2023-24 BSW STUDENT HANDBOOK

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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

Contents

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 Ronald S. Rochon became USI's fourth president in the Fall of 2018. Under his 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

2023-24 BSW Student Handbook

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

Ronald S. Rochon, *President*
Dr. Mohammed Khayum*, Provost*
Steven Bridges, *Vice President for Finance and Administration, Treasurer*
David A. Bower, *Vice President for Development, USI Foundation President*
Dr. Khalilah Doss, *Vice President for Student Affairs*
Kindra Strupp, *Vice President for Marketing and Communications*

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

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:

Carrie Lynn, *Affirmative Action Officer/Civil Rights & Title IX Coordinator*
WA Bldg, Forum Wing, Room FA 171
University of Southern Indiana
8600 University Boulevard
Evansville, Indiana 47712-3596
Telephone: 812/ 464-1703
cnlynn@usi.edu
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.

Smoke Free Campus Policy

The use of all previously mentioned tobacco products and electronic vaping devices is prohibited inside all student housing facilities. This includes residence halls, apartments, common areas, balconies, building entries, student rooms and the Community Center. The use of all tobacco products and electronic vaping devices is only permitted outdoors within student housing areas, per Indiana State law, at least 8 feet from any building. For more details, see https://www.usi.edu/tobaccofree

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.

Council on Social Work Education (CSWE)
2022 Educational Policy and Accreditation Standards (EPAS)

The Nine Social Work Competencies

Competency 1:
Demonstrate Ethical and Professional Behavior

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

Social workers:
    • make ethical decisions by applying the standards of the 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;

• 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:
Advance Human Rights and Social, Racial, Economic and Environmental Justice

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

Social workers:
• advocate for human rights at the individual, family, group, organizational, and community system levels; and

• engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and 10   2022 Educational Policy and Accreditation Standards values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

> • demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

> • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

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

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

Social workers:

> • apply research findings to inform and improve practice, policy, and programs; and

> • identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5:
Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, 2022 Educational Policy and Accreditation Standards   11 implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

> • use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

> • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

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

Social workers:

> • apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

> • use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying 12   2022 Educational Policy and Accreditation Standards strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

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

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

Social workers:
- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, 2022 Educational Policy and Accreditation Standards   13 and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:
- select and use culturally responsive methods for evaluation of outcomes; and

- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Students who major in Social Work are expected to know the areas of competence required by the Council on Social Work Education.

BSW PROGRAM OF STUDY

The BSW program of study requires the University Core 39 (https://www.usi.edu/core39), social work required courses, and elective courses.

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) 2022 Educational Policy and Accreditation Standards (EPAS). https://www.cswe.org/getmedia/8d7dade5-2683-4940-9587-5675f6ef5426/2022-EPAS.pdf

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. Students enrolled in Field Placement (SOCW 401, 402, 411 and/or 412 should plan to take only 15 hours while enrolled in field).

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, complete prerequisite requirements and have completed 90 credit hours. 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* www.usi.edu/academics/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. https://www.usi.edu/core39/

Minors

Social Work majors are <u>not required</u> 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. 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.

Students not majoring in Social Work may choose to earn a Minor in Social Work. To earn the Social Work Minor, one must earn 18 hours in social work courses, including SOCW 221, SOCW 222 and SOCW 241. They must have GPA of 2.5 or higher and earn a C or higher in all social work courses. Additional details are here: https://bulletin.usi.edu/preview_program.php?catoid=44&poid=5462&returnto=2895

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. DegreeWorks contains a 4-Year Course Plan that outlines 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.

BSW Program Curriculum (Seniors Only)

This is the prior curriculum, Spring '21 Bulletin or earlier. Only the current seniors will utilize this curriculum structure. (*Students that will start the program in Fall 2022 or later should follow the guidelines for the new curriculum*).

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
SOCW 402 - Social Work Practice I: Integration Seminar for Social Work Practicum I
SOCW 411 - Social Work Practicum II
SOCW 412 - Social Work Practice II: Integration Seminar for Social Work Practicum II
SOCW 413 – Capstone Project: Portfolio

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

Name_____ Student ID #_____

E-Mail Address_____ Cell #_____Home #_____

Advisor_____ Minor_____

Core 39			Additional Prerequisite Courses		
Course	*Semester Taken*	*Credit Hours*	PSY 261 +	_____	_____
Foundation Skills			Math 100* +	_____	_____
Composition		6 Hours	**Social Work Major**		
ENG 101 **+**	_____	_____	SOCW 221 +	_____	_____
ENG 201	_____	_____	SOCW 222 +	_____	_____
Communication		3 Hours	SOCW 239 +	_____	_____
CMST 101 or 107	_____	_____	SOCW 241 +	_____	_____
Mathematics		3-4 Hours	SOCW 325	_____	_____
Math 111 or 114*	_____	_____	SOCW 326	_____	_____
Physical Activity and Wellness		1 Hour	SOCW 340+++	_____	_____
KIN 192 or KIN 281	_____	_____	SOCW 341+++	_____	_____
First Year Experience		1 Hour	SOCW 342+++	_____	_____
UNIV 101	_____	_____	SOCW 343+++	_____	_____
Bachelor of Science			SOCW 344+++	_____	_____
Natural Science		7 Hours	SOCW 401+++	_____	_____
BIO 105/Lab +	_____	_____	SOCW 402+++	_____	_____
_____	_____	_____	SOCW 411+++	_____	_____
Social Sciences		3 Hours	SOCW 412+++	_____	_____
PSY 201 +	_____	_____	SOCW 413+++	_____	_____
World Language and Culture (BS)		3 Hours	Electives		
_____	_____	_____	_____	_____	_____
Ways of Knowing			_____	_____	_____
Historical Inquiry		3 Hours	_____	_____	_____
HIST 101 or 102	_____	_____	_____	_____	_____
Moral and Ethical Reasoning		3 Hours	_____	_____	_____
_____	_____	_____	_____	_____	_____
Social Inquiry		3 Hours	_____	_____	_____
POLS102 +	_____	_____	120 hours required for graduation.		
Additional Ways of Knowing (WOK) ++		3 Hours	Core 39 Requirements and Course Descriptions		
Creative & Aesthetic Expression	_____	_____			
Science	_____	_____	http://www.usi.edu/core39		
World Language & Culture	_____	_____			

Embedded Experiences		
Global		
_____	⬤ _____	_____

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

Writing Intensive		200+ Level
_____	✦ _____	_____

To view the BSW admissions requirements visit:
http://www.usi.edu/liberalarts/social-work/program-admission

Diversity		
SOC121 +	▲ _____	_____

▲ **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.

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BSW PREREQUISITE REQUIREMENTS

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

SOCIAL WORK ELECTIVES

COURSE	PREREQUISITES	SEMESTER AVAILABLE
SOCW 223- Introduction to Gerontology	None	F
SOCW 224- Introduction to Social Justice	None	F
SOCW 238- Disabilities in Contemporary Society	None	Sp
SOCW 323 – Social Work Practice with the Aged	None	Sp
SOCW 390- Independent Study in Social Work	Junior standing + permission of the instructor	F, Sp, Su
SOCW 392 – Global Social Work	SOCW 221, sophomore standing, & permission of the instructor	Sp

SOCW 400- Special Topics in Human Service Pract
  - Child Abuse and Neglect
  - Child Abuse and Neglect II
  - Substance Abuse
  -Understanding Adoption
  -Mindfulness
	Sophomore standing	
		Sp
		F
		F, Sp
		Su
		Su

SOCW 490- Social Work in Jamaica	SOCW 221, sophomore standing, & permission of the instructor	Sp

Bachelor of Social Work
4-Year Course Plan—Core 39
Addictions Counseling Concentration

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
Social Work 242

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)
Social Work 353

Spring Semester
Social Work 411 (6 hrs)
Social Work 412
Social Work 413
Social Work 354

The concentration in addictions counseling will prepare students to work with clients and agencies that provide services for substance abuse and other addictive disorders. Completion of the concentration requires a two semester field internship.
SOCW 242 – Introduction to Substance Abuse and Addictive Disorders (3 credit hours)
SOCW 353 – Substance Abuse, the Family & Society (3 credit hours)
SOCW 354 – Counseling & Treatment Models in Addictions and Recovery (3 credit hours)

BSW Program Curriculum

(New curriculum for students on Fall '21 Bulletin or later. Students entering the program Fall 2022 or later should follow this curriculum).

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 54 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 241 - Social Work Intervention
SOCW 325 - Introduction to Social Work Statistics
SOCW 326 - Introduction to Social Work Research
SOCW 331 – Human Behavior and the Social Environment I
SOCW 332 – Human Behavior and the Social Environment II
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
SOCW 402 - Social Work Practice I: Integration Seminar for Social Work Practicum I
SOCW 411 - Social Work Practicum II
SOCW 412 - Social Work Practice II: Integration Seminar for Social Work Practicum II
SOCW 413 – Capstone Project: Portfolio

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 +
Psychology 201 + (BS/Social Science)
Math 111 or 114 +
Physical Activity & Wellness (FS, 1hr)
UNIV 101 (FS)

Spring Semester
English 201 (FS)
Social Work 222 +
Sociology 121 (Diversity, EE) +
Communications 101 or 107 (FS)
U.S. History (WOK, Historical Inquiry)

SOPHOMORE YEAR

Fall Semester
Moral & Ethical Reasoning (WOK)
Biology 105 + (Natural Science 4 hrs)
Social Work 241+
World Languages and Culture (BS/WLC)
Elective

Spring Semester
BIOL 251 (Natural Science; Global)
Political Science 102 (WOK/SI)
Additional WOK
Writing Intensive (EE)**
Elective

JUNIOR YEAR

Fall Semester
Social Work 331
Social Work 340
Social Work 342
Social Work 344
Elective

Spring Semester
Social Work 325
Social Work 332
Social Work 341 (Writing Intensive, EE)
Social Work 343
Elective

SENIOR YEAR

Fall Semester
Social Work 401
Social Work 402
Social Work 326
Elective
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.

Courses in Bold are required for the BSW degree.

SOCIAL WORK CHECK SHEET-Core 39

Name_____ Student ID #_____

E-Mail Address_____ Cell #_____Home #_____

Advisor_____ Minor_____

Core 39				Social Work Major	
Course	*Semester Taken*	*Credit Hours*			
Foundation Skills					
Composition		6 Hours	SOCW 221 +	_____	_____
ENG 101 +	_____	_____	SOCW 222 +	_____	_____
ENG 201	_____	_____	SOCW 241 +	_____	_____
Communication		3 Hours	SOCW 325	_____	_____
CMST 101 or 107	_____	_____	SOCW 326	_____	_____
Mathematics		3-4 Hours	SOCW 331+++	_____	_____
Math 111 or 114*	_____	_____	SOCW 332+++	_____	_____
Physical Activity and Wellness		1 Hour	SOCW 340+++	_____	_____
KIN 192 or KIN 281	_____	_____	SOCW 341+++	_____	_____
First Year Experience		1 Hour	SOCW 342+++	_____	_____
UNIV 101	_____	_____	SOCW 343+++	_____	_____
Bachelor of Science			SOCW 344+++	_____	_____
Natural Science		7 Hours	SOCW 401+++	_____	_____
BIOL 105/Lab +	_____	_____	SOCW 402+++	_____	_____
BIOL 251	_____	_____	SOCW 411+++	_____	_____
Social Sciences		3 Hours	SOCW 412+++	_____	_____
PSY 201 +	_____	_____	SOCW 413+++	_____	_____
World Language and Culture (BS)		3 Hours	Electives		
_____	_____	_____	_____	_____	_____
Ways of Knowing			_____	_____	_____
Historical Inquiry		3 Hours	_____	_____	_____
HIST 101 or 102	_____	_____	_____	_____	_____
Moral and Ethical Reasoning		3 Hours	_____	_____	_____
_____	_____	_____	_____	_____	_____
Social Inquiry		3 Hours	_____	_____	_____
POLS102	_____	_____	120 hours required for graduation.		
Additional Ways of Knowing (WOK) ++		3 Hours	Core 39 Requirements and Course Descriptions		
Creative & Aesthetic Expression	_____	_____			
Science	_____	_____			
World Lang. & Culture	_____	_____	http://www.usi.edu/core39		
Embedded Experiences					
Global			Students must complete the formal BSW application process and be admitted to the program to take courses designated Social Work Major.		
🟡BIOL 251	_____	_____			
Writing Intensive		200+ Level	To view the BSW admissions requirements visit: http://www.usi.edu/liberalarts/social-work/program-admission		
✦_____	_____	_____			
Diversity					
🔺SOC121 +	_____	_____			
🟡✦🔺			**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.					

UNIVERSITY OF SOUTHERN INDIANA

POLS 102 and BIOL 251 are not admission requirements, but are degree requirements.		
++ One 3-hour course required as additional Ways of Knowing		
+++ Courses may be taken by Social Work majors only.		

BSW PREREQUISITE REQUIREMENTS

REQUIRED COURSES FOR MAJOR	PREREQUISITES	SEMESTERS AVAILABLE
221 Intro to Social Work	None	F, Sp, Su
222 Social Welfare	None	F, Sp
241 Social Work Intervention	SOCW 221, 222, PSY 201, SOC 121, BIOL 105	F, Sp, Su
325 Social Work Statistics	SOCW 221, MATH 111 (or higher)	Sp
326 Social Work Research	SOCW 325, Social Work majors or permission of instructor	F
331 Human Behavior & the Social Environment I	Social Work Majors Only	F
332 Human Behavior & the Social Environment II	Social Work Majors Only	Sp
340 Communications Skills Lab	Social Work Majors Only	F
341 Social Welfare Policy	Social Work Majors Only	Sp
342 Micro systems I	Social Work Majors Only	F
343 Micro Systems II	Social Work Majors Only	Sp
344 Macro Systems	Social Work Majors Only	F
401 Social Work Practicum I	MUST take with SOCW 402, senior standing, permission & completion of all 300 level required Social Work courses	F
402 Social Work Practice I- Integration Seminar for Practicum I	MUST take with SOCW 401, senior standing, permission & completion of all 300 level required Social Work courses	F
411 Social Work Practicum II	MUST take with SOCW 412, senior standing, permission, & completion of SOCW 401 & 402	Sp
412 Social Work Practice II	MUST take with SOCW 411, senior standing, permission, & completion of SOCW 401 & 402	Sp
413 BSW Project: Research Study	SOCW seniors only	Sp

UNIVERSITY OF SOUTHERN INDIANA™

2023-24 BSW Student Handbook

SOCIAL WORK ELECTIVES

COURSE	PREREQUISITES	SEMESTER AVAILABLE
SOCW 223- Introduction to Gerontology	None	F
SOCW 224- Introduction to Social Justice	ENG 101 (may be taken concurrently)	F
SOCW 224 – Child Welfare Services	None	F, Sp
SOCW 238- Disabilities in Contemporary Society	None	F, Sp
SOCW 242 - Introduction to Substance Abuse and Addictive Disorders	Sophomore Standing or permission of instructor	F, Sp
SOCW 323 – Social Work Practice with the Aged	None	Sp
SOCW 353 - Substance Abuse, the Family & Society	Sophomore Standing or permission of instructor	F, Sp
SOCW 354 - Counseling & Treatment Models in Addictions and Recovery	SOCW 221 and SOCW 242; Junior Standing or permission of instructor	F, Sp
SOCW 390- Independent Study in Social Work	Junior standing + permission of the instructor	F, Sp, Su
SOCW 392 – Global Social Work	SOCW 221,sophomore standing, & permission of the instructor	Sp

SOCW 400- Special Topics in Human Service Pract
   - Child Abuse and Neglect
   - Child Abuse and Neglect II
   - Sign Language I
   - Sign Language II
   -Understanding Adoption
   -Mindfulness
	Sophomore standing	
		Sp
		F
		F, Sp
		Su
		Su

SOCW 490- Social Work in Jamaica	SOCW 221,sophomore standing, & permission of the instructor	Sp

Bachelor of Social Work
4-Year Course Plan—Core 39
Addictions Counseling Concentration

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 +
Psychology 201 + (BS/Social Science)
Math 111 or 114 +
Physical Activity & Wellness (FS, 1hr)
UNIV 101 (FS)

Spring Semester
English 201 (FS)
Social Work 222 +
Sociology 121 (Diversity, EE) +
Communications 101 or 107 (FS)
U.S. History (WOK, Historical Inquiry)

SOPHOMORE YEAR

Fall Semester
Moral & Ethical Reasoning (WOK)
Biology 105 + (Natural Science 4 hrs)
Social Work 241+
World Languages and Culture (BS/WLC)
Elective

Spring Semester
BIOL 251 (Natural Science; Global)
Political Science 102 (WOK/SI)
Additional WOK
Writing Intensive (EE)**
Elective

JUNIOR YEAR

Fall Semester
Social Work 331
Social Work 340
Social Work 342
Social Work 344
SOCW 242

Spring Semester
Social Work 326
Social Work 332
Social Work 341 (Writing Intensive, EE)
Social Work 343
SOCW 353

SENIOR YEAR

Fall Semester
Social Work 401
Social Work 402
Social Work 325
SOCW 354
Elective

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

The concentration in addictions counseling will prepare students to work with clients and agencies that provide services for substance abuse and other addictive disorders. Completion of the concentration requires a two semester field internship.

SOCW 242 – Introduction to Substance Abuse and Addictive Disorders (3 credit hours)

SOCW 353 – Substance Abuse, the Family & Society (3 credit hours)

SOCW 354 – Counseling & Treatment Models in Addictions and Recovery (3 credit hours)

BSW Academic Advising, Grading, Graduation Checkout

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

Students are assigned a 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 Self-Service. 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 in DegreeWorks, including your Plan, for 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. Grading scales may vary per course. 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+.
The official grading system of USI is found here:
https://bulletin.usi.edu/content.php?catoid=44&navoid=2886#Grading_System

Application for Graduation

Meeting graduation requirements and formally applying for graduation is each student's responsibility. Candidates must apply to graduate via myUSI by October 1 for Spring or Summer degree completion. For more information, please visit https://www.usi.edu/registrar/graduation/application-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 web page, monitors located in the Social Work lounge, and the BSW Admission Blackboard site.   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.

Technology/Online Learning

Computer Literacy

All students should be competent with basic computer operations, including word processing and presentation software (i.e., Microsoft Office or OpenOffice) and using the internet. Students will need to navigate Blackboard, USI's Learning Management System (LMS) for all courses. Students also need to be able to utilize online library databases and other online search tools (such as Google Scholar) to locate scholarly information for completion of their assignments, including the ability to use search criteria, keywords, and filters. Resources for those unfamiliar with basic computer operations are available

through the University and in the surrounding community; students should receive such training prior to beginning the social work program.

Bringing a computer to campus is a matter of personal preference, but not a necessity. There are 51 **Open Computer Labs** available across campus. Additionally, a student can check out a laptop from Rice Library (to be used IN Rice Library).

If using your own computer, IT suggests the following:

- **Processor** – Intel Core i3, i5 or i7 or AMD Ryzen 3
- **Memory** – 8GB (or higher)
- **Hard Drive** - 500 GB (Solid State drives recommended)
- **Network Interface Card** – for internet access
- **Operating System** - Windows 10 or Mac OS X

More information on computer specifics is on the Instructional Technology site here: Bringing a Computer - University of Southern Indiana (usi.edu)

If you experience issues with technology, the IT Help Desk is also an important resource for students.

Online Courses

Courses in the BSW Program are offered in different formats: traditional on campus courses, online courses, and partially online (referred to as "hybrid") courses which use a combination of live face-to-face instruction and online components. To determine the format of the course you are selecting, you will look at the section prefix. Course sections that begin with NS (e.g., SOCW 340.NS1) are synchronous online, which means they meet using Zoom or other technology. Course sections that begin with NO (e.g., SOCW 341.NO1) are asynchronous online and do not meet at a set time. Hybrid courses are defined with the NC prefix (e.g., SOCW 344.NC1) and meet in-person on campus for less than 50% of the time.

 Online and hybrid courses may require additional skills, such as using Zoom and other technologies. Individual professors will provide this information, as needed for their courses.

USI's Online Learning and Information Technology (IT) departments provide support and guidance about best practices, policies and requirements, and technical support for USI students. Visit Online Learning's Student Services website to review this information and see the System Requirements. They suggest the following:

- **Operating System** - Windows 10 or Mac OS X
- **Internet Connection** – high-speed internet (e.g., DSL or Cable)
- **Web Browser** – Firefox or Chrome
- **Microsoft Office** – free through USI

- **Adobe Acrobat Reader** – free to download
- **Anti-virus Software** – Norton Security or McAfee
- **Headset**
- **Webcam**

Technology & Social Media Policy

The Department supports the use of technology and social media to interact and share information related to education and effective social work practice. Technology and social media should be used professionally by social work students. Students should be aware of the guidance related to the use of technology and social media provided by the NASW Code of Ethics, the NASW, ASWE, CSWE, & CSWA Standards for Technology in Social Work Practice, and the CSWE EPAS. At a basic level, these policies and guidelines expect that social workers, social work educators, and social work students will use technology ethically and professionally in the field and the classroom. This means adhering to social work values and ethics, including issues related to privacy and confidentiality, conflicts of interest and dual relationships, and informed consent.

Students are responsible for adhering to the University Code of Student Behavior and the Social Work Department's student expectations and are accountable for all online actions and statements. Students should also be familiar with the University's guidelines on Netiquette. While privacy settings are important and recommended, it is important to remember that online information is public information. Your peers, instructors, supervisors, and current or future clients may find you online. Remember that you are representing the University, the Department, your field agency, and the profession in the information you share. For more information and additional considerations about the professional use of technology and social media, students may wish to consult this helpful resource from the University at Buffalo School of Social Work.

BACHELOR OF SOCIAL WORK ADMISSION

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

All application materials must be submitted online by 11:59 pm on January 31ˢᵗ or May 15ᵗʰ.

- Students who submit a completed application by the **January 31ˢᵗ** deadline will be eligible for priority registration (March) in courses designated for **Social Work Majors Only**.
- The **May 15ᵗʰ** deadline is reserved for students who will complete the prerequisites during Summer**.**
- Students should **apply as soon as they are eligible** to ensure 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 the BSW Program Director 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 online by the required deadline**.
   - Completed application
   - Include names and emails of two university faculty references
   - Upload the Personal Statement with the application
   - Complete details and the link to apply are here: https://www.usi.edu/liberal-arts/social-work/program-admission/

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.

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 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 prior to program admission:

- **Composition**
    - ENG 101: Rhetoric and Composition I: Literacy and the Self
- **Natural Science with Lab**
    - BIOL 105: Biology of Human Concern
- **Social Science/Diversity**
    - PSY 201: Introduction to Psychology
    - SOC 121: Principles of Sociology
- **Mathematics**
    - A MATH 111, 114 or higher Core Math Class.

Although not required for admission to the program, to complete the BSW program students must also complete the following CORE requirements:

- **Historical Inquiry** - HIST 101 - The United States to 1877 or HIST 102 - The United States since 1877
- **Moral and Ethical Reasoning** - any course
- **Natural Science and Embedded Experience-Global** - BIOL 251 - Environmental Conservation (C or better required)
- POLS 102 - Introduction to American Politics (C or better required)

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 the BSW Program Director. 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.

9. All required SOCW courses at the 300- and 400- levels must be completed at the University of Southern Indiana. Transfer credits are limited to 100- and 200- level Pre-Social Work courses or electives.

10. Exceptions to the policy stated in #9 may be made for students accepted into the USI BSW Program who completed upper level courses in other CSWE accredited social work programs. These students should meet with the BSW Program Director to discuss their individual transfer course requests. If exceptions are given, a maximum of 12 credits in the 300 level courses could be accepted. Required courses in the 400 level (ie, field and capstone) will not be accepted for transfer.

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 express ideas clearly).
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 online https://www.usi.edu/liberal-arts/social-work/program-admission/bsw-readmission/ (this includes providing contact information for two faculty references).
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.   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 admissions process, primarily through email to their USI email address. Due to privacy guidelines, we are not permitted to send this information to other email addresses. **Official letters of admission status will be emailed to the USI email address.** Those admitted will also receive information on other tasks they must complete prior to registering for classes. It is important that students check their email regularly and complete all tasks in a timely manner.

The committee will make every attempt to notify students of the status of their application by the time priority registration begins, if applying in January. May applicants will not be notified until July. They will not be able to register for the required social work courses until they are admitted. For the committee to respond in a timely manner, the Admission Packet must be complete at the time of submission. Because references are emailed at the time the application is submitted online, it can take several days for them to respond and complete the form. Therefore, <u>students are encouraged to apply two weeks before the official deadlines</u>.

Students will be admitted to the program on a conditional 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. Some students may be admitted on a probationary status, if there are other factors that need addressed. Failure to meet the conditions of the probation will result in dismissal from 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:
Wendy Turner, BSW Program Director
Social Work Department
University of Southern Indiana
8600 University Blvd., Evansville, Indiana 47713
Phone: 812/465-1201
FAX: 812/465-1116
Email: wturner@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:

Title IX Coordinator & Affirmative Action Officer
Chelsea C. Keaton
WA 171
8600 University Boulevard
Evansville, Indiana 47712-3596
Telephone: 812/ 464-1703

SW 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. Each Field placement also has a field seminar, 401

The BSW Field Placement I requires a minimum of 150 hours. This placement is completed over the span of the Fall 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 Spring semester of the student's senior year, averaging 20-22 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+.
3. Completed SOCW 221, 222, 239, 241, 326, 331, 332, 340, 341, 342, 343 and 344.
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 105 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 agencies of interest 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
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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.

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 Handbook and the *University Bulletin*. These

procedures are in keeping with the USI academic honor code.

Artificial Intelligence (AI)

Artificial intelligence (AI) tools (such as ChatGPT, Bing Chat, Bard, DALL-E) that generate text, images, code, and other content are widely available. If you submit work containing any content generated by AI when not explicitly allowed and not in a way directed by the instructor, then this will be considered academic dishonesty and a violation of USI's academic integrity policy. If you are not sure about what may be academic dishonesty or plagiarism and what is acceptable use in a course and on specific assignments, please refer to the course syllabus or contact the instructor.

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) 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.

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:

Academic Standards

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 Core courses specifically required for social work (ie, POLS 102 & BIOL 251).
- 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

Behavioral 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:**
    - Multiple absences from class or field placement
    - Multiple late arrivals for class or field
    - Poor organizational skills
    - Failure to come to class prepared to participate in group activities or discussions
    - Repeated requests for extensions on assignments and exams
    - Late or incomplete assignments
    - Failure to keep or cancel appointments
    - Failure to adhere to practicum agency policies and professional standards
    - 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:**
    - Create conflict in class
    - Uncooperative or unwilling to participate in class activities
    - Consistently late for class or field placement or consistently leave class or field placement early
    - Sleep during class
    - Disrupt class process by talking to others
    - Frequently interrupt when others are speaking
    - Use cell phone inappropriately during class
    - Use derogatory language or demeaning remarks
    - 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**

- o Unable or unwilling to work through unresolved personal issues
- o Unable or unwilling to control emotional reactions
- o Demonstrate emotional problems that interfere with the ability to work effectively with clients, faculty, supervisors, and peers
- o Make verbal or physical threats to peers, faculty, supervisors, or clients
- o Demonstrate impaired judgment, decision-making, or problem solving skills
- o Failure to seek appropriate professional help for physical, emotional, and/or cognitive problems that interfere with professional functioning
- o 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
- o 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**
  - o Failure to actively participate in the attainment of expected social work practice competencies
  - o Unable to meet class or field requirements due to failure to balance personal and school responsibilities (i.e. employment vs. school)
  - o Inability to work within the framework of supervision – may include classroom instructor, field agency faculty or supervisor
  - o 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**
  - Unwillingness to work with or gain a greater understanding of diverse populations
  - Demonstration of stereotyping, judgmental attitudes, or prejudice
  - Failure to accept and develop an understanding of values and practices in different cultures
  - Does not understand the impact of oppression on individuals, groups or communities

BSW STUDENT CORRECTIVE ACTION

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, corrective action will take place. This can mean immediate dismissal, probation or a student performance review by 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.

Academic Integrity Violations

As members of the University of Southern Indiana community, students are expected to uphold integrity in their academic endeavors. Violations of academic integrity may include cheating, interference, fabrication, plagiarism, academic sabotage, academic dishonesty, ethical violations and criminal activity. Please visit here for the full USI policies and procedures regarding academic integrity https://www.usi.edu/media/5599778/academic-integrity-policies-and-procedures-fall-2016.pdf

In addition to the university procedures, the BSW Program also addresses violations of academic integrity as they relate to the BSW Student Performance Standards. Students that are not dismissed from the university for violations could still be dismissed from the BSW Program if the situation warrants such action.

Student Performance Review Process

A performance review is intended to provide students and faculty the opportunity to openly identify and discuss behavioral 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 of Concern" under the **Behavioral Standards** of Student Performance Standards and Criteria (above) may result in a request for a Performance Review.

Steps in Addressing Behavioral Performance Concerns:
1. **When a faculty member has an issue with** a student's behavioral performance, she/he should first <u>talk with the student directly</u>.
2. If the issue persists, the <u>faculty will notify the student's advisor, who will meet with the student</u>.
3. If the issue persists, the <u>faculty will notify the BSW Program Director</u>. The <u>Director will meet with the student and the faculty member</u> and attempt to resolve the issue.
4. If the issue persists or if further discussion of the issue is warranted, the <u>BSW Program Director will notify the Chair of the Student Affairs Committee</u> for review. The student and faculty member(s) will meet with the Committee to draft a contract for remediation.

Behavioral Contract
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. Where such action is feasible and desirable, a contract could be created. The contract sets forth problems to be addressed, actions to be taken, a timeframe for completion of designated actions, and re-evaluation of the student's performance.

Consequences
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 BSW Program Director and Chair of the Social Work Department. Possible outcomes could include probation, suspension or dismissal from the program.

The student has the right to appeal the decision by following the University Grievance Procedure outlined in the USI Bulletin.

Academic or Behavioral Probation

Criteria for Probation

A student may be placed on probation after a Student Performance Review for Behavioral Standards or for one of the following **Academic Standards Performance** infractions:

- Failure to earn a C+ or higher in one of the required Social Work courses
- Failure to maintain a 2.75 GPA in required Social Work courses
- Failure to maintain a 2.75 GPA overall
- Failure to successfully complete either Field Seminar or Field Practicum
- Have more than one class with a grade of incomplete
- Documented Academic Integrity Report

In the event of Academic Performance infractions listed above, the student will be contacted by the BSW Program Director. The Director will meet with the student to determine the severity of the situation. If deemed correctable, the BSW Program Director will place the student on Academic Probation. In some situations, the above items could result in dismissal from the program. If probation is deemed appropriate, it could last one or two semesters, depending upon the circumstances. The student will receive a formal letter, outlining the cause and conditions of the probation. A student on probation may continue in the BSW Program; however, any further infractions or failure to meet the conditions set forth in the Probation Letter will lead to dismissal from the program.

Termination from the Program

Criteria for Dismissal/Termination

These are situations that warrant automatic dismissal:

1. Failure to meet the minimum grade requirement of at least a "C+" in more than two Social Work Courses
2. Failure to maintain a 2.75 cumulative GPA in required Social Work courses or a 2.75 overall GPA for two or more semesters
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
4. Failure to earn a C+ or higher when repeating a required Social Work class.
5. Repeated Academic Integrity violations.

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 mail a written statement to the student indicating that she/he has been discontinued from the program and explain the due process procedures. 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 contact the +BSW Program Director to discuss the situation. The Director may also request a meeting with the faculty and student.

3. If the problem is not resolved, the student should consult the *Chairperson of the Social Work Department, who will determine the appropriate next steps for addressing the concern.

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

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

*If the conflict or grievance is with the Chairperson of the Social Work Department and the student has attempted to resolve the problem with the Chairperson, the matter will be referred directly to the Dean's Office in Liberal Arts.

Academic Grievance Procedures

Students should review the USI Student Rights and Responsibilities https://www.usi.edu/media/5636410/student-rights-and-responsibilities-ay-21.pdf and the USI University Handbook for additional policies on student/faculty behavior and rights and responsibilities. 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.   The Student Grievance Procedure in the USI University Handbook is available here: https://handbook.usi.edu/student-academic-grievance-procedure

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). See below for more details. http://www.usi.edu/sexual-assault-prevention-and-response/

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.

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.
https://www.socialworkers.org/

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.

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 found on MyUSI's Eagle Sync app or here:
https://www.usi.edu/liberal-arts/social-work/student-organizations/social-work-club/

Phi Alpha National Honor Society

The Phi Alpha National Honor Society for Social Workers seeks outstanding students and those that have demonstrated leadership skills 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

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. https://www.usi.edu/liberal-arts/social-work/student-organizations/stellar/

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.

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. Additionally, there are other on campus jobs for students in other departments, the Rice Library, the RFC and in food services. For more information, visit https://www.usi.edu/careerservices/career-resources-for-students/on-campus-job-options/

Federal Work Study

This program provides jobs for undergraduate and graduate students who need financial aid. Students are paid at least minimum wage and work between five and twenty hours per week when school is in session. During periods of non-enrollment, eligible students may work additional hours. More information can be found here: https://www.usi.edu/financial-aid/aid/work-study/

Housing & Residence Life Employment

Over eighty students each year are employed by Housing and Residence Life. Jobs include Resident Assistants, among various other assistant roles. For more information, please visit https://www.usi.edu/housing/current-residents/student-employment/

Scholarships

AwardSpring provides a single application students complete to apply for most USI Foundation Scholarships, including those specific to Social Work. Students must apply by January 30 to be considered for the following academic year. For more information, visit https://www.usi.edu/giving/usi-resources/applying-for-foundation-scholarships/

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.

Counseling and Psychological Services

Students seek the assistance of the Counseling and Psychological Services office for a variety of reasons, and whether it is adjusting to college life, depression/anxiety, body-image concerns, trauma, or something else, it is an honor and privilege to help students during their times of struggle.
CAPS offers several services and delivery methods to USI Students. There are three individual scheduled therapy options (virtual and in-person), plus 24/7 support through student-peer support, emotional

health support on-demand, and health coaching. To schedule an appointment, visit
https://www.usi.edu/counseling-and-psychological-services/

Disability Resources
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 30 days prior to the date services are needed. For more information, please see https://www.usi.edu/disabilities/

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 https://www.usi.edu/rfw/

Career Services and Internships
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 *(they do not administer the social work field placements)* 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/careerservices/

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/ or follow the MCC on Facebook, www.facebook.com/usimulticulturalcenter.

Epi/Hab Endowment to Support Students with Disabilities

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

More information and a link to the scholarship application can be found here: https://www.usi.edu/disabilities/epi-hab-endowment-to-support-students-with-disabilities/

Center for Social Justice Education

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

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.

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.

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 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, SOC 121, and BIOL 105. Term(s) Offered: Fall, Spring, Summer

SOCW 242 – Introduction to Substance Abuse and Addictive Disorders (3)

The introduction to substance abuse course prepares students to identify and understand the problems of alcohol and other substance abuse. The nature of addiction, addiction across the lifespan, co-morbidity, diversity, and an introduction to strengths-based helping strategies will be presented to students. The student will demonstrate learning by identifying differing perspectives and theoretical models that define addiction, biological and socio-biological explanations of addiction, signs and symptoms of addiction, ethnic, cultural, and gender issues related to addiction and treatment**. Prereq:** Sophomore Standing or permission of instructor. Term(s) Offered: Fall, Spring

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 326 or permission 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:** open to social work majors or consent of instructor. Term(s) Offered: Spring

SOCW 331 – Human Behavior and the Social Environment I (3)

This is the first course in a two-course sequence that uses a life course perspective as a framework for preparing students with knowledge of theories that support beginning-level generalist practice. It also examines the interrelatedness of human physical, psychological, and social systems. This first course focuses on the development of the individual from conception through adolescence. It examines the

impact of biological, sociological, cultural, psychological, and spiritual factors on the course of that development. It also examines the variety of social systems in which people live and the ways those systems help or impede health and well-being, with specific emphasis placed on issues of human diversity and social justice. Several theories that support generalist practice are presented, as well as several empirically-based frameworks which help to understand human growth and development in the social environment. **Prereq:** Open to Social Work Majors only. Term(s) Offered: Fall.

SOCW 332 – Human Behavior and the Social Environment II (3)

This is the second course in a two-course sequence that uses a life course perspective as a framework for preparing students with knowledge of theories that support beginning-level generalist practice. It also examines the interrelatedness of human physical, psychological, and social systems. This second course focuses on the development of the individual from young adulthood through advanced old age. It examines the impact of biological, sociological, cultural, psychological, and spiritual factors on the course of that development. It also examines the variety of social systems in which people live and the ways those systems help or impede health and well-being, with specific emphasis placed on issues of human diversity and social justice. Several theories that support generalist practice are presented, as well as several empirically-based frameworks which help to understand human growth and development in the social environment. **Prereq:** SOCW 331 and open to Social Work majors only. 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; POLS 102 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 353 – Substance Abuse, the Family & Society (3)

This course will focus on the impact of substance abuse and addictive disorders on the individual and the family. Emphasis will be placed on skill development utilizing family systems models and techniques. **Prereq:** Sophomore Standing or Permission of instructor. Term(s) Offered: Fall, Spring

SOCW 354 – Counseling & Treatment Models in Addictions and Recovery

This course will include content on pharmacology, neurology, assessment, treatment protocols, documentation and on-going treatment interventions for addictions. Additional content on topics related to addictive disorders such as gambling, sexual addictions, and eating disorders will be covered. Information on how public policy and criminal justice systems impact treatment will be explored. **Prereq:** SOCW 221 & SOCW 242; Junior Standing or Permission of Instructor. Term(s) Offered: Fall, Spring.

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. 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

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 majors only. **Prereq:** Senior standing, completion of all 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: Portfolio (3)
This capstone course allows students to explore their identity as a social worker, demonstrate their understanding of the profession's core values, and apply knowledge gained across the BSW curriculum, resulting in a final portfolio. With the guidance of the social work faculty, students will thoughtfully prepare their social work portfolio identifying what they learned in the BSW program and demonstrating how they have met each of the Council on Social Work Education (CSWE) core competencies. The portfolio will be developed in the final semester of the student's last year in the BSW Program. The student must have completed all social work requirements, with the exception of SOCW 411 & 412. **Prereq:** SOCW 401 & 402**. 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;

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Full-Time Faculty

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