are expected to visit the NASW web site ([http://www.naswdc.org](http://www.naswdc.org)) for updates. Any behavior contrary to these ethical standards can be cause for a performance review of the student’s admission or continuation in the BSW Program.

Employment Policy
Social work education is both difficult and time consuming. A typical full-time student’s week includes fifteen (15) hours in the classroom and approximately thirty (30) hours of outside preparation for classes (readings, etc.). Additionally, during their senior year, BSW students spend ten to twelve (10-12) hours per week at their agency during Field I and twenty (20) hours per week at their agency during Field II. Outside employment increases an already demanding workload. The faculty caution students in seeking or maintaining outside employment.
BSW Student Performance Review Process

Students are continuously evaluated in the classroom, the university setting, and field placements to determine their suitability for the social work profession. Students are expected to maintain the standards set forth in the USI Bulletin, the BSW Student Handbook, the NASW Code of Ethics, and course syllabi. If a student fails to meet required competencies and standards, a student performance review may be instituted and brought to the attention of the Student Affairs Committee.

Student Affairs Committee

At the beginning of each academic year, a Student Affairs Committee and a Committee Chairperson will be appointed by the Chair of the Social Work Department. The Committee shall be composed of at least three faculty members and one BSW student. The BSW Program Director will serve as an ad hoc member in an advisory, non-voting capacity. Note: If a committee member requests a review of a student, the Department Chair will appoint an alternate to serve on the Committee.

The Student Affairs Committee is a department level mechanism for reviewing student problems in academic or professional performance. The Committee will: 1) complete an annual review of the “Student Performance Standards and Criteria”; 2) make recommendations to the faculty for updates or changes to the review process; 3) receive and review requests for student performance reviews.

Procedures for Student Performance Review

A performance review is intended to provide students and faculty the opportunity to openly identify and discuss performance problems. The request for a performance review may be brought to the attention of the Social Work Department Student Affairs Committee 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 a Performance Review.

Steps:

1. **When a faculty member has an issue with** a student’s academic or professional performance, she/he should first talk with the student directly.

2. If the issue persists, the faculty member will notify the student’s advisor who will meet with the student.

3. If the issue persists, the BSW Program Director will be notified. The Director will meet with the student and the faculty member and attempt to resolve the issue.

4. If the issue persists or if further discussion of the issue is warranted, the faculty member and/or BSW Program Director will notify the Chair of the Student Affairs Committee for a performance review. The student and faculty member(s) will meet with the Committee.

After meeting with the student and faculty, the Committee determines what, if any, course of action could bring the student’s performance into compliance with department and professional standards.
In situations where such action is feasible and desirable, a contract will be created. 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 be included in the contract also. The Committee will work together with the student, her/his advisor, and other relevant parties. If the student fails to fulfill the contract, or if while working on the contract some serious impropriety or failing academic performance occurs, the student will be referred to the Chair of the Social Work Department.

**Range of Possible Outcomes**

1. **Probation**—The student is placed on administrative probation and is allowed to continue in the BSW program for a time-limited period to allow for completion of the contract developed.
2. **Suspension**—The student is temporarily removed from the program and required to complete a contract as developed by the student and the Chair.
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 USI Bulletin.

**Criteria for Potential Dismissal/Termination**

There are criteria that warrant automatic dismissal:

1. Failure to meet the minimum GPA requirement of at least a "C+" in each Social Work course
2. Failure to maintain a 2.75 cumulative GPA in required Social Work courses or a 2.75 overall GPA
3. Failure to provide accurate information required for Indiana P.L. 11-1994, local or national criminal history checks; or lying about past behavior or false and/or misleading information on an application

The BSW Program Director will review the academic standing of each student at the end of each semester. If a student is dismissed from the program for any of the reasons identified above, the Program Director will send by certified mail a written statement to the student indicating that she/he has been discontinued from the program and explain the due process procedures. Copies of the letter will be forwarded to the student’s advisor and student file. The advisor will meet with the student should she/he wish to discuss options and the reinstatement procedure. If the advisor is the BSW Program Director, the Department Chair shall appoint a faculty member to serve as the student advisor.

**Request for Reinstatement Procedures**

If a student is automatically dismissed, the student may petition the BSW 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 BSW 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.

The Problem Solving Process

Students who have a grievance or issue with a faculty member are expected to follow the procedure outlined below. The steps must be taken in the order given. Only if the problem has not been settled at the preceding level do you 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 *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 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 Procedures

Students should review the University Bulletin, Student Rights and Responsibilities (http://bulletin.usi.edu/mime/media/view/3/145/Student+Rights+and+Responsibilities+%28April+2013%29.pdf) and the USI University Handbook for additional policies on student/faculty behavior and rights
and responsibilities. The USI University Handbook is available in the Social Work Department, Room EDUC 0129.

If a student has a problem that has not been resolved and he/she deems the matter serious enough for a formal grievance, please follow the Academics Affair Student Grievance Procedure (http://www.usi.edu/media/820999/grievance.pdf) as provided by the Office of the Provost.

**Title IX, Sexual Assault and Gender Violence**

If a student grievance involves Sexual Assault and/or Gender Violence follow the procedures outlined by the Dean of Students Office (DOSO).

Student Performance Standards and Criteria

The USI Social Work Department has the goal of educating quality professional practitioners. Students are admitted with the understanding that they have the academic ability and personal suitability for completing the professional social work degree. The BSW performance criteria, examples of expected behavior, and indicators of concerns clarify expectations for student behavior and achievement. The criteria also ensure that students are capable of meeting the standards, demands, roles and responsibilities of professional social workers. For retention and graduation from the program, students must meet the following Performance Criteria which include but are not limited to:

Grade Point Average (GPA)

- Earn a C or better in all prerequisite courses required for admission to the program
- Earn a C+ or higher in all required social work major courses
- Maintain a 2.75 GPA in all required social work major courses
- Maintain a 2.75 overall GPA
- Meet and maintain academic standards of the USI and the Social Work Department

Indicators of Concern:
- Failure to maintain a 2.75 overall GPA once admitted to the BSW Program
- Failure to maintain a 2.75 GPA in all required social work courses
- Failure to successfully complete either Field Seminar or Field Practicum
- Earn a grade of C or less in a required social work major course
- Have more than one class with a grade of incomplete
- Fail to comply with incomplete grade contracts in a timely manner

Repeating Social Work Courses

- Students who earn less than a C+ in a 300 level required social work course are eligible to repeat the course one-time only
- Students who request a repeat of SOCW 401, 402, 411, or 413 must follow the course repeat procedures listed in the BSW Field Manual. A repeat of any of these classes will be evaluated on a case-by-case basis.
- Students will be allowed to repeat only two required social work courses in which they received a grade of C or lower
- Students may request an exception to these policies by submitting a written statement to the BSW Program Director requesting readmission to a social work course and attach documentation to support extraordinary circumstances that contributed to the academic problems. The statement should include how the student has resolved barriers to successfully complete required work and readiness to meet performance standards.

Accountability

- Attend class, arrive on time, and return from breaks in a timely manner
- Abide by class attendance policy as designated in the syllabus of each course
- Participate in group activities and assignments
- Complete work in a timely fashion and according to directions provided
• Come to class prepared, with reading and other assignments completed
• Plan and organize work effectively
• Develop and follow a plan of study with the proper sequencing of courses
• Meet deadlines for advisement, registration, admission applications, etc.
• Take responsibility for the quality of completed tests and assignments
• Demonstrate the ability to follow school and agency protocols, policies and professional standards
• Make arrangements for special needs in a timely manner
• **Indicators of Concern:**
  o Multiple absences from class or field placement
  o Multiple late arrivals for class or field
  o Poor organizational skills
  o Failure to come to class prepared to participate in group activities or discussions
  o Repeated requests for extensions on assignments and exams
  o Late or incomplete assignments
  o Failure to keep or cancel appointments
  o Failure to adhere to practicum agency policies and professional standards
  o Lying, cheating, or plagiarizing

**Respect and Conduct**
• Treat all peers, instructors, and others with dignity and respect at all times
• Listen while others are speaking
• Show respect for other’s opinions
• Give feedback to peers and faculty in a constructive manner
• Approach conflict with peers and instructors in a cooperative manner
• Remain open to positive or negative feedback from peers and faculty
• Use positive and nonjudgmental language
• Demonstrate a willingness to understand diversity in people regarding age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
• Demonstrate conduct in accordance with the NASW Code of Ethics
• Demonstrate conduct in accordance with established laws and professional agency policies
• Support the concept of client self-determination
• **Indicators of Concern:**
  o Create conflict in class
  o Uncooperative or unwilling to participate in class activities
  o Consistently late for class or field placement or consistently leave class or field placement early
  o Sleep during class
  o Disrupt class process by talking to others
  o Frequently interrupt when others are speaking
  o Use cell phone inappropriately during class
  o Use derogatory language or demeaning remarks
  o Appear unwilling or unable to accept feedback from faculty and peers
- Monopolize class discussion
- Unwilling or unable to develop an understanding of people different from oneself
- Discriminatory behavior or harassment toward others on the basis of age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Academic misconduct

Confidentiality
- Treat any personal information heard about a peer or 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.)
- Never use names of clients or disclose other identifying information
- **Indicators of Concern:**
  - Share or discuss information about faculty or peers inappropriately
  - Share information disclosed in class discussions with individuals external to the learning environment
  - Demonstrate poor judgment in self-disclosure
  - Disclose names or other identifying information about clients in the classroom or other settings

Communication Skills
- Practice positive, constructive, respectful, and professional communication skills with peers and instructors (i.e. body language, empathy, listening, etc.)
- Demonstrate use of critical thinking skills in communication
- Clearly articulate ideas, thoughts, and concepts verbally and in writing
- Communicate clearly with clients, supervisors, peers, and faculty
- Strive to continually improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also in creating client records
- Accept and benefit from constructive feedback
- Demonstrate ability to follow the conventions of writing in academic papers, exams, discussion boards, agency notes, and/or other written documents
- Demonstrate good organization in writing, following a logical sequence
- Formal papers are typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (latest edition) standards of writing.
- **Indicators of Concern**
  - Unable to express information clearly and concisely either verbally or in writing
  - Unable to master the conventions of writing in academic papers, exams, discussion boards, agency notes, and/or other written documents
  - Unable to communicate clearly with clients, supervisors, peers, and faculty
Relate interpersonally in a manner that is disrespectful, manipulative, discriminatory, disruptive, and/or immature

Failure to follow appropriate procedures and channels for conflict resolution

Interviewing skills are not at the appropriate level for class standing (i.e. junior or senior)

Professional Values, Ethics, and Integrity

- Perform professional activities in conformity with the values and ethics of the profession
- Demonstrate judgment that models the values and ethics of the profession as presented in the NASW Code of Ethics
- Practice honesty with self, peers, and instructors
- Learn and apply the rules of citing other’s work properly
- Do own work and take credit only for one’s own work
- Do not submit, in whole or in part, the same work for credit in more than one course, except with prior approval of the instructor
- Avoid conflicts of interest that would interfere with the exercise of professional discretion and impartial judgment, which includes setting clear, appropriate, and culturally-sensitive boundaries

Indicators of Concern

- Violate any section of the NASW Code of Ethics
- Violate standards of the USI Student Code of Conduct
- Violate policies or procedures set forth in the BSW Student Handbook
- Lying, cheating, or plagiarizing
- Submit the same work for credit in more than one course without permission of the instructor
- Current involvement in illegal activities (e.g. conviction of a felony or specific criminal behavior, such as illegal possession of a firearm or other weapon, trafficking in and/or possession of drugs, etc.)
- Failure to pass drug screens requested by agencies while participating in field practicum
- Inability to pass criminal background checks and child abuse clearances
- Engage in activities that have conflicts of interest with the educational setting or field practicum placements

Self-Awareness and Self-Control

- Use self-disclosure appropriately in the classroom, field placement, or the profession
- Maintain appropriate boundaries in all relevant relationships and settings
- Demonstrate the ability to examine personal values and their fit with professional expectations. Able to develop and grow in reconciling differences when they occur.
- Able to engage in discussion and processing of uncomfortable topics
- Deal appropriately with issues that arouse emotions
- Demonstrate an awareness of one’s personal limits
- Understand the effects of one’s behavior on others
- Able to form positive working relationships with peers, faculty, supervisors, and clients
- Able to work toward resolving one's personal issues that may impair performance
- Demonstrate the ability to manage stressors through the use of appropriate methods of coping
- Seek out appropriate support when having difficulties to ensure success in completing course requirements
- Strive toward greater awareness of personal issues that may impede effectiveness with clients
- **Indicators of Concern**
  - Unable or unwilling to work through unresolved personal issues
  - Unable or unwilling to control emotional reactions
  - Demonstrate emotional problems that interfere with the ability to work effectively with clients, faculty, supervisors, and peers
  - Make verbal or physical threats to peers, faculty, supervisors, or clients
  - Demonstrate impaired judgment, decision-making, or problem solving skills
  - Failure to seek appropriate professional help for physical, emotional, and/or cognitive problems that interfere with professional functioning
  - Demonstrate a negative attitude or lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the ability to actively participate in the learning experience
  - Unable to form effective relationships with clients, faculty, supervisors, or peers

**Competence**
- Demonstrate the ability to utilize information to make informed and relevant decisions
- Demonstrate the ability to identify and critically analyze bio-psycho-social components
- Demonstrate the ability to use critical thinking skills
- Able to meet the requirements for attaining the competencies found in the CSWE Educational Policy Statement
- **Indicators of Concern**
  - Failure to actively participate in the attainment of expected social work practice competencies
  - Unable to meet class or field requirements due to failure to balance personal and school responsibilities (i.e. employment vs. school)
  - Inability to work within the framework of supervision – may include classroom instructor, field agency faculty or supervisor
  - Impairment as described in Section 4.05 of the NASW Code of Ethics, which may include impairment due to personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with or impair professional judgment and performance or jeopardize the best interests of people for whom they have a professional responsibility

**Diversity and Social Justice**
- Remain open to people, ideas, and creeds that are not familiar
- Demonstrate the capacity and willingness to work with diverse client populations
- Maintain speech free of racism, sexism, ageism, ethnocentrism, stereotyping, and prejudice, including unwarranted negative criticism of others and demeaning comments that refer to a person’s individual attributes
• Demonstrate understanding of how values and culture interact
• Participate in educational activities that promote sensitivity to, knowledge about, and appreciation of cultural diversity
• Demonstrate commitment to social justice for all populations
• Demonstrate understanding of how institutional and personal oppression may impede social justice for individuals, groups and communities
• Learn about and advocate for methods of empowering populations and enhancing social justice

• **Indicators of Concern**
  o Unwillingness to work with or gain a greater understanding of diverse populations
  o Demonstration of stereotyping, judgmental attitudes, or prejudice
  o Failure to accept and develop an understanding of values and practices in different cultures
  o Does not understand the impact of oppression on individuals, groups or communities

**TITLE IX, SEXUAL ASSAULT AND GENDER VIOLENCE GUIDELINES**

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 known to them 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 to ensure we can respond and assist. If you are seeking help and would like to speak to 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 [www.usi.edu/stopsexualassault](http://www.usi.edu/stopsexualassault).

**EQUAL EMPLOYMENT OPPORTUNITY APPEAL AND HEARING BOARD**

The function of the EEO 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 University Human Resources Department. These plans provide the basis for all non-discrimination and Equal EEO compliance.
SOCIAL WORK ORGANIZATIONS AND ACTIVITIES

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

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

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

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

Social Work Club
The Social Work Club specifically assists students in social work by:

- Helping students to bridge the gap from academics to practice by networking with agencies in the community who need volunteer support.
- Increasing knowledge and awareness of social work issues and practice by encouraging its members to attend seminars, workshops, and conferences.
- Providing a support system for students by offering a mentoring program and various other programs designed for student growth.
- Sponsoring humanitarian activities within the meaningful causes supported by social work values.

Applications for this club and more information may be picked up in the Social Work Department.

STELLAR
Students and Elderly Linking Around Relationships (STELLAR) is a student organization co-sponsored by the Department of Social Work and the College of Nursing and Health Professions. The mission is to develop positive relationships between students and older adults within the community. Group members participate in community-based activities to promote rewarding relationships between older adults and college students.

Social Work Alumni Organization
The Social Work Alumni Organization is open to all BSW and MSW graduates. This organization supports
the Social Work Program at USI 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.

Peer Advising
The Peer Advising Program is provided through the Social Work Department. Student workers are trained to assist students in the mechanics of navigating the on-line tools available for management of the students’ course of study. They also help students with learning to register on-line, produce and retrieve Degree Evaluations, etc.

Conferences
As part of the professional social worker development, students are supported in attending 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 all pre-majors and majors in social work. Information about conferences and sign-up sheets related to conference travel can be found in the Social Work Department. Students needing verification of participation in such conferences should contact the Social Work Department Chair for verification.

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; applications received after an announced date will not be considered. Students should consult with the University’s Office of Student Financial Assistance for specific information regarding grants and deadlines. Information can also be found on the internet at www.usi.edu/finaid/.

Student Workers
The Social Work Department employs undergraduate student workers. Students may work for up to twenty hours per week. Students must come to the Social Work Department to apply.

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
During periods of non-enrollment, eligible students may work additional hours. 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 Housing and Residence Life 812/ 468-2334.

**Scholarships**  
The Social Work Department offers some student scholarships. For the most recent information regarding available awards, visit [https://www.usi.edu/liberalarts/social-work/scholarships-and-aid](https://www.usi.edu/liberalarts/social-work/scholarships-and-aid) or contact the Social Work Department for application procedures and deadlines. Students are also encouraged to view the USI Office of Financial Aid website for additional information on available resources.

**Academic Skills**  
The Academic Skills Department offers academic services for all USI students. Academic Skills staff provide 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. More information can be found at [http://www.usi.edu/university-division/academic-skills](http://www.usi.edu/university-division/academic-skills).

**Counseling Center**  
The Counseling Center provides free and confidential psychological, personal and academic resources. The primary mission of the center is to assist students in reaching their educational goals to improve their quality of life. Specific services provided by the Counseling Center include: individual and group counseling, testing, academic support, substance abuse counseling and educational workshops and programs. The Counseling Center is located in the Orr Center, room 1051. Appointments can be made in person or by telephone, Monday through Friday, 8 a.m. to 4:30 p.m. or by special arrangement by calling 812/464-1867. More information is available at [www.usi.edu/counselingcenter/](http://www.usi.edu/counselingcenter/).

**Disability Support Services**  
USI students with disabilities can receive accommodation assistance through the Coordinator of Disability Services at 812/464-1961. To qualify, you must register at least 60 days prior to the date services are needed. For more information, please see the *University Bulletin* at [http://bulletin.usi.edu/content.php?catoid=2&navoid=53#Disability_Resources](http://bulletin.usi.edu/content.php?catoid=2&navoid=53#Disability_Resources).

**Children's Learning Center**  
The Children's Learning Center is a state-licensed facility open year round to preschool children (ages 3 years through 6 years) of USI students and employees. The goal of the Center is to offer an environment
that encourages children to develop their capabilities and interests at their own pace and according to their individual needs. The Center’s staff recognizes the uniqueness of each and every child and provides positive encouragement for the child’s continued growth. Both full-time and part-time enrollment is available; summer child care for ages 7-10 is available from June to mid-August when there is sufficient need. Call 812/464-1869 for information regarding preschool care. Call 812/464-1989 for summer school-age child care information. http://www.usi.edu/childcenter/

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

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 http://www.usi.edu/rfw/facilities-services

Career Services and Placement
The Career Services and Placement office complements and supplements curricular programs by offering career coaching and employment assistance to students and alumni from all academic divisions. The office staff administers post-graduate placement, coordinates internships and cooperative education placements, and provides a referral program for undergraduates seeking employment while enrolled in the University. There is no charge to students for these services. For more information, please contact 812/464-1865 between the hours of 8:00-4:30 Monday through Friday or go to https://www.usi.edu/careersv/

Multicultural Center
The Multicultural Center (MCC) provides cultural and social programs and services that enhance the integration of under-represented students into the mainstream of campus life. In addition, the Center promotes an appreciation of multiculturalism within the University community and facilitates the under-represented students’ utilization of campus academic support services and activities which assist in the retention and persistence of under-represented students. Along with various other services, the MCC supports organizations, clubs, and programs specifically for African American, Hispanic, Asian, and GLBT students.

The Multicultural Center is located in University Center East, Room 1244. You may reach the office by
calling 812/ 465-7188. For current information on multicultural organizations and events, go to [http://www.usi.edu/mcc/](http://www.usi.edu/mcc/) or follow the MCC on Facebook, [www.facebook.com/usimulticulturalcenter](http://www.facebook.com/usimulticulturalcenter).

**Epi/Hab Center for Disabilities Studies**
The USI/Epi-Hab Center for Disability Studies seeks to:

- Provide scholarships to USI students. Currently, six $1,000 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 not limited to students who have disabilities.
- Provide funding for scholarly research and travel to present that research by USI faculty and their students.
- Provide programs promoting awareness of disability issues to the campus and wider community.
- Provide technology and other accommodations to assist USI students with disabilities. Examples include outfitting a number of lab computers with speech recognition software and purchasing a supply of Smartpens for notetaking, available for check out from the Disability Resources office. Our goal is to benefit many students; we do not provide technology or assistive devices to individual students.

More information about the Center can be found at [http://www.usi.edu/outreach/epi-hab-center-for-disability-studies](http://www.usi.edu/outreach/epi-hab-center-for-disability-studies).

**Center for Social Justice**
The Center promotes social justice and empowerment through advocacy, education, research and collaboration. The Center is dedicated to individual and societal well-being in a global community, promoting critical thinking and a systems perspective across agencies, institutes, departments and individuals to pursue social change for all individuals' well-being. The Center for Social Justice Education provides a visible point of contact for social service agencies and assists social service agencies in meeting the objectives of federal funding streams issuing funding for social services and educates future social workers. More information about the Center can be found at [https://www.usi.edu/liberal-arts/social-justice-center](https://www.usi.edu/liberal-arts/social-justice-center).

**Phi Alpha National Honor Society**
The Phi Alpha National Honor Society for Social Workers seeks outstanding students and those that have demonstrated leadership skills, in order to qualify for membership in the Phi Alpha Honor Society. Please read the Mu Delta Chapter's By-laws and Constitution on the Social Work Department’s web site to learn about the structure of the organization, and the qualifications for membership. [https://www.usi.edu/liberalarts/social-work/student-organizations/phi-alpha](https://www.usi.edu/liberalarts/social-work/student-organizations/phi-alpha)

**Other Resources**
USI offers many other student resources to enhance the student’s experience while at the University and help with a variety of problems, concerns, and issues. Offices such as Religious Life, International Programs and Services, and Student Government Association offer a variety of services and programs. More information about these resources can be found in the *University Bulletin* at [http://bulletin.usi.edu/content.php?catoid=3&navoid=103](http://bulletin.usi.edu/content.php?catoid=3&navoid=103).
BACHELOR OF SOCIAL WORK COURSE DESCRIPTIONS

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters (fall, spring, or summer) in which the course is normally offered and are intended as an aid to students planning their programs of study.

Required Courses

SOCW 221 - Introduction to Social Work (3)
This course is an introduction to the field of social work. The class is designed to expose the student to the profession of social work, an overview of systems theory, and the relationship of the social worker to the overall social welfare system. The course emphasizes generalist social work practice, the NASW Code of Ethics, and social work roles needed to impact systems to solve human problems. Special emphasis will be placed on helping the student to develop an understanding and appreciation for diverse cultures, social and economic justice, disabilities, and populations at risk. Open to all students. Prereq: None. Term(s) Offered: Fall, Spring, Summer

SOCW 222 - Social Welfare: Emergence of the Social Services (3)
This course explores the philosophical and historical evolution of the American social welfare system. Course content covers public and voluntary efforts to deal with poverty and other social problems. Content addresses theories of political influence on social change. Content on social justice, oppression, discrimination, spirituality, and diversity are included. Open to all students. Prereq: None. Term(s) Offered: Fall, Spring, Summer

SOCW 223 - Introduction to Gerontology (3)
This is an introductory course to the field of gerontology with an emphasis on programs, resources, and services provided to older populations. Open to all students. Prereq: No prereq. Term(s) Offered: Fall

SOCW 224 - Introduction to Social Justice (3)
Introduction to Social Justice is a semester-long course designed to engage students in the careful reading and critical analysis of topics related to social justice issues from historical perspectives. Through readings, guest speakers, field experiences, and independent inquiry, students will deepen their understanding of a variety of social justice movements. Prereq: ENG 101 (may be taken concurrently). Term(s) Offered: Fall

SOCW 225 - Child Welfare Services (3)
This introductory course provides a survey of child welfare services in the human services field. Various services are examined including child abuse and neglect, adoption, foster care, and family support services. Open to all students. Prereq: No prereq. Term(s) Offered: Fall, Spring

SOCW 238 - Disabilities in Contemporary Society (3)
This course explores important issues regarding disabilities in contemporary society. The history of treatment of people with disabilities is explored with an emphasis on the implications of history in current programs and services. Special focus is on a critical analysis of the assumptions that support
contemporary thinking about disabilities and the service delivery systems based on these assumptions. The range of disabilities addressed will include developmental, adventitious, hidden, and visible. Open to all students. **Prereq:** No prereq. Term(s) Offered: Spring

**SOCW 239 – Human Behavior and the Social Environment (3)**
This course is designed as a focal point of integration for human behavior content in life span development, biology of human concern, and social work courses required of pre-majors. The overall goal of this course is to assist the student in understanding the "person-in-environment" and systems concepts when working with individuals, families, and groups. This course provides opportunities for the student to understand the biological, psychological, sociological, and spiritual aspects of individuals as well as other cultures and minority groups. As a result, students will be able to integrate these components of human behavior as generalist social workers. **Prereq:** SOCW 221, SOCW 222, SOC 121, PSY 201, PSY 261, and BIOL 105. Term(s) Offered: Fall, Spring, Summer

**SOCW 241 - Social Work Intervention (3)**
Basic introduction to generalist social work practice and its various modes of intervention. The course gives the student a frame of reference for analyzing various systems encountered in social work practice and an opportunity to experience some of the concepts, skills, value systems, and activities which are the foundation of the practice of social work. **Prereq:** SOCW 221, SOCW 222, PSY 201, PSY 261, SOC 121, and BIOL 105. Term(s) Offered: Fall, Spring, Summer

**SOCW 323 - Social Work Practice with the Aged (3)**
This course is designed to give the student an overview of the variety of social, psychological, physical, economical, and environmental issues that confront our aging population today. Students will be exposed to a number of social work generalist roles, primary prevention strategies, and relevant social work interventions which are based on major theoretical approaches in working with this population. Open to all students. **Prereq:** No prereq. Term(s) Offered: Spring

**SOCW 325 - Introduction to Social Work Statistics (3)**
This basic statistics course exposes students to descriptive and inferential statistical measurements. The course overviews various methods of data collection, analysis, and presentation. Research methodology and related issues will be examined as they pertain to the social work researcher and more specifically, the social work practitioner. **Prereq:** SOCW 221 and MATH 100. Open to social work majors and pre-majors or consent of instructor. Term(s) Offered: Fall

**SOCW 326 - Introduction to Social Work Research (3)**
The course exposes the student to the fundamentals of social work research methodology. Students will gain basic skills and knowledge related to hypothesis development, sampling procedures, research methodology, measurement processes, and evaluative procedures. Careful attention to research methodology used by the social work professional to evaluate macro and micro practice situations and program development. **Prereq:** SOCW 325 and open to social work majors and pre-majors or consent of instructor. Term(s) Offered: Spring

**SOCW 340 - Communications Skills (3)**
A laboratory experience that engages students in experiential learning situations which enhance
interpersonal communication and professional interviewing skills essential to the helping professions. Variables including culture, race, gender, age, ethnic background, disability, and social and economic justice will be examined as they impact the professional communications process. Open to social work majors only. Term(s) Offered: Fall

**SOCW 341 - Social Welfare Policy-Program and Service Delivery Analysis (3)**
Social work is a policy-based profession and this course takes the student through the analysis of policy as it affects the practice of social work. Students study the historical, social, political, and economical aspects of social welfare policy and engage in the analysis of a social welfare policy. The course also examines the impact of policy change on both diverse groups and populations at risk. Open to social work majors only. USI Core 39: Embedded Experience-Writing. **Prereq:** ENG 201 Term(s) Offered: Spring

**SOCW 342 - Social Work Practice with Micro Systems I (3)**
This course is designed to build knowledge and develop the skills needed to work with individuals in a variety of settings. Generalist practice intervention is used as a model to help the student in understanding and completing assessments and in developing intervention plans among diverse populations and populations at risk. Students also explore ethical and value issues that confront the social worker. **Open to social work majors only.** Term(s) Offered: Fall

**SOCW 343 - Social Work Practice with Micro Systems II (3)**
The purpose of this course is to train student social workers in group methods used in generalist social work practice situations. The types of social group work, the history of group work, and skills needed to be an effective group leader are presented. Students also are exposed to group work with both diverse groups and/or populations at risk. **Open to social work majors only.** Term(s) Offered: Spring

**SOCW 344 - Social Work Practice with Macro Systems (3)**
The macro course prepares social work students to facilitate planned changes in the community and within agencies. Social work macro practice theory and strategies are presented to students in the course. Students demonstrate learning by identifying a problem or need in the community, developing an implementation plan based on solid research, and carrying out the implementation plan and evaluating the results. **Open to social work majors only.** Term(s) Offered: Fall

**SOCW 390 - Independent Study in Social Work (1-3)**
This course is intended for the examination of special topics in social work on an individual basis. Topics will be developed and examined on an arranged basis in agreement with the student and the supervising faculty member. Research culminates in a scholarly paper submitted by the student. **Prereq:** social work junior standing and consent of instructor. Term(s) Offered: Fall, Spring, Summer

**SOCW 392 - Global Social Work (3)**
This course is designed for students seeking to increase their global awareness by engaging in social service work outside 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. **Prereq:** SOCW 221, permission of instructor, and sophomore standing. Indiana Statewide Transfer General Education Core: Meets IN Statewide Core. Term(s) Offered: Spring
SOCW 400 - Special Topics in Human Service Practice (3)
This course exposes students to a variety of selected topics of current interest and importance in human service delivery. These topics change with the interests of faculty and students. **Prereq:** Sophomore standing. Term(s) Offered: Fall, Spring, Summer
- Child Abuse & Neglect I  *Spring*
- Child Abuse & Neglect II  *Fall*
- Substance Abuse  *Fall, Spring*
- Understanding Adoption  *Summer*
- Mindfulness  *Summer*

SOCW 401 - Social Work Practicum I (3)
An experiential, on-site supervised learning opportunity consisting of a minimum of 150 contact hours per semester or approximately 12 hours per week in a local social service agency approved by the director of field in the Social Work Department. The student will be exposed to the actual skills and behavior of the professionals in social work and will have the opportunity of testing newly formed values and knowledge. Open to social work majors only. **Prereq:** Senior standing and consent of the director of field. **Co-Req** *(must be taken at same time as):* SOCW 402. Term(s) Offered: Fall

SOCW 402 - Social Work Practice I (3)
The focus is on integrating classroom knowledge content as it relates to the issues of the field practicum. Open to social work majors only. **Prereq:** Senior standing and consent of the director of field. **Co-Req**: *(must be taken at same time as):* SOCW 401. Term(s) Offered: Fall

SOCW 411 - Social Work Practicum II (6)
Course provides supervised experiential learning external to the classroom. A minimum of 300 contact hours per semester or approximately 20 hours per week are spent in a community social service agency or related organization to develop social work skills and gain supervised practice in performing the role of social worker. Open to social work major courses except SOCW 412 and SOCW 413, and consent of the director of field. Concurrent (may be taken at same time): Must be taken concurrently with SOCW 412. Term(s) Offered: Spring

**SOCW 412 - Social Work Practice II-Integration Seminar for Social Work Practicum II (3)**
Focus is on providing field students the opportunity of resolving issues encountered in the practicum by consulting with their peers. Under the direction of the faculty, the students participate in consultation/training and peer interaction to enhance the learning gained in the field practicum. Open to social work majors only. **Prereq:** Senior standing, completion of all social work major courses except SOCW 411 and SOCW 413, and consent of the director of field. Concurrent (may be taken at same time): Must be taken concurrently with SOCW 411. Term(s) Offered: Spring

SOCW 413 - Capstone Project: Research & Service (3)
Students will choose from one of several "Project Options." With the guidance of the social work faculty, students carefully develop a project which culminates in a "Senior Level" project or research term paper. The paper will be developed in the final semester of the student's senior year. The student must have completed all social work requirements, with the exception of SOCW 411 and SOCW 412. Open to social work seniors only. Term(s) Offered: Spring
SOCW 490 - 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.
490 Prereq: SOCW 221, Sophomore standing, and permission of instructor required;
FACULTY & CREDENTIALS

Full-Time Faculty

Baker, C. Christy, MSW, Office 0130- Education Building, 812/465-7116, ccbaker@usi.edu, Director of BSW Program, BSW Admissions Coordinator, Indiana Partnership Grant Coordinator, Associate Professor, MSW & Third Year Advanced Clinical Certificate, Tulane University

Bordelon, Thomas, Ed.D., LCSW, Office 0119-Education Building, 812/465-1694, tbordelon@usi.edu, Professor, MSW, Tulane University, Ed. D., Montana State University at Bozeman

Cousert, David, Ed. D, MSSW, MS, ACSW, LCSW, Office 0121-Education Building, 812/464-1951, dccouser@usi.edu, Associate Professor, MSSW, University of Louisville, MS, Indiana State University, Ed. D., Oakland City University

DeCost, Vaughn, Ph.D., MSW, LCSW, Office 0127-Education Building, 812/465-1003, vadecost@usi.edu, Chair of Social Work Department, MSW, Tulane University, Ph.D., Louisiana State University

Dickerson, James, PhD, MSW, Office 0123-Education Building, 812/461-5243, jgdickerso1@usi.edu, Director of MSW Program, MSW Admission Coordinator, Associate Professor, MSW, University of Southern Indiana, Ph.D., University of Louisville

Dillingham, Jara, MSW, LCSW, Office 0123-Education Building, 812/228-5156, jldillingh@usi.edu, Clinical Assistant Professor, MSW, University of Southern Indiana

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

Huggins, Veronica, Ph.D, MSW, Office 0136-Education Building, 812/461-5411, vchuggins@usi.edu, Assistant Professor, MSW, Ph.D Clark-Atlanta University

Mitchell, Elissa, Ph.D., MSW, MS, BSW, Office 0116-Education Building, 812/465-1006, etmitchell@usi.edu, Assistant Professor, Ph.D., MSW, MS, University of Illinois at Urbana-Champaign,

Opatrny-Pease, Marie, Ph.D., MSW, LCSW, Office 0137-Education Building, 812/465-7141, mopatryn@usi.edu, Associate Professor, Ph.D., MSW, Loyola University of Chicago

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

Phillips, Iris, Ph.D., MSSW, Office 0126-Education Building, 812/461-5281, jphillip@usi.edu, Professor, Ph.D., MSSW, University of Louisville.
Rinks, Bonnie, MSW, ACSW, LCSW, Office 0135-Education Building, 812/465-1106, berinks@usi.edu, Clinical Assistant Professor, Director of Field Education, MSW University of Southern Indiana

Turner-Frey, Wendy, Ph.D., MSW, Office 0115-Education Building, 812/465-1201, wturner@usi.edu, Director of the Center for Social Justice, Associate Professor, Ph.D., MSW, Ohio State University, BSW, Valparaiso University

Emeritus Faculty

Frazer, Paul, Ph.D., LCSW, LMHC, pfrazer@usi.edu, Assistant Professor, Ph.D. Ohio State University

May, Gary E., MSW, ACSW, LCSW, gmay@usi.edu, Associate Professor, MSW, University of Tennessee.

Loehr, Patricia, MSSW, ACSW, LCSW, LCAC, ploehr@usi.edu, MSSW, University of Louisville

Adjunct Faculty

Akin, James, MSW, LCSW, Office 0118-Education Building, 812/465-1005, jaakin@usi.edu, Adjunct Instructor

Allyn, Dana, MSW, dlallyn@usi.edu, Adjunct Instructor

Barnes, William, MSW, LCSW, wcarnes@usi.edu, Adjunct Instructor

Frazier, Gary, MSW, Office 0118-Education Building, 812/465-1005, gwfrazier@usi.edu, alternatessolutions@myway.com, Adjunct Instructor

Hayes, Luzada, MSW, ACSW, LCSW, lhayes@usi.edu, Adjunct Instructor

Head-Vanpell, Marcey, MSW, Office 0118-Education Building, 812/465-1005, mlhead@usi.edu, Adjunct Instructor

King, Bruce Ann, MSW, Office 0116-Education Building, 812/465-1004 or 812/480-7265 (Cell), bdking@usi.edu, Adjunct Instructor

Martin, Katie, MSW, LCSW, klmartin3@usi.edu, Adjunct Instructor

Metz, Christopher, MSW, LCSW, ctmetz@usi.edu, Adjunct Instructor

Roehm, Stephen, MSW, LCSW, smroehm@usi.edu, Adjunct Instructor

Schuettter-Bromm, Jennifer, MSW, Office 0118-Education Building, 812/465-1005, jlschuette@usi.edu, Adjunct Instructor
Seif, Lisa, MSW, LCSW, NAADAC, CSAMS, CADAC, Office 0118-Education Building, 812/465-1005, ldseif@usi.edu, Adjunct Instructor

Smith, Scott, BSW, Masters of Criminal Justice, Office 0136-Education Building, 812/465-1005, ssrsmith6@usi.edu, Adjunct Instructor

Stone, Phyllis, MSW, LCSW, Office 0116-Education Building, 812/465-1004, pkstone@usi.edu, Adjunct Instructor

Woods, Heather, Office 0118-Education Building, 812/465-1005, Adjunct Instructor

Wylie, R. Scott, Office 0118-Education Building, 812/465-1005, rswwylie@usi.edu, Adjunct Instructor

Support Staff

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

Epley, Connie, Office 0126-Education Building, 812/465-7158, cepley@usi.edu, Senior Administrative Assistant
APPENDICES

1. CSWE Nine Competencies of Social Work Practice
2. Application for Re-Admission
3. Re-Admission Bachelor of Social Work Reference Form
Competency 1:
Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2:
Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

• present themselves as learners and engage clients and constituencies as experts of their own experiences; and

• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3:**
**Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

• engage in practices that advance social, economic, and environmental justice.

**Competency 4:**
**Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

• use practice experience and theory to inform scientific inquiry and research;

• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

• use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7:
Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

• facilitate effective transitions and endings that advance mutually agreed-on goals.

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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

• select and use appropriate methods for evaluation of outcomes;

• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Students who major in Social Work are expected to know the areas of competence required by the Council on Social Work Education.
Application for Re-Admission
Bachelor of Social Work Degree Program
8600 University Boulevard Evansville, IN 47712

PLEASE TYPE OR PRINT CLEARLY

Application is for: Fall_______ Spring_______ Summer_______, 20_______

Complete legal name______________________________________________________________

Last                              First                              MI

Name(s) appearing on transcripts if different from current name

Student ID Number_______________________________________________________________

Local Address_______________

Street Address                      City                               State                        Zip

Permanent Address_______________

Street Address                      City                               State                        Zip

Home Phone Number_____________ Work Phone Number_____________ Ext.__________

Cell Phone number_______________ E-Mail Address______________________________

The information in this item is requested solely for the purpose of reporting data to the Council on Social Work Education and determining compliance with Federal civil rights laws. Your response to the following questions is completely voluntary and will not affect consideration of your application.

Birth date_______/_______/_______ Place of Birth ___________________________________

Month   Day   Year State              City

Sex: Male_______ Female_______

Ethnicity:

_____ White

_____ African American

_____ Chicano/Mexican American

_____ Puerto Rican

_____ American Indian

_____ Asian American

_____ Other U. S. Minority

_____ Foreign (in U.S. on student visa)

_____ Unknown
List colleges and universities you have attended since you were last enrolled in the BSW Program. Please send official transcripts from all institutions attended to the University of Southern Indiana Registrar’s Office.

<table>
<thead>
<tr>
<th>Name and Location of University</th>
<th>Dates Attended</th>
<th>Major</th>
<th>Degree Awarded</th>
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**PROGRAM STANDING**

If you have attended a bachelors degree program at any institution of higher education since you were enrolled in the BSW Program, please indicate if you were dismissed or not continued in that program.

- _____ I was dismissed
- _____ I was not dismissed
- _____ I was not continued
- _____ I left voluntarily pending dismissal/discontinuation

Please state reason(s) why you were dismissed or not continued in the program.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
### EMPLOYMENT

List all employment since you were last enrolled in the BSW Program. Attach a Resume if additional space is needed.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Employer</th>
<th>Location</th>
<th>Dates</th>
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</table>

### VOLUNTEER EXPERIENCE

List social work volunteer activities since you were last enrolled in the BSW Program.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Location</th>
<th>Duties</th>
<th>Dates</th>
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<tbody>
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</tbody>
</table>

### REFERENCES

List name and address of two professional references.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>State, Zip</th>
<th>Phone #</th>
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<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>State, Zip</th>
<th>Phone#</th>
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</thead>
</table>
### CRIMINAL HISTORY*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Have you ever been convicted of a felony?</td>
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<tr>
<td>Have you ever been convicted of a misdemeanor?</td>
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<tr>
<td>Have you ever been convicted of a sex offense against children?</td>
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</tbody>
</table>

List and describe briefly each conviction:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

### Public Law 11-1994

In order to fully comply with Indiana Public Law 11-1994, the University will conduct a criminal history check specific to convictions for sex offenders against children for students requesting admission to the Bachelor of Social Work Program. This check will be conducted at the point of admission and upon entering each field placement. A student who has been convicted of sex offenses against children as identified in P.L. 11-1994 will not be granted admission to or allowed to continue in the Bachelor 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 an area within Indiana to local law enforcement authorities having jurisdiction in the area of intended residence.

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 Bachelor of Social Work Program.

Signature: _______________________________ Date: ___________________
PERSONAL STATEMENT

Please provide a typewritten, double spaced narrative of 4 to 6 pages. Address the following questions in your narrative.

1. Discuss how you have dealt with any issues or problems that led to your discontinuing the BSW Program.
2. How have you determined that you are now ready to resume your studies?
3. What strategies are you employing and will continue to ensure that a recurrence of the issues that interrupted your studies?

EVALUATION AND NOTIFICATION

Re-Admission decisions for the BSW program are based on evidence that the applicant:

1. Meets the GPA requirements
2. Has completed the required prerequisite classes
3. Has a commitment to social work values & ethics
4. Has a basic understanding of generalist social work practice
5. Demonstrates professional behaviors and attitudes
6. Demonstrates emotional maturity
7. Demonstrates excellent writing skills (The personal statement submitted is evaluated on punctuation, spelling, grammar, syntax, organization, and the ability to clearly express ideas).
8. Demonstrates excellent verbal communication skills
9. Demonstrates good critical thinking and analytic ability, including evidence of good judgment
10. Has relevant work and/or volunteer experience
11. Submits appropriate references (professional/employment/volunteer)
12. A personal interview will be required

Students will be notified when the application is complete. It is important that all application materials meet the guidelines described in this application. An incomplete application may result in either a request for the resubmission of materials or may be considered grounds for rejection of the application.

After review of a completed application, a student may be fully admitted to the program, admitted on a conditional status, or admitted on a probationary status. A student who is denied admission may appeal in writing to the Admissions Committee. If the appeal is denied by the committee the applicant may appeal the decision to the Chair of the Social Work Department. All information submitted during the application process becomes the property of the Social Work Department and will be kept confidential.
CERTIFICATION

THIS APPLICATION IS INCOMPLETE UNLESS SIGNED BY THE APPLICANT

I understand that failure to submit all required materials, withholding information requested on this form, or giving false information may make me ineligible for admission to the Bachelor of Social Work program at the University of Southern Indiana or subject to dismissal. I certify that the statements I have made on this form are correct and complete.

SIGNATURE_____________________________________DATE__________________

It is the policy of the University of Southern Indiana and the Social Work Dept. to be in full compliance with all federal and state nondiscrimination and Equal Opportunity laws, orders, and regulations relating to age, race, sex, religion, handicap, national origin, or status as a disabled veteran or a veteran of the Vietnam era. Additionally, in accordance to the NASW Code of Ethics, the Social Work Dept. does not discriminate in regards to sexual orientation, political preference, and English as a second language. Questions or concerns should be directed to the Affirmative Action Officer, USI Human Resources Dept., Room FA 166, University of Southern Indiana, 8600 University Blvd, Evansville, IN 47712 (Telephone: 812/464-1770). Office hours are 8:00am - 4:30 p.m. Monday - Friday.

USI students with disabilities can receive accommodation assistance through the University Counseling Center. To qualify, you must register at least 60 days prior to the date services are needed. More information is available at www.usi.edu/counselingcenter/ or in the Counseling Center, Rm 1051 of the Orr Center; phone 812/464-1867 or TDD 812/465-7072.

Please submit the completed application to:

BSW Program Director
Social Work Department
University of Southern Indiana
8600 University Blvd.
Evansville, IN 47712
BACHELOR OF SOCIAL WORK (BSW) REFERENCE

TO BE COMPLETED BY THE APPLICANT

Name of Applicant______________________________________________________________

Name of Reference____________________________________________________________

This recommendation will become a part of your admission file. It will be used solely for admissions consideration and will not be disclosed to any unauthorized individual without your consent. If you are admitted to the Bachelor of Social Work Program, you will be accorded access to its contents unless you voluntarily waive your right of access.

Notice of Waiver
I am aware of my rights under the Family Educational Rights and Privacy Act of 1974 to have access to letters of recommendation written on my behalf. You must sign and indicate whether or not you wish to waive your right of access.

___________  I would like to have this reference written in confidence, and I, therefore wish to waive my right of access to this reference.

___________  I wish to retain rights of access should I be admitted to the BSW Program.

Signature________________________________________________Date_________________________________

TO THE EVALUATOR
The applicant listed above has selected you as a reference. Completion of this form and a frank assessment of the applicant will greatly assist the Admissions Committee in determining whether the candidate should be admitted to the Social Work Program. Under the 1974 Family Education Rights and Privacy Act, the applicant will have access to this recommendation unless he/she has waived that right.

The BSW degree involves an intensive program of study with an expectation that the applicant will have a commitment to a professional career of serious responsibility. Sound intelligence, good judgment, the ability to think clearly and to communicate effectively are vital qualifications. Equally important are basic interpersonal skills, exemplified by good relationships with others. Emotional stability and maturity are essential for social work practice. Although people continue to grow and mature, a person who enters a professional program without a good degree of readiness in all areas risks failure. Motivation to enter the field of social work should include an awareness of social issues as well as a deep concern for people.

Please answer the questions on the form as fully as possible. After completing this form, please place it in an envelope, seal the envelope, and sign it across the seal. Additional observations by letter are acceptable if accompanied by the completed reference form. Return the signed, sealed envelope to the applicant well before the deadline indicated. Typing is preferred but not required. Thank you for your assistance.

Sincerely,

Cynthia Christy Baker

C. Christy Baker, BSW Program Director
Please answer the following questions as thoughtfully as possible.

1. In what capacity and how long have you known the applicant?

2. Based on your direct contact or knowledge, evaluate the applicant’s performance of assigned tasks. Indicate the nature of the experience and give examples.

3. What do you consider the applicant’s strengths as a candidate for professional education in social work?

4. In what areas, and to what degree, does the applicant need to be strengthened as a potential professional social worker?

5. Utilizing the table below, please evaluate the applicant in each category.

<table>
<thead>
<tr>
<th></th>
<th>Unable to Judge</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
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<tr>
<td>Level of maturity</td>
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<td>Intellectual ability</td>
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<td>Emotional stability</td>
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<td>Communication skills: written</td>
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<tr>
<td>Communication skills: verbal</td>
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<td>Responsibility</td>
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<td>Understanding of self</td>
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<td>Ability to respect and work with diverse populations (class, race, culture, age, ethnicity…)</td>
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<td>Ability to work with others</td>
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<td>Ability to analyze a problem &amp; develop a solution</td>
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<td>Willingness to accept direction and/or supervision</td>
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<td>Commitment to work toward solving social problems</td>
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<td>Interest in the field of Social Work</td>
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**RECOMMENDATION:**

- _____ Yes, I highly recommend this applicant for admission
- _____ Yes, I recommend
- _____ Yes, I recommend with reservation
- _____ No, I do not recommend for admission

Signature_______________________________________   Date ____________
Agency/Organization_________________________________________________________
Title/Position____________________________________________________________

[Signature]

2017 BSW Student Handbook