Bachelor of
Social Work Program
A leader in preparing social workers for strengths-based generalist social work practice with vulnerable populations

Student Handbook
2012-2014

http://socialwork.iu
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Foreword

This handbook has been designed as a reference to assist students in understanding the undergraduate social work degree program including its curriculum, policies, and procedures. Students are encouraged to refer to this handbook at various points in their academic career. It is organized as an overview of the School of Social Work, including its history and mission; the Code of Ethics to which the School subscribes; the specifics regarding the BSW program; and services and opportunities available to the BSW students. This handbook also serves to supplement University materials already provided to students on the Bloomington, Indianapolis, Gary and Richmond campuses.

While every effort is made to provide accurate and current information, the Indiana University School of Social Work reserves the right to change with notice curricula, policies, courses, rules or other matters. The school attempts to make changes only as necessary and only to enhance and improve the educational experience.

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Chapter 1

Introduction

Social Work at Indiana University

The Indiana University School of Social Work offers baccalaureate, masters, and doctoral degree programs in social work on various Indiana University campuses. As a system school, its curricula and policies are consistent across campuses. The Bachelor of Social Work program prepares students for generalist social work practice. The Master of Social Work program prepares graduate students for advanced social work practice in an area of specialization. The Doctoral program prepares students for leading roles in areas such as social work education, social welfare policy analysis and development, administration, social work practice, and advocacy.

**Brief History**¹

The Indiana University School of Social Work was founded in 1911 as the Department of Social Services. Shortly thereafter, the first courses in the field of social work were offered through the Department of Economics and Sociology. Between 1911 and 1944, various administrative and curricular changes were put into effect and degree programs at both the undergraduate and graduate levels were offered. In 1944, the Indiana University Division of Social Service was established by action of the Trustees of Indiana University. The organizational status was changed in 1966 when the Graduate School of Social Service was created. In 1973 the name changed to the School of Social Service and, in 1977, it became the School of Social Work in order to reflect more clearly its identification with the profession. The Master of Social Work (MSW) program received its accreditation from the Council on Social Work Education (CSWE) in 1923, and the Bachelor of Social Work (BSW) program received accreditation in 1975. Since then, both programs have enjoyed accredited status. The next review for reaffirmation of accredited status will be in 2013. The School started the Ph.D. in Social Work program in 1994 and a Pre-Doc program in 1977.

**Indiana University Mission Statement**

Indiana University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical, and technological education. Indiana University’s mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership in creative solutions for twenty-first century problems. Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.

¹Note: The information for the Brief History was partially extracted from: Rogers, H.C. (1980). Seventy years of social work education at Indiana University. Indianapolis, IN: IUPUI Press.
**Indiana University School of Social Work Vision and Mission**

The Indiana University School of Social Work (IUSSW) strives to be an exemplary university and community-based collaboration advancing social and economic justice, empowerment, and human well-being in a changing global landscape. The mission of the IUSSW is excellence in education, research and service to promote health, well-being, and social and economic justice in a diverse world.

**IUSSW Policy on Non-Discrimination**

An extremely important policy infused in all aspects of the School is the Policy on Non-Discrimination. This policy states:

> Based on tradition of the social work profession, and consistent with Indiana University’s Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination on the basis of race color gender, socio-economic status, marital status, national or ethnic origin, age, religion/creed, disability, and political or sexual orientation.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is a celebrated strength. This perspective is demonstrated by the composition of its faculty and student body, curriculum content, recruitment and retention activities, participation in University committees dealing with oppressed populations, numerous service activities, including advocacy on behalf of the disadvantaged, selection of field practicum sites, and School policies.

**Council on Social Work Education**

The Bachelor of Social Work and the Master of Social Work programs are both accredited by the Council on Social Work Education (CSWE), the national body authorized to accredit the baccalaureate and graduate level social work programs in this country, to assure student exposure to a quality professional educational experience. This accreditation enables Indiana University BSW and MSW graduates to sit for the state licensing exam(s) in Indiana as well as in surrounding states. BSW graduates also qualify to apply for advanced standing in a graduate social work program.

CSWE promotes high quality social work education through accreditation of programs, annual conferences for social work faculty and practitioners, professional development activities, task force work on educational programming, and the publication of several journals.

Further information regarding CSWE including a national accredited program directory can be found at [http://www.cswe.org](http://www.cswe.org).
Chapter 2
Social Work as a Profession

Social Work: A Profession of Leaders

There are numerous definitions of social work explaining its fundamental mission. One of these definitions is the one adopted by the National Association of Social Work Board of Directors: “Social work is the professional activity of helping individuals, groups, or communities to enhance or restore their capacity for social functioning and to create societal conditions favorable to their goals” (As cited in Colby & Dziegielewski, 2001, p. 91). This definition clearly identifies the long standing commitment of the profession to intervene both at the individual and environmental levels.

Fields of Practice

BSW graduates are prepared to work effectively with individuals, families, small groups, communities, and organizations in a variety of settings. Graduates are employed in both public and private agencies. They provide both direct and indirect services to individuals, families and groups, and are often involved in organizational planning and management. Some of the settings in which they may be employed include:

- advocacy programs
- aging services
- businesses and industry
- child and adult day care centers
- children and youth services
- churches
- community action agencies
- community crisis centers
- correctional facilities
- criminal justice agencies
- disability service agencies
- domestic violence programs
- employee assistance programs
- head start programs
- home care agencies
- homeless shelters
- hospices
- hospitals/clinics
- income maintenance programs
- legal services agencies
- mental health services
- public health agencies
- residential treatment programs
- schools
- substance abuse programs
- training/vocational centers
- vocational rehabilitation agencies
- voluntary associations

Code of Ethics in Social Work

A code of ethics can help establish standards for behavior and expectations in performance. The Bachelor of Social Work Program has adopted the National Association of Social Work (NASW) Code of Ethics as its standard of expected behavior and performance. Students admitted to the BSW Program are expected to adhere to the standards described in the Code. The Code can be found at www.socialworkers.org/pubs/code.

Social Work practitioners have chosen to develop and adopt ethical codes in addition to the NASW Code of Ethics. Links to other Codes of Ethics are listed below. These are provided for information and exploration. It is important to remember that students in the BSW Program will be held accountable to the standards found in the NASW Code of Ethics.

Licensure

Following a minimum of two years post-graduate supervised social work practice experience, BSW graduates of Indiana University are eligible to apply for legal licensure by the State of Indiana. Upon receipt of a complete application and a passing score on a standardized examination, the Indiana State Health Professions Bureau designates the BSW graduate a Licensed Social Worker (LSW). You can visit the Bureau at www.in.gov/pla/.

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BSW Program Vision and Mission
The BSW Program’s vision is to be a leader in preparing social workers for strengths-based
generalist social work practice with vulnerable populations. The BSW Program is committed to
high standards for educational delivery and achievement; the core values of the profession
(service, social justice, dignity and worth of the person, importance of human relationships,
integrity, and competence); diversity among students, faculty, and staff; and development,
dissemination, and assessment of effective practices.
Reaffirmed in 2011, the Bachelor of Social Work Program’s mission reads:

The education mission of the Bachelor of Social Work program of Indiana University is
to prepare students for generalist social work practice with vulnerable people in Indiana
and beyond and prepare graduates as critical thinkers and lifelong learners, who reflect
a global perspective, recognize strengths, enhance opportunities, create change, and
contribute to the empowerment of the people they serve.

Definition of Generalist Practice
The BSW program’s mission statement speaks to the commitment to preparing generalist social
work practitioners. The BSW Program defines generalist practice as follows:

Generalist social work practice focuses on improving the well-being of individuals,
families, groups, organizations, communities and society by creating social change both
within and among these social systems in a global context.

Grounded in the liberal arts, generalist social work practice utilizes research informed
knowledge, professional social work values and ethics, and a core set of competencies
transferable across a variety of social service practice settings. Generalist practitioners
are educated to think critically as they engage, assess, intervene, evaluate practice
outcomes, and engage in practice informed research. Generalist social workers respond
to a variety of context and strive to protect human rights, promote social and economic
justice and provide culturally competent services.

Educational Goals
In keeping with its mission, the BSW Program has set forth five educational goals:
1. Prepare graduates for generalist social work practice within a global context.
2. Prepare graduates with a broad liberal arts foundation that emphasizes the development
   of critical thinking.
3. Prepare graduates to serve vulnerable people and to promote social and economic justice.
4. Prepare graduates with a foundation for lifelong learning, including graduate education.
5. Prepare graduates to engage in research informed practice and integrate technological
   advancements.
Educational Outcomes

The BSW Program’s Educational Outcomes are derived from the Council on Social Work Education’s (CSWE) competencies as articulated in the Educational Policy and Accreditation Standards document (CSWE, 2008). The BSW Program is evaluated based upon students demonstrating, at the point of graduation, the ability to:

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

Overall Degree Requirements
The curriculum for the BSW degree consists of a minimum of 120 credit hours provided through required and elective courses. Of these 120 credit hours, 42-45 credit hours are devoted to general/supportive liberal arts courses and 52 credit hours to social work courses (see individual campus supplements). The remaining required credits are earned through elective courses. Students are free to select elective courses of their choice.

The BSW program is offered on four IU campuses: Bloomington, East, Gary, and Indianapolis. Students in the BSW program must successfully complete all freshman, sophomore and junior social work courses and achieve senior standing, as defined by the BSW program, before enrolling in the senior year course work.

Credit for Life Experience
Academic credit for life experience and previous work experience is not given in whole or in part toward the social work degree.

General Education Requirements
General education course requirements vary by campus. Students are expected to meet the general education requirements specific to the campus to which they are applying.

The BSW Program has basic general educational requirements consistent across campuses. The BSW general education area course requirements are divided into four areas and appear below. Work with your BSW Academic Advisor to ensure you meet both the campus and BSW general education requirements.

Arts and Humanities (5 courses)

A. English Composition (2 courses)
   Elementary Composition
   Professional Writing Skills
B. Modern American History (1 course)
C. Two courses are to be chosen that are designated as Arts and Humanities courses on the student’s campus.

Biological Sciences (1 course)

One course in human biological sciences

Computer Science/Mathematics/Physical Science (2 courses)

A. Computer Science
B. Math or Physical Science
Supportive Area Requirements (6 courses)
The supportive area requirements link the general requirements with the social work courses. All BSW students must take the following six specific requirements:

- American Government
- Cultural Anthropology
- Introductory Psychology
- A 300 level Psychology course
- Introduction to Sociology
- Economics course or Labor and the Economy (Labor Studies)

Social Work Required Courses (17 courses)
There are differences among campuses about when courses are offered – it is essential that you consult your advisor for educational planning to ensure timely completion of the BSW program.

- S102 Understanding Diversity in a Pluralistic Society (3 cr.)
- S141 Introduction to Social Work (3 cr.)
- S221 Human Growth and Development in the Social Environment (3 cr.)
- S251 History and Analysis of Social Welfare Policy (3 cr.)
- S322 Small Group Theory and Practice (3 cr.)
- S331 Generalist Social Work Practice I: Theory and Skills (3 cr.)
- S332 Generalist Social Work Practice II: Theory and Skills (3 cr.)
- S352 Social Welfare Policy and Practice (3 cr.)
- S371 Social Work Research (3 cr.)
- S401 Integrative Practicum Seminar I (2 cr.)
- S402 Integrative Practicum Seminar II (3 cr.)
- S423 Organizational Theory and Practice (3 cr.)
- S433 Community Behavior and Practice with a Generalist Perspective (3 cr.)
- S442 Integrated Practice/Policy Seminar (3 cr.)
- S472 Social Work Practice Evaluation (3 cr.)
- S481 Social Work Practicum I (4 cr.)
- S482 Social Work Practicum II (4 cr.)

Social Work Course Sequencing of Junior and Senior Courses
Both full time and part time options for completion of the junior and senior level required social work courses are available. The course sequencing of required courses is described below. Please note that terms may vary by campus. Also, students must complete all 300 level courses before beginning Field Practicum.
### BSW COURSE JUNIOR / SENIOR SEQUENCING

#### FULL TIME OPTION

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<th>JUNIOR YEAR</th>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
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<tr>
<td>S221 (if not taken previously) Human Growth and Development in the Social Environment</td>
<td>S332 Generalist Social Work Practice II: Theory and Skills</td>
</tr>
<tr>
<td>S251 (if not taken previously) History and Analysis of Social Welfare Policy</td>
<td>S371 Social Work Research</td>
</tr>
<tr>
<td>S331 (formerly 231) Generalist Social Work Practice I: Theory &amp; Skills</td>
<td>S352 Social Welfare Policy and Practice</td>
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<tr>
<td>S322 Small Group Theory and Practice</td>
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<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
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<tr>
<td>S423 (formerly 323) Organizational Theory and Practice</td>
<td>S433 Community Behavior &amp; Practice</td>
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<tr>
<td>S442 Integrated Practice/Policy Seminar</td>
<td>S472 Social Work Practice-Research Seminar</td>
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<td>S481 Social Work Practicum I (formerly 381)</td>
<td>S482 Social Work Practicum II</td>
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<td>S401 Field Seminar I</td>
<td>S402 Field Seminar II / Capstone</td>
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### THREE YEAR PART TIME OPTION

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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>S221 (if not taken previously) Human Growth and Development in the Social Environment</td>
<td>S371 Social Work Research</td>
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<tr>
<td>S251 (if not taken previously) History and Analysis of Social Welfare Policy</td>
<td>S352 Social Welfare Policy and Practice</td>
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<th>JUNIOR/SENIOR YEAR</th>
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<tr>
<td>S322 Small Group Theory and Practice</td>
<td>S433 Community Behavior &amp; Practice</td>
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<td>S423 (formerly 323) Organizational Theory and Practice</td>
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<tr>
<td>S481 Social Work Practicum I</td>
<td>S472 Social Work Practice-Research Seminar</td>
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<td>S401 Field Seminar I</td>
<td>S482 Social Work Practicum II</td>
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<td>S442 Integrated Practice/Policy Seminar</td>
<td>S402 Field Seminar / Capstone</td>
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# FOUR YEAR PART TIME OPTION

## JUNIOR YEAR

### Year One

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<th>Fall</th>
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<tr>
<td>S221 (if not taken previously) Human Growth and</td>
<td>S352 Social Welfare Policy and Practice</td>
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<tr>
<td>Development in the Social Environment</td>
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<tr>
<td>S251 (if not taken previously) History and Analysis of Social</td>
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<td>Welfare Policy</td>
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<th>Year Two</th>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>S322 Small Group Theory &amp; Practice</td>
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<tr>
<td>S331 (formerly 231) Generalist Social Work Practice I: Theory &amp;</td>
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<tr>
<td>Skills</td>
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<td>S371 Social Work Research</td>
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<td>S332 Generalist Social Work Practice II: Theory and Skills</td>
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## SENIOR YEAR

### Year Three

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<th>Fall</th>
<th>Spring</th>
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<tr>
<td>S423 (formerly 323) Organizational Theory and Practice</td>
<td>S433 Community Behavior &amp; Practice</td>
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<td>S442 Integrated Practice/Policy Seminar</td>
<td>S472 Social Work Practice-Research Seminar</td>
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<th>Year Four</th>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>S481 - Social Work Practicum I</td>
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<td>S401 Field Seminar I</td>
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<td>S482 - Social Work Practicum II</td>
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<td>S402- Field Seminar II / Capstone</td>
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## Required Social Work Course Descriptions

In the following course listings, the abbreviation “P” refers to prerequisite and “C” indicates corequisite courses. The number of hours of credit given a course is indicated in parenthesis following the course title. Many, but not all of the BSW courses, are offered in an online format. The number of online courses varies by campus.

**S102 Understanding Diversity in a Pluralistic Society (3 cr.)**

This course covers theories and models that enhance understanding of our diverse society. It provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group.

**P or C:** Elementary Composition

**S141 Introduction to Social Work (3 cr.)**

This course is an introduction to the profession of social work and the philosophical, societal, and organizational contexts within which professional social work activities are conducted.

**P or C:** Elementary Composition
S221 Human Growth and Development in the Social Environment (3 cr.)
This course assists the undergraduate social work student in building a foundation for understanding human behavior and development in diverse contexts across the life course.
P: S141 (or permission of instructor)
P or C: Introduction to Sociology
  Elementary Composition
  Psychology as a Social Science or a Human Biology course

S251 History and Analysis of Social Welfare Policy (3 cr.)
This course is designed to provide a historical perspective on the evolution of social welfare policies and programs and allow students to develop beginning policy analysis skills so that students will be able to identify gaps in the service delivery system and inequitable or oppressive aspects of current policy delivery.
P: S141 (or permission of instructor)
P or C: Modern American History

S322 Small Group Theory and Practice (3 cr.)
The course examines the significance of the small group as both the context and means for social development of individuals and as a vehicle for generalist practice. It includes discussion of the individual as a member of a variety of groups, including the family.
P: S221 Human Growth and Development in the Social Environment

S331 Generalist Social Work Practice I: Theory and Skills (3 cr.)
This course focuses primarily on the application of basic generalist social work skills that demonstrate an understanding and application of the continuum of social work practice in the helping relationship.
P or C: Human Growth and Development in the Social Environment
  Elementary Composition

S332 Generalist Social Work Practice II: Theory/Skills (3 cr.)
This practice course examines the middle and ending phases of the helping process and related skills.
P: S331 Generalist Social Work Practice I: Theory and Skills
  S251 History and Analysis of Social Welfare Policy
P or C: S322 Small Group Theory and Practice
  S352 Social Welfare Policy and Practice

S352 Social Welfare Policy and Practice (3 cr.)
This second course in social welfare policy builds on S251 by exploring in depth the current social welfare delivery system through policy analysis using a variety of frameworks and developing policy practice skills.
P: S251 History and Analysis of Social Welfare Policy
S371 Social Work Research (3 cr.)
The general goal of this basic social science research methods course is to introduce and develop skills needed to conceptualize a problem, make use of available literature, design a research strategy, evaluate, organize, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues.
P: Junior standing according to the social work curriculum.
P or C: Computer Course

S401 Integrative Practicum Seminar I (2 cr.)
This course is designed to facilitate integration of material gained from social work practice and theory courses with the realities of practice in the field as they occur in the student’s practicum placement, S481 Social Work Practicum I.
P: All 300 level social work courses.
C: S481 Social Work Practicum I

S402 Integrative Practicum Seminar II (3 cr.)
This second semester of practicum seminar provides a continuing forum for the integration of academic learning with agency-based field placement.
P: All 300 level social work courses.
C: S401 Integrative Field Seminar I and S481 Social Work Practicum I

S423 Organizational Theory and Practice (3 cr.)
This course provides the theoretical and conceptual foundation for understanding organizational functioning and behavior, and introduces the knowledge and skills necessary for generalist social work practice and leadership within an organizational context.
P or C: S322 Small Group Theory and Practice

S433 Community Behavior and Practice within a Generalist Perspective (3 cr.)
This course provides the theoretical foundation for community functioning and behavior and the knowledge and skills of community interventions designed to mitigate social, political and economic injustice and bring social change.
P: All junior-level social work courses.
C: S402 Field Practicum Seminar II

S442 Integrated Practice/Policy Seminar (3 cr.) - 1 course required
This course focuses the student upon a specific field of social work practice in increased depth, provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice.
**S472 Social Work Practice Evaluation (3 cr.)**
This course provides students with the knowledge and skills needed to evaluate their own practice and the effectiveness of social service programs within which they work, as well as to become critical consumers of the professional literature to guide their practice.

**P:** All 300 level courses

**C:**
- S402 Field Practicum Seminar II
- S433 Community Behavior and Practice within a Generalist Perspective
- S482 Social Work Practicum II

**S481 Social Work Practicum I (4 cr.)**
Field education provides the opportunity for social work students to demonstrate competency in practice, integrating knowledge, values and skills gained in the professional education curriculum. The first practicum experience in the Bachelor of Social Work program allows the student to develop and demonstrate beginning practice competency, laying the foundation for the final field experience (S482). Students spend 15 hours per week for the 16-week semester in the agency and receive weekly supervision from an approved agency-based field instructor.

**P:** All 300 level courses

**P or C:**
- 423 Organization Behavior and Practice within a Generalist Perspective
- 442 Integrative Practice-Policy Seminar

**C:**
- S401 Integrative Field Practicum Seminar I

**S482 Social Work Practicum II (4 cr.)**
This course is the continuation of S481 agency-based field experience which provides opportunities for students to demonstrate the practice behaviors outlined in the competencies defined by the Council on Social Work Education (CSWE) in preparation for professional practice at the BSW level. The S482 practicum placement continues at the same agency as arranged for S481 with the student increasing the practicum time to 20 hours per week for the 16-week semester, with continued weekly supervision from an approved agency-based field instructor.

**P:**
- S481 Social Work Practicum I
- S401 Integrative Field Practicum Seminar I

**P or C:**
- S433 Community Behavior and Practice within a Generalist Perspective
- S472 Practice Evaluation

**C:**
- S402 Integrative Field Practicum Seminar II

**Elective Course Opportunities**
The social work program offers elective courses in relevant areas of social work. The offering of electives is based on program resources and student demand. Not all electives are offered on all campuses.

**S280 Introduction to Field Experience (1 - 3 credit hours)**
Introductory field experience for testing interest in a social work career.

**P:** consent of the instructor
S490 Independent Study (1 - 3 credit hours)
BSW students may seek permission from the program director to take S490 Independent Study as an elective course under the direction of a social work professor. S490 affords the student an excellent opportunity to explore a topic not addressed in classroom courses or to examine a subject in greater depth. The student should submit a signed and completed Independent Study Proposal form to the program administrator and receive formal approval prior to registering for the course (See Appendix B). When the independent study involves research of human subjects, the proposed research project must receive formal approval from the Institutional Review Board (IRB) prior to course registration. This course requires senior standing in the BSW program.

Some electives are campus specific as follows:

S180 Exploring Child Welfare in Indiana (3 cr.) Indianapolis
This course provides a comprehensive overview of the child welfare system, with special emphasis on current child protection and child welfare services in Indiana. Students have the opportunity to explore careers working with children and families in the child welfare system. This course is a service-learning course with a required component of a minimum of twenty hours of volunteer work in an identified social service agency in the child welfare system.

S201 Introduction to Case Management (3 cr.) Indianapolis
This course explores current models of case management. It addresses emerging case manager’s functions and roles within the contemporary network of human services. This is a required course to fulfill requirements for the Certificate in Case Management, and may include a service-learning option.

S300 Developmental Issues for Gay, Lesbian and Bisexual People (3 cr.) Bloomington
This course explores the complexity of the developmental challenges facing the GL&B population and has important implications for social work and other helping professionals working with this group across practice settings.

S300 Substance Abuse and Social Services (3 cr.) Bloomington
The purpose of this course is to give students an overview of the field of addiction (alcohol & drugs) including discussion of several conceptual models and theories. The course focuses on self-help groups, assessment procedures, and current intervention strategies. A brief overview on other addictions (gambling, sex, food) will be presented.

S300 Poverty in the United States (3 cr.) Bloomington
A major purpose of this course is to examine the nature of poverty, both rural and urban, in the United States: its history, extent, causes, and effects on individual development. It will examine various policies and programs that have been designed to alleviate poverty, and the effects and consequences of these efforts.
S300 SEL Topics in Social Work: Global Issues of Human Rights and Cultural Competent Practice (3 cr.) Indianapolis
The purpose of this course is to examine a range of issues including human rights, distribution of wealth, ethnic diversity, and social development, within a global interdependent context. Problems of global poverty, social injustice, and inequality will receive special attention. These areas will be examined utilizing among others empowerment, strengths, and multicultural perspectives.

S301 Computer Technology for Social Workers (3 cr.) Indianapolis
This course provides a broad overview of computer software applications and Internet and World Wide Web, with an emphasis on their utilization in the social work profession. Ethical and social implications of computer technology for the social work profession are explored, highlighting considerations specific to at-risk populations. Students may use this course to fulfill the BSW computer course requirement or they may take it as an elective.

S302 Law, Inequality and Poverty (3 cr.) Indianapolis
This course analyzes the history of economic social safety nets. Course content provides particular emphasis on the US major welfare reform that occurred in 1996, and the impact of the reform in the years that followed. The course uses social science and legal literature to discuss how welfare policies interact with trends in the labor market and family structure. Implication for practitioners is addressed.

S305 Introduction to Child Protection (3 cr.) All Campuses
This elective work course examines both research studies and the service application of knowledge in the field of family violence, abuse, and neglect. This course is required for the Child Welfare Scholars program and may also be taken as an elective.

S306 Crisis Intervention (3cr.) Indianapolis
This course focuses on the increasing number of complex and painful personal, couple, family, and community crisis situations encountered by social workers in the course of service delivery. This is a required course to fulfill requirements for the Certificate in Case Management. It may also be taken as an elective.

S307 Grief and Loss Across the Life Span (3 cr.) Indianapolis
This is an elective course that will explore the complex components of grief and loss throughout the life span from an ecological and strength based theoretical perspective.

S308 Family Life Education (3 cr.) Indianapolis
An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. This is a required course to fulfill the requirements for the Certificate in Family Life Education. It may also be taken as an elective.

S309 Working with Families (3 cr.) Indianapolis
Exploration of family relationships and roles in the 21st century. Examination of challenges encountered by families across the family life cycle. This is a required course to fulfill the requirements for the Certificate in Family Life Education. It may also be taken as an elective.
S372  Statistical Reasoning in Social Work (3 cr.)  Indianapolis
        This introductory statistics course is designed for students who wish to master some very
        important tools used by contemporary social work practitioners to better understand the
        world of practice. The primary purpose of the course is to enable students to gain an
        understanding of the basic principles that guide statistical reasoning, especially as they
        relate to making informed decisions about the quantitative aspects of their practice. It
        should be noted that this course meets the prerequisite requirement for students wishing
        to apply for admission to the IU MSW program. It is classified as a BSW elective, and as
        such, it may be taken as either a graded or as a pass/fail option. If this course is taken for
        the BSW Math/Physical Science requirement, it must be taken as a graded course.

Also, students on all campuses are encouraged to peruse the courses offered by the Labor Studies
Program within the School of Social Work. The majority of Labor Studies courses are offered
online.

Pass-Fail Courses
Students can take a maximum of four non-social work elective courses as Pass-Fail. All general
requirements and supportive area requirements need a letter grade. All required social
work courses receive a letter grade except for S481 and S482 Social Work Practicum I and II
which are graded as Satisfactory/Fail.

Repeated Courses
Required social work courses may be repeated after the student is reinstated in the program OR
by permission of the Program Director.

Senior Field Courses
Field practicum courses provide students with opportunities to apply and integrate content from
all areas of the curriculum and to develop competencies in generalist practice.

In the BSW Program, students enroll in two practicum courses in the senior year. Only students
who are admitted into the BSW Program and have completed all 300 level social work courses
are allowed to take the Senior Practicum courses. Practicum courses are designed to provide
social work experiences with various system sizes (individuals, families, groups, organizations,
and communities). Practica take place in a wide range of fields of practice (i.e. child welfare,
mental health, medical, addictions, homelessness, etc.). Field agency sites include multi-service
community centers, child welfare agencies and group homes, nursing homes, services for the
physically, mentally, and emotionally challenged, health settings, advocacy agencies for various
clientele, and many other specialized services.

In the fall semester of the senior year, students enroll in S481 Social Work Practicum I, a four
(4/) credit hour course, as well as S401 Integrative Field Seminar, a two (2) credit course. In this
first semester of the practicum sequence, students complete a minimum of 240 hours of
supervised practice in a community agency during the Fall Semester (15 hours per week) as well
as the S401 seminar course. These seminars are taught by faculty. Seminar assignments relate
specifically to field experience journals, process recordings, and the beginning development of
the student’s ePortfolio. Faculty works closely with the students and the assigned agency field
instructors to provide support and guidance throughout the practicum experience. Field
placements are made within the city or counties surrounding the campus in which the student is
enrolled.
In the second semester of the senior year, students enroll in S482 Social Work Practicum II, a four (4) credit hour course, and S402 Field Practicum Seminar, a three (3) credit hour course, and continue in placement at the same agency as S481. During this second semester, students complete a minimum of 320 hours of supervised practice in a community agency (20 hours per week). S402 Field Practicum Seminar is designed to integrate theoretical material gained from social work practice and theory courses with the realities of practice issues as experienced in S482 as well as for students to complete the ePortfolio.

**Given the nature of human service organizations, most practicum sites expect students to practice during the daytime hours. Very few sites are available in late afternoons, evenings and weekends. Applicants are encouraged to assess their daytime availability for the field practicum courses before applying to the program.**

**Liability Insurance**

Students are required to carry professional liability insurance while performing their field practicums. IUSSW administration has arranged malpractice insurance coverage for students enrolled in practica courses. It is expected that students will perform their roles in a competent and professional manner. However, situations may arise that can lead to civil or criminal action against a student including but not limited to:

- misrepresenting qualifications such as failing to inform the client of student status;
- providing treatment without obtaining proper consent;
- keeping inaccurate or inadequate records;
- administering inappropriate or radical treatment;
- failing to consult with or refer to a specialist;
- failing to seek proper supervision;
- failing to take action to prevent a client’s suicide;
- failing to warn third parties of potential harm.

Students are asked questions relevant to their eligibility for malpractice insurance when they accept admission to the School as well as when they apply to participate in a field practicum. If a student has a criminal history or other previous professional/legal challenges, he or she must discuss this with the campus Program Director and/or field coordinator as these challenges may impact eligibility for malpractice insurance, an agency’s willingness to provide a field placement as well as his or her future licensure.

The Indiana University School of Social Work carries a professional liability insurance policy issued by *American Professional Agency, Inc.*, which provides coverage during the time students are in the field placement and is limited to practice issues. This insurance does not provide coverage for the social work student who volunteers at the field placement agency or any other agency.
Chapter 5
BSW Program Admissions

Students who have declared the social work major must formally apply to the BSW to enroll in the upper level social work courses. Students who do not have the required 2.5 GPA for formal admission may be provisionally admitted.

BSW Provisional Admission Policy

In some instances, qualified undergraduate applicants to the Indiana University School of Social Work BSW program do not have the required 2.5 GPA which is necessary for admission consideration. In exceptional cases where other indicators suggest that a student may be capable of succeeding in the program, upon approval by the BSW Admissions Committee, she/he will be admitted under a provisional contract. Also, students who transfer to Indiana University BSW programs may be granted provisional status in the admissions process. Policy stipulations include the following:

1. At the time of application, the candidate will submit in writing a petition asking for Exceptional Consideration.
2. This petition will be a part of the application process and reviewed by the BSW Admissions Committee.
3. If approved, a contract will be developed and signed by both the student and the BSW Program Director. This contract will be in effect for 12 credit hours.
4. The contract will outline the specific criteria which must be met by the student to allow for unconditional admission and continuation in the program beyond the contract period.
5. The student will meet with the Program Director and one other faculty member at mid-semester for a review of progress, and again at the end of the semester to assess overall success in satisfying the contract agreement.
6. If the student satisfies the terms of the contract in the time specified, she/he will be granted unconditional admission into the program and will then be subject to the terms of the policies in Chapter 7 BSW Academic Standards.
7. If the student fails to satisfy the contract, she/he will not be granted official admission into the program. The student is not eligible to petition for readmission as outlined in the BSW Academic Standards.
8. Should the student wish to reapply to the BSW program at a later time her/his eligibility will be contingent upon meeting all regular admission criteria.
9. An applicant may apply for Exceptional Consideration each time she/he applies to the program unless she/he has previously been approved for admission under this policy and has failed to satisfy the admission contract.
10. Approval of an applicant’s petition is entirely at the discretion of the BSW Admissions Committee.

Sex Offenders Screening Policy Applicable to Students

It is the policy of the School of Social Work that no student or applicant who has been convicted of sex offenses against children shall be eligible for admission or continuation into the BSW, MSW or Ph.D. programs.

University Procedure

The Office of the Bloomington campus Registrar is responsible for running a report every semester against the state’s Sex Offender Registry and notifies the School of anyone who appears on the Registry.
School of Social Work Procedure

1. **Applicants and Transfer Students.** Applicants will be asked to self-report any history of Sexual Offenses against children. Any applicant or transfer student whose name is on the Registry will be ineligible for admission or transfer and shall be notified.

2. **Continuing Students.** Any continuing student whose name appears on the Registry during the time of matriculation, or has been convicted of an offense for which the student can be listed on the Registry, shall be ineligible for continuation in the program.

3. **Notice.** The School Bulletin shall include a statement giving notice to potential applicants that criminal convictions may render persons ineligible for admission.

4. **Non-exclusive Policy.** Nothing in this policy shall be deemed to preclude the School from taking other appropriate action in such cases, or in the case of applicants or students involved in other conduct or criminal activities not covered in this policy.

5. **Right to Appeal.** Any applicant or student already admitted to one of the IUSSW programs who are deemed ineligible for admission or continuation based upon a record of criminal conviction may appeal to the Dean of the School of Social Work for reconsideration if she/he believes there are extenuating circumstances that might mitigate the findings. The Dean will appoint a review panel of three full-time faculty members to consider the student’s appeal. The review panel, in consultation with the office of University Counsel, will consider all pertinent information and make a ruling which shall be considered final.

Criminal History Policy

A student with a criminal history other than those deriving from sexual offenses may be eligible for admission into IU BSW program. Eligibility in these circumstances is determined on a case-by-case assessment. While having a criminal background may not preclude students from participating in the BSW program, be aware of educational and professional implications. Agency policies and state laws may impose limitations for students and professionals with criminal histories attempting to obtain field placements, employment in certain practice settings, and/or professional licensure. Laws vary by state and are subject to change over time. Students should consult individual state licensing agencies for further information. IU BSW program is not responsible for disruptions in a student’s educational plan resulting from a criminal background.

Policy on Transfer of Social Work Credits

Students transferring from another four-year accredited academic institution or a community college into Indiana University have their transcripts evaluated by the University Admissions office in relation to their progress toward meeting general education and supportive area degree requirements. In most instances, the University Admissions office assessment is accepted in relation to general and supportive area course requirements.

All social work courses beyond the introductory level must be taken in an accredited social work program. Transfer courses taken at another accredited BSW program must also meet Indiana University’s academic standards (an earned letter grade of “C” or better), and be judged as equivalent to the School of Social Work’s required social work courses by the campus Program Director on the campus where students are applying for admission.

The following process is used to determine whether a social work course taken at another CSWE accredited BSW program is accepted in place of an Indiana University required social work course:
1. The student submits to the campus BSW Program Director the syllabus from the proposed transfer course, the text (if available), and any other information relevant to the decision.

2. If appropriate, the Program Director shares or reviews this information with the social work faculty member who teaches a similar course. They will decide whether the course is acceptable in place of the IUSSW course.

3. The Director will notify the student in writing of the acceptance or rejection of the transfer course in place of a social work course.

4. Field practicum courses may not be transferred from another program.

**Policy on Inter-Campus Transfer for Social Work Students**

Students accepted into the Bachelor of Social Work program may request a transfer from their initial campus of acceptance to another campus. Such transfer requests usually stem from changes in family or financial circumstances requiring students to be closer to home and/or community supports. The BSW Program will attempt to accommodate such transfer requests. Student requests, verification of the need, campus resources, practicum availability, and course sequencing may be considered when determining whether a student may transfer. In some cases, student needs and campus resources may not match. In these cases and through consultation with the initiating campus program director, the transfer campus program director may deny the request.

If a transfer request is accepted, the student is responsible for initiating the appropriate inter-campus transfer process at the university level. The student is also responsible for noting any additional general education requirements that must be met at the transfer campus.

**Policy on Returning Students**

For students who have had to interrupt their education for a number of years, the program will assess the currency and fit of past social work coursework with the current curriculum. If necessary, students will be asked to retake certain courses.

Students who return to the University after an absence of at least three consecutive years who have completed courses in Social Work must have the previously completed courses revalidated. The BSW program assumes that all social work courses more than five years old, in order to count as meeting BSW requirements, must be revalidated or retaken. When determining whether a previously-completed course meets current curricular expectations, the program, at minimum, will consider the current state of knowledge in the subject matter, changes in subject matter since completion of the course, and current BSW competencies.
Chapter 6
BSW Program Advising

Student Academic Advising

The advising program assists students throughout their educational careers as they prepare to become competent social workers. The advisor monitors student progress, provides consultation in planning a course of study, and assists in problem solving with regard to both classroom and field course work. The advisor also acts to facilitate communication between students and their classroom and field instructors. The advisor serves as an "anchor person" with whom students may confer regarding any education-related issues or questions. In keeping with the goal of the program and the spirit of social work, the advising relationship among administrators, faculty, and students is one of collaboration. Upon admission each student is assigned to an advisor, a faculty member possessing a minimum of a master's degree in social work.

Role of the Advisor

The functions of the advisor are:
1. To help students identify emerging strengths and clarify personal career goals in the context of realistic professional opportunities.
2. To help students select required and elective courses congruent with program requirements, course sequencing, and their interest and ability.
3. To assist students to assess their academic progress and standing:
   a. through assessment of the number of credits earned each semester in relation to students’ academic plans of study and dates of anticipated graduation.
   b. through assessment of grades, including those for individual courses as well as cumulative social work GPA, and overall GPA consistent with the BSW program grade policies.
4. To help students identify conduct and/or academic deficiencies which pose potential threats to future satisfactory academic performance and help the student remedy the difficulties.
5. To help students identify and utilize campus and/or community services when necessary for financial need, personal counseling, skill deficiencies and/or other difficulties threatening satisfactory academic performance.
6. To participate in the Student Performance Review process with students who are identified due to deficiencies in academic performance or conduct, as stated in the policy.
7. To help students who fail to meet the academic requirements for continuation in the BSW program by facilitating the transition out of the program or through the provision of information and advice during appeal processes.

The process of student advising is assumed to be an ongoing, collaborative effort. Students are encouraged to anticipate or avoid serious difficulties by utilizing the advisor. Many advisors use e-mail to enhance the promptness of communication with students. Students are ultimately responsible for the accuracy of their academic enrollment.
Checklist for BSW Students ✔

After being accepted into the BSW program:
- Attend incoming student orientation.
- Review and discuss the Record of Degree Requirements and Educational Plan with your assigned academic advisor or the Program Director.
- Adjust your class schedule accordingly.
- Know and check your university email account REGULARLY.
- Read BSW Student Handbook thoroughly.
- Become familiar with ways information is distributed.
- Become familiar with university resources available to students.
- Become familiar with APA manual and guidelines for all papers to be submitted in BSW courses.

Each semester:
- Meet with your assigned academic advisor.
- Share with your advisor your educational progress, struggles, and needs.
- Register for classes as indicated by your advisor (be aware of sequencing of courses).
- If changes are needed in the Educational Plan, contact your advisor, Student Services Coordinator, or Program Director. Please, do not change your schedule until the changes have been approved by the program.
- Use available educational resources to enhance your scholastic performance.
- Attend program meetings held by program administrators.
- Support and participate in the BSW Student Association.

During the semester BEFORE your field placement:
- Attend field informational session(s).
- Submit field application as requested.
- Prepare your resume.
- Meet with BSW Field Coordinator.
- Complete appointment with field practicum agency in a timely fashion (if applicable).

Semester prior to graduation:
- Complete Commencement Application forms
- Meet with your assigned advisor to check if all requirements will be completed by May or August deadlines.

Semester of graduation:
- Order your cap and gown.
- Read thoroughly all graduation information.
- Meet with advisor to confirm again that all requirements have been met.
- Attend graduation ceremonies!!

Students are solely responsible for the timely enrollment and completion of BSW courses as indicated by the program.
Chapter 7
BSW Academic and Performance Standards

Educational Requirements
For continuance in and graduation from the program, students are required:
1. to earn at least a "C" in each Social Work course;
2. to earn a "Satisfactory" in S481 Social Work Practicum I;
3. to maintain a minimum of 2.5 cumulative GPA in required Social Work courses and a minimum 2.5 overall GPA;
4. to carry out professional activity in conformity with the values and ethics of the profession, and to comply with any contract which might have been entered into under either a Provisional Admission or a Student Performance Review, item B.

Grade Appeal Policy
1. Petition for Change of Grade
   If a student believes that a semester grade was improper and capricious, he/she must use the following steps to seek resolution of the matter:
   A. The student must meet with the instructor of the course in an attempt to resolve the matter.
   B. If the matter is not resolved to the satisfaction of the student, he/she should discuss the issue with the respective campus program director. The director may request written documentation. She/he will then consult with the instructor to attempt a resolution. The program director will advise the student and the instructor of the outcome of her/his decision in writing. If the program director is the instructor of the course in question, the student should discuss the matter with another Program Director, or with the Associate Dean.
   C. If such a consultation does not result in a mutually agreeable solution, the student may submit a formal appeal to the Office of the Dean. The Associate Dean typically handles all student issues on behalf of the Office of the Dean. However, if the Associate Dean has already been involved in the grade issue because the instructor is a Program Director, the appeal will be handled by the Dean.
   D. If the appeal is denied through the Office of the Dean, the student may consult the University grade appeal policies and procedures for further action.

Student Performance Review Process
All students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. All students in the BSW Program are expected to maintain the standards established by the School of Social Work and those held by the social work profession. In order to detect possible academic problems, the BSW program reviews students' performance periodically.

Criteria for Review
Any of the following are grounds for Review by the Performance Review Committee:

1. Conduct that is not congruent with the values and ethics of the social work profession (e.g., NASW, NABSW, CSWE) and the academic code of conduct for students at Indiana
University. This includes behavior in the student's field work and the classroom that does not conform to the profession's values and ethics.

2. Behavior that interferes with the student's functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers.

3. Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit comfortable interaction with other people.

4. Failure to adhere to practicum agency policies and professional standards.

5. Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for physical or emotional problems which interfere with professional functioning.

6. Having more than one Incomplete at a time in course work or having received more than two grades of Incomplete in any courses after admission to the program.

7. Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one's own.


9. A request by a faculty member for a review due to student's poor course work performance.

**Procedures for Student Performance Review**

The School has established mechanisms to respond to requests for students' performance reviews. At the beginning of the academic year a performance review committee shall be formed at each of the five campuses composed of the Program Director and a faculty member, as well as student advisor and other involved faculty, as deemed necessary by the Program Director. The Program Director will be responsible for convening the meeting for the review process. The performance review committee is conceptualized as a mechanism to detect as early as possible any developing problems with students' academic and/or professional performance. The functions of this committee will be:

1. to review those students who fall under "Criteria for Review by Performance Review Committee."

2. to receive faculty requests for student performance review.

3. to receive student requests for a student performance review.

When a student's performance is evaluated as deficient, the committee determines what, if any, course of action could bring the student's performance into compliance with School and professional standards. In situations where such action is feasible and desirable, a contract will be created. The contract will set forth problems to be solved, actions to be taken to solve said problems, and a time period for completion of designated actions and re-evaluation of student
performance. Consequences for non-performance also will be included in the contract. 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 committee may decide that the student cannot continue in the BSW program. Discontinuance can occur during any semester of enrollment in the BSW Program, including the last semester of enrollment.

Automatic Dismissal

A. Criteria for Automatic Dismissal
   1. Failure to earn at least a "C" in each Social Work course.
   2. Failure in S481 and/or S482: Social Work Practicum II. This course is graded on a Satisfactory-Fail basis.
   3. Failure to maintain a 2.5 cumulative GPA in required Social Work courses or a 2.5 overall GPA.
   4. Failure to carry out professional activity in conformity with the values and ethics of the profession, or failure to sign and or comply with any contract entered into under Section II.B.

B. Notification Procedures
   The following procedures are used in the event a student falls under any of the criteria for Automatic Dismissal:
   1. If a student is dismissed for any of the above, the instructor for the course or the program administrator will notify the advisor. Also, the student should notify her/his advisor immediately.
   2. Within five working days of receiving the above notification, the Program Director will send by certified mail a written statement to the student indicating that she/he has been discontinued from the program and explain the due process procedures. Copies of the letter should be forwarded to the student’s advisor and student file.
   3. The advisor will meet with the student, should she/he wish to discuss options and the reinstatement procedures.

Reinstatement Procedures
   1. A student wishing to continue in the program may petition the respective 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 in the course. Second, there should be a discussion of the steps which would be taken) to alleviate the impact of those factors and) to improve academic performance if permitted to continue in the program.
2. Upon reviewing 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.

3. The Program Director will advise the student and advisor of the decision verbally and in writing. The director will also advise the student of her/his right to petition for reconsideration by an Appeals Committee.

**Petition for Readmission**

If a student has not been reinstated by the Program Director, the student must present a substantive written statement for an appeal to the Dean’s Office of the School of Social Work in order to request a review. Within 15 days of receiving a Program Director’s decision to deny a petition for reinstatement, the student may send an appeal to the Dean’s Office. The appeal is reviewed by the Dean or Associate Dean (his designee). This Office is the final option for appeal within the School of Social Work.

In conducting a review of the case, the Dean or Associate Dean (as his designee) may decide to convene an Appeal Committee if more information is needed. This step is entirely at the discretion of the Dean or Associate Dean. The Appeal Committee will consist of at least three full-time faculty members who are not primary actors in the reason for the student’s dismissal.

If an Appeal committee is convened, the Chair of the Committee will inform all parties involved. The student will receive at least two weeks’ notice by certified mail of its meeting date. The student will have the right to:

1. Present information on her/his behalf;

2. Have up to two additional guests present. The student should inform the Chair of the Committee in advance regarding the names of the guests and the nature of the information they bring. The Chair reserves the right to structure the hearing and the length of time each party can speak. Generally, only those guests with information relevant to the issue that led to the dismissal are invited to speak. The student and students’ guests may be present only for the information-giving portion of the meeting and must leave prior to deliberation by the Committee.

The student’s advisor will meet with her/him prior to the hearing and, in the hearing, present comprehensive information concerning the student’s overall academic/professional performance. To prepare this background statement, the advisor shall secure performance information from classroom and field faculty who have taught the student. The advisor may ask questions at any time during the hearing, including during the committee’s deliberations. The advisor may also recommend actions to resolve the performance problem. However, the advisor shall not have a vote during the proceedings.

The recommended actions of the Appeal Committee shall be forwarded in writing to the Dean’s Office of the School of Social Work. Copies will be sent to the student, student’s advisor, and placed in the student’s file. The action by the Dean or Associate Dean (as his designee) is final.
Confidentiality
All procedures related to performance review 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. All written documents prepared for dismissal or review will be placed in the student’s permanent file. The student has the right to review all written information which is presented to either the Performance Review or the Appeals 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.

Academic and Scholarly Guidelines
- Class and field practicum attendance is required in the BSW program.
- Students are to be present a few minutes before classes start and remain for the whole class period.
- Failure to attend and participate fully will violate program expectations and the student may be subject to penalty as specified in course syllabi and field practicum documents. Regular class and practicum attendance is viewed as the personal and professional responsibility of each BSW student.
- Active participation in course peer reviews, field meetings, and other educational functions is expected.
- Students are expected to reflect interest in and respect for their colleagues in a manner that is congruent with the values, ethics, and skills of the profession.
- Students should foster a climate of civility at all times.

Indiana University Codes of Conduct
All BSW students are required to review and follow the Code of Conduct of the campus in which they are enrolled. Please visit:
- IU Bloomington www.indiana.edu/~code/
- IU Indianapolis www.iupui.edu/code/
- IU South Bend http://www.iu.edu/~code/southbend/index.shtml

Scholarly Writing Guidelines
In written assignments, students are expected to prepare documents in a scholarly and professional manner. Submissions should be typewritten in double-space format and carefully edited for spelling and grammar. All direct quotations, paraphrases, empirical research findings and other restatements of the research, scholarship, or creative work of others must be appropriately annotated using the standard bibliographic citation methods set out by the American Psychological Association (APA) in the most current edition of the Publication Manual of the American Psychological Association. The APA Manual serves as the guide for style and format of all papers submitted in the BSW program. Visit the following web sites to become familiar with APA style:
www.apastyle.org
http://owl.english.purdue.edu/owl/resource/560/01/
Competent and effective social work practice requires well-developed and refined communication skills, including the use of the written word. Writing well helps social workers communicate information accurately and concisely to others involved in helping diverse client systems. For this reason, formal writing assignments in social work courses are evaluated on quality of the scholarly content as well as the quality of its presentation. (Please see Appendix I for the Grading Criteria for BSW Papers, and Selected Social Work and Related Journals. Professional writing is also expected when using email. Students experiencing writing difficulties are advised to seek assistance from available resources at the campus level.

**Indiana University and IUSSW Policy on Plagiarism**

The School of Social Work follows the Indiana University policy on plagiarism which states: Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

A. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

B. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1. Directly quoting another person’s actual words, whether oral or written;
   2. Using another person’s ideas, opinions, or theories;
   3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. Borrowing facts, statistics, or illustrative material; or
   5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Code of Student Rights, Responsibilities, and Conduct.- Indiana University.
www.iupui.edu/code

**IU School of Social Work Addendum to Indiana University Policy on Plagiarism**

In addition to the university statement on plagiarism which is published in the IU Student Code of Student Rights, Responsibilities, and Conduct, the IU School of Social Work defines plagiarism as including:

- The intentional or unintentional use of information from another person without full acknowledgment. Such use, even when unintended, causes the work to appear to be the student’s own work and thus the student, not the original author, benefits from the omission of proper acknowledgment.
- Copying or using information from web sites without appropriately documenting the internet source.
- Buying or using a document written by another person.
- Submitting any part of the student’s own work which has been previously submitted, unless one’s own prior work is fully acknowledged and appropriately cited.
Academic Honors

Dean’s List
The BSW program has a Dean’s list to recognize student excellence. The policy, as approved by the Faculty in 1997, reads as follows:

1. BSW students with a semester GPA of 3.75 or better will be named to the Dean’s List.
2. The IUSSW BSW Recorder will forward the names of the eligible students to the Office of the Dean. This information should be forwarded within two weeks following the posting of semester grades.
3. The Dean of the School will notify students of their achievement by mail.
4. The Dean’s List will be posted in a public place within the School.
5. Only students taking a full course load (12 credit hours or more) in either the Fall or Spring semesters will be eligible.
6. The Dean’s List will be compiled twice a year.

Graduating With Honors
Each year, graduating students who rank in the upper 10 percent of their graduating class are recognized by graduating with Distinction (Highest, High, and With Distinction). These students are awarded specially colored "cords" which they wear attached to the shoulder of their graduation gowns during the commencement ceremony.

IUSSW Honors Day
Honors specific to individual campuses are listed in the specific supplements.
Chapter 8
BSW Policies and Procedures

These are additional policies under which the BSW Program operates.

Student Academic Files
An academic file is created and maintained for each social work student to facilitate the advising process. The 481 and 482 LET becomes part of the students’ academic file. All student files are confidential. Students can request to review their student files from the BSW program director or her/his designee on each campus. The perusal of the file will take place in the presence of the program director or her/his designee. In the case where a student transfers from one campus to another, their academic file follows them. For specific information on federal guidelines regarding student record confidentiality (FERPA), see Appendix H.

Incomplete Policy
A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar’s Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign the form Record of Incomplete and Completion of Course Requirements (see Appendix C) to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

Grievance Procedures
If a student believes that she or he has been treated unfairly or unprofessionally by a faculty or staff member, or that a policy or procedure is unjust or unwise, then the student may submit, in writing, a formal grievance petition to the Dean of the School. Grievance petitions are reserved for those issues or incidences that warrant formal and thorough investigation. Such petitions should be submitted in a professional manner, consistent with social work values and ethics.
Student complaints regarding discrimination, sexual harassment, racial harassment, and harassment on the basis of sexual orientation have established complaint procedures available in the Indiana University Code of Student Rights, Responsibilities, and Conduct.

The Code is also available at [http://www.iu.edu/~code/](http://www.iu.edu/~code/)

**Civility**

In 1999, the Bloomington Faculty Council passed a Statement of Civility which articulates the meaning of civility for Indiana University.

As members of an institution of higher education, we have dedicated ourselves to creating an environment where each individual is important and can succeed. Our institutional ethic compels us to foster the best possible environment for doing our work as educators, learners, and supporters of the educational process. When any one of our members is prevented from doing her or his best, the entire community is diminished. As members of an institution of higher learning, we must periodically reaffirm the fundamental ethics and values that form the framework for our university.

Among those values is fostering a climate of civility and mutual respect. Because the university is so complex and diverse, we will not always agree with one another. Nevertheless, we expect everyone to speak and act with respect for one another. This civility and respect should be extended to all persons regardless of their role at Indiana University, and regardless of race, ethnicity, gender, sexual orientation, and age.

If we are to be true to our commitment to diversity and welcoming all, everyone must do his or her part. While no set of rules or policies can wholly govern human conduct, it is important to state that civility is a fragile construct that each of us must cherish and preserve (Bloomington Academic Guide, Policy 1-3, 1999).

**Student Technology Use**

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. These include emailing, texting, social networking, and use of the Internet.
Cell Phone Policy
The use of cell phones during class time is prohibited and these should be set on silent before class begins. In the case of an emergency, students are expected to step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or a request from the instructor to leave class.

Electronic Communication
Students are expected to follow appropriate email etiquette when communicating with faculty, staff, and peers. Correct grammar and spelling are expected at all times. Inappropriate use of email will be grounds for student review. For specific guidelines on acceptable use of technology and information resources, please visit http://protect.iu.edu/acceptableuseagreement/student. To promote confidentiality and for compliance with FERPA regulations, the BSW program requires that students utilize their official IU email accounts when corresponding with the program. Faculty may not respond to student emails that are NOT from university accounts.

Social Media Policy
Students are expected to adhere to the standards and guidelines of the social work profession when interacting with classmates, field instructors and colleagues using social media or social networking sites such as, but not limited to, LinkedIn, Twitter, Facebook, YouTube, MySpace, Flickr and LiveJournal. Establishing informal relationships with faculty and clients through social media and networking sites can make it difficult to maintain professional boundaries and are thus not appropriate.

Students should be aware that all social networking postings can potentially be made available to the public at large including their prospective clients, employers and colleagues. Privacy settings are never absolute, and confidential or personal information about peers, clients, and faculty should not be posted online. It is expected that students follow confidentiality standards in both face to face and online environments.

Before communicating online, students are cautioned to think through carefully their postings which reflect on themselves, their field agency, the IUSSW and the social work profession itself. All postings should be professional and respectful in tone including those “private” posts between site members. Violations of the NASW Code of Ethics as evidenced online can result in disciplinary action including possible dismissal.

Nondiscrimination Policy for People with Disabilities
In compliance with the Americans with Disabilities Act, Indiana University will not exclude or deny benefits to any otherwise qualified person with a disability. This nondiscrimination includes procedures for applying for jobs, hiring or firing of employees, compensation, job advancement and training. Students with disabilities are able to access services on each campus to enable them to fully access educational opportunities.

Students who have questions about compliance requirements should contact the following:

IU Bloomington students: Please contact the Office of Disability Services for Students (DSS). (www.dsa.indiana.edu, (812) 855-7578)
IU East students: Please contact Student Support Services. (www.iue.edu/support/services.php, (765) 973-8310)

IU Northwest students: Please contact Student Support Services. (http://www.iun.edu/~nwstuden/supportn/, (219) 980-6942 or (219) 980-6941)

IUPUI students: Please contact the Office of Equal Opportunity. (www.iupui.edu/~oeo/policy/, (317) 274-2306)

IU South Bend students: Please contact the Office of Disability Support Services (www.iusb.edu/disability-support/index.php, (574) 520-4256)

Posthumous Degree Policy
The Indiana School of Social Work wishes to honor the efforts of students who are enrolled in one of its degree granting programs. Should a student in good standing die before completing his or her degree, the School of Social Work may award an honorary Posthumous Degree to the family, or significant other, of the deceased in the year following the death.
Chapter 9
Student Assessment and Feedback

The School of Social Work recognizes students are adult learners and have much to offer to the continued development and growth of the BSW program. It is critical to the BSW Program to have student input in these areas: program assessment, faculty evaluation, School committees/task forces, and student field placements.

Program Assessment
The BSW program conducts yearly assessments of the BSW educational objectives approved by the faculty. As our accrediting body, the Council on Social Work Education has recently moved to a competency-based educational model (CSWE, 2008), we assess student competency on CSWE-identified practice behaviors. The assessment includes ratings from students and field instructors through the S481/482 field evaluation as well as from faculty through the ePortfolio.

Faculty Evaluation
All students enrolled in the BSW program have an opportunity each semester to evaluate their courses. At the end of each course, students are given standardized course/faculty evaluation forms to complete. These evaluations are confidential with the results being computer generated. These evaluations are read by the respective program director and then returned to the faculty to utilize in strengthening content, teaching, and learning methods. Also, the program uses these evaluations to partially assess program and student learning outcomes.

School Committees/Task Forces
Students may have the opportunity to participate in school committees/task forces through their elected representatives.

Search and Screen Process
Students have the opportunity to meet both informally and formally with candidates being considered for faculty positions on their campuses.

Student Field Practicum
Students are asked to evaluate the agencies in which they have completed their practicum experiences.
Students are encouraged to be involved with both BSW sponsored university organizations and external professional social work organizations. Some of the organizations are:

**Student Social Work Organizations / Clubs**

There is a student organization for BSW students on each of the four campuses. The School recognizes the student organization as an integral component of professional education. Although the organization is autonomous, the campus Program Director (or her/his designee) serves as advisor in order to encourage group identification and to help guide student participation in the BSW program. Student association officers help with the formulation and modification of policies affecting student affairs, writing student grants, and implementing student-related projects/functions.

**Phi Alpha Honor Society-Kappa Gamma Chapter**

Students who have completed the first semester of the junior year social work courses with an overall GPA of 3.50 or higher (on a 4.0 scale) and a GPA of 3.50 or higher in required social work classes are invited to join the Phi Alpha Honor Society. All courses from the student’s undergraduate career, including courses taken from other higher education institutions, are included in the overall GPA calculation.

**National Association of Social Workers (NASW)**

The National Association of Social Workers (NASW) has over 150,000 members worldwide. As a member, students receive all of the benefits and privileges of a regular member at a reduced cost. Members receive the Social Work Journal, the monthly newsletter, the State newsletter, group rate health and disability insurance coverage, discounts on all NASW specialty journals, and other valuable information.

Students are encouraged to become members of this Association immediately following their admission into the program. The National Association of Social Workers Indiana Chapter is located at 1100 W. 42nd Street, Suite #226, Indianapolis, IN 46208, (317) 923-9878. The email address is naswin@naswin.org. Also visit their website at www.naswin.org.

**National Association of Black Social Workers (NABSW)**

As mentioned earlier, the National Association of Black Social Workers (NABSW) was established in May of 1968 in San Francisco, California, to promote the welfare, survival, and liberation of the Black community. Membership is open to any African-American employed in a social work capacity, or others not employed but working in a voluntary capacity in a social work setting or program and who accept and adhere to the Constitution and By-Laws of the Association.

The purpose of the organization is:

- to provide a structure and forum though which Black social workers, any workers in related fields of social service, and interested citizens may exchange ideas, offer their services, and develop or refine skills in the interest of the Black community and the community-at-large.
• to work in cooperation with, or to support, develop, or sponsor community welfare projects and programs which will serve the interest of the Black community and the community-at-large.
• to strengthen human services in all service systems in all aspects pertaining to the Black community, and to ensure that services are available to Black individuals, families, groups, and the community.

For information regarding the Indianapolis chapter of the NABSW, contact: National Association of Black Social Workers, Central Indiana Chapter, Inc., P.O. Box 20149, Indianapolis, Indiana 46220-0149, (317) 767-5502, or visit their website at www.nabsw.org. University contact(s): Dr. Theresa Roberts, 317-274-6726, troberts@iupui.edu and Dr. Carolyn Gentle-Gennity, 317-274-3965, cgentleg@iupui.edu.

BSW Child Welfare Scholars Program
The Child Welfare Scholars Program is designed to provide BSW students special course work and practicum experiences that lead to employment as a public child welfare worker in Indiana. Students who participate in the program receive financial support through the Department of Child Services (DCS). These scholars graduate with a minimum commitment of two years of employment with the DCS. BSW students who are interested in this opportunity will submit an application during the fall semester of the junior year. If selected, students will receive full in-state tuition, mandatory fees, and a stipend for the senior year to cover books, travel in practicum and additional training expenses required for participation in the program. Students must maintain full-time status (12 credit hour minimum), a minimum of 2.5 overall GPA, and a minimum of a 3.0 GPA in the social work courses. Contact the campus BSW program director for further information.
Chapter 11

Scholarship Opportunities

The BSW Program offers scholarship opportunities for BSW students who demonstrate exemplar achievements, leadership and service in various areas of interest. The availability of an amount provided by the scholarships listed is not guaranteed and is subject to change. In general, the awards are modest. The BSW program notifies students when scholarship applications are available, which scholarships the program is able to offer for the identified academic year, and how to apply. Students may explore additional scholarship opportunities open to all incoming and continuing students at their individual campuses:

IUB (www.indiana.edu/~iudmit/freshmen/cf_iuschool.shtml)
IUE (www.iue.edu/socialwork/bs-socialwork.php)
IUPUI (www.iupui.edu/~scentral/)
IUN (http://www.iun.edu/financialaid/types-of-student-aid/scholarships.htm)
IUSB (www.iusb.edu/scholarships/index.php)

Theodora Allen Memorial Scholarship (Bloomington Campus)
A fund established in memory of Dr. Theodora Allen, a former professor at the Bloomington campus. Preference is given to BSW students at the Bloomington campus. Please contact the Bloomington BSW Program Director for further information.

Agnes Anderson Memorial Fund
This fund was established in 1956 in memorial to Agnes Anderson of the Department of Social Services to award a current student for his/her distinguished academic achievements.

Dr. Gayle J. Cox Student Travel Fund
An annual award is available to a BSW or MSW student to offset the costs associated with attending a national social work conference.

Brad Lighty Memorial Fund
Established in 2005, this fund honors the memory of Bradly Robert Lighty who was an alumnus of the Indiana University School of Social Work and a faculty member and advisor at the Indiana University School of Social Work. Bradly Robert Lighty was a champion of students and was known for his ability to find good in every person. He was a beloved member of the faculty. The intent of the Donors and the Foundation is that this award be given to students who are pursuing a BSW degree.

The Genevieve Means McLeod Scholarship
The Genevieve Means McLeod Scholarship seeks to award a female student exhibiting academic excellence by achieving a minimum overall 3.0 GPA and who demonstrates financial need. The recipient may renew the scholarship throughout her career as long as she maintains demonstrable need and satisfactory progress towards the BSW degree.

Mondonna Pang Endowment
This fund was established in memory of Ms. Pang and is to be awarded to students interested in working in the mental health field, particularly with persons affected by schizophrenia and other related disorders.
**Minnie and Mary Rigg Fellowship**
In honor of Minnie and Mary Rigg, this scholarship will award a student who has demonstrated a commitment to working in a settlement house (or similar agency).

**Barbara Hirsch Bass Scholarship/Fellowship**
Barbara Hirsch Bass earned her Bachelor of Arts Degree in Social Service from IU in 1956. As a volunteer, she has helped people cope with mental illness so that they could lead independent and productive lives. This fund was established in 2006 to be used to support scholarships for students pursuing a degree at IUSSW.

**IUSSW Undergraduate Education Scholarship**
This fund was established in 1997 for students who have demonstrated a need for financial assistance and are pursuing a BSW degree on either the Bloomington or Indianapolis campuses. The award will be made on the recommendation of the BSW Program Director, IU School of Social Work. The number, amount, and recipients of the scholarship will be determined by the Scholarship Committee of the School.
Appendix A

Educational Policy and Accreditation Standards

A new Educational Policy and Accreditation Standards has been approved by the CSWE Board of Directors in April 2008.

Preamble
Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, inter-professional, and service delivery models to orient and shape the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program’s development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

1. Educational Policy
The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.

2. Accreditation
Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
Promoting continual professional development of students, faculty, and practitioners.
Promoting inter-professional and interdisciplinary collaboration.
Preparing social workers to engage in prevention activities that promote well-being.
Preparing social workers to practice with individuals, families, groups, organizations, and communities.
Preparing social workers to evaluate the processes and effectiveness of practice.
Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
Preparing social workers to recognize the global context of social work practice.
Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure
Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master’s levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master’s social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master’s levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal
Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives
Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master’s social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master’s social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives
The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:
1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes*.

M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes*.

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

8. Analyze, formulate, and influence social policies.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

10. Use communication skills differentially across client populations, colleagues, and communities.

11. Use supervision and consultation appropriate to social work practice.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

[* Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.]

3.1 Concentration Objectives
Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives
A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content
All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics
Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity
Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.
4.2 Populations-at-Risk and Social and Economic Justice
Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment
Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services
Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice
Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research
Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education
Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the
purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. Advanced Curriculum Content
The master’s curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice.

Accreditation Standards
1. Program Mission, Goals, and Objectives
1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program’s mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution’s mission.
1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum
2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.
2.1.2 Admits only those students who have met the program's specified criteria for field education.
2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master’s social work degree.2 Field instructors for master’s students hold a CSWE-accredited master’s social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing a social work perspective.
2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment.

[Note: This and all future references to “CSWE-accredited baccalaureate or master’s social work degree” include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.]

3. Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master’s social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program, and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master’s programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

3.0.5 The field education director has a master’s degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master’s social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master’s programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program’s goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program’s goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master’s programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program’s goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities.
B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty, with master’s social work degrees from a CSWE-accredited program with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master’s social work program has a minimum of six full-time faculty with master’s social work degrees from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty have a master’s degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master’s social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master’s social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program’s goals and objectives.

5. Student Professional Development
5.0 The program has admissions criteria and procedures that reflect the program’s goals and objectives.

M5.1 Only candidates who have earned a bachelor’s degree are admitted to the master’s social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity
6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession’s fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal
7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program’s faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.
8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.
Appendix B

BSW Independent Study

A. Process
1. The student must complete the upper portion of the Independent Study Proposal Form (see next page) and discuss the independent study with his/her faculty advisor for guidance and preliminary approval.

2. The student may then request any member of the faculty of the School of Social Work to serve on a voluntary basis as instructor of the independent study. The primary rationale for such a request should be based on the interest of the faculty member in the topic of the student’s proposed study. It should be noted that it is the responsibility of the student to obtain an agreement for instruction of his/her independent study. If the student is unable to get a faculty member to serve as instructor of the independent study, they may contact the Program Director for further assistance.

3. A copy of the Independent Study Proposal Form and the proposal must be submitted to the Office of the Program Director for final approval.

4. The level and amount of work required is comparable to the number of credits to be earned. A general guideline is that about three clock hours of work per week are needed for each credit.

B. Independent Study Proposal

Please elaborate on the following questions on a separate sheet and attach it to the Independent Study Proposal Form.

1. Describe the issue or challenge you propose to study.
2. Specify the objectives to be accomplished or questions to be answered.
3. Describe the methodology that will be used to conduct the study/project.
4. Describe the expected end product of this independent effort.

Research projects requiring human subjects review must also have Institutional Review Board approval. For more information visit:

- **Bloomington** http://www.research.iu.edu/rschcomp/hmpg.html
- **Indianapolis** http://www.iupui.edu/~resgrad/spon/rescom_human_menu.htm
- **Northwest** http://www.iun.edu/~nwadmin/grants/
- **South Bend** http://www.iusb.edu/irb/index.php
BSW INDEPENDENT STUDY PROPOSAL FORM
This form should be attached to the independent study proposal

Student’s Name:__________________________   Date of Request:________________________
Address:_______________________________   email: ___________________________________
No. of Credit Hours:___________   Semester/Year:_____________   Section #:_____________
Student Signature ______________________________________________

To be completed by proposed instructor:
1. Has School’s policy regarding Independent Study requirements been discussed with the student?
   _____Yes   _____No
2.     Is this a research project involving human subjects? _____Yes     _____No
   a.     If yes, is IRB approval required? _____Yes     _____No
   b.     If IRB approval is required, please attach a statement as to the steps to be taken to seek IRB approval.
3. Indicate how student’s performance on this study will be evaluated:
________________________________________________________________________
________________________________________________________________________

Instructor’s Signature:______________________________   Date:_______________________

Advisor’s Recommendation     _____Approved     _____Disapproved
(check):

Comments: __________________________________________________________________
________________________________________________________________________

Advisor’s Signature:______________________________   Date:_______________________

Program Director’s Action (check): _____Approved     _____Disapproved

Comments: __________________________________________________________________
________________________________________________________________________

Program Director’s signature: ______________________   Date: ______________________

This form must be submitted to the Program Director prior to the beginning of the semester in which the course will be taken

Copy:   Advisor, Instructor, Program Director, Student, Student’s File
Rev.   May 2006
Appendix C

Record of Incomplete and Contract for Completion of Course Requirements

Indiana University
School of Social Work
BSW Program

Student’s Name: _______________________________ Student ID#: ____________________________

Student’s Email Address: ______________________________________________________________

Instructor’s Name: _____________________________ Advisor’s Name: ______________________

Course Number and Title: ______________________ Section # _______________________________

Credit Hours _______ Semester and Year of Enrollment _________________________________

Brief statement of the reason for assigning the Incomplete:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Educational contract for completion of course requirements and removal of the Incomplete Grade:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Due date for completion of outstanding course work: ________________________________

Expected grade if contract is not fulfilled: ____________________________________________

_________________________________ Date ________________________
Instructor’s Signature Student’s Signature

Reviewed by Program Director Date ______________________

Return to BSW Program Recorder for distribution to: Academic Advisor, Instructor, Program Director, BSW Program Recorder, Student, and Student File

Rev. May 2006
Appendix D

Grading Criteria for BSW Papers

All direct quotations, paraphrases, empirical research findings and other restatements of the research, scholarship or creative work of others must be appropriately annotated using the standard bibliographic citation methods set out by the American Psychological Association in the most recent edition of the Publication Manual. The APA Manual serves as the guide for style and format of all papers submitted in the BSW program.

Effective practice of generalist social work requires good writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented and for the clarity of that presentation. The grade for a paper will be based on the following criteria:

I. Presentation and Appearance
   A. Neatness
   B. Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb tense, etc.)
   C. Use of non-sexist language
   D. Spelling
   E. Punctuation
   F. Correct usage of APA style

II. Organization
   A. Structure and format of the paper
   B. Logical sequencing and continuity of ideas
   C. Clarity of expression
   D. Conciseness

III. Content as indicated by specific paper assignment

All formal papers will be typed, double-spaced, and paginated. APA style is to be used. Copies of the APA Manual are available at the campus bookstore and are a valuable resource in student’s library.

Indianapolis students experiencing writing difficulties are advised to seek assistance at the University Writing Center in Room 427 of Cavanaugh Hall. Please call 317-274-2049 to schedule an appointment or drop by the University Writing Center to pick up some written handouts available. If you really get in a pinch call the Writing Hotline at 317-278-9999.

In Bloomington, contact Writing Tutorial Services at 812-855-6738, Ballatine Hall.

In Richmond, contact the Office of Tutorial Services at 765-973-8431, Springwood Hall, Rm. 202.

In Gary, contact the Writing Center at 219-980-6502, Rm. 418.

In South Bend, contact the Academic Centers for Excellence at 574-520-5022, or visit the Writer’s Room in AI 120.
Appendix E

Select Social Work Related Journals

Advances in Social Work: Linking Research, Education & Practice
Advocate for Human Services
Administration in Social Work
Affilia: Journal of Women and Social Work
Aids and Ethics
Aging
Alabama Social Welfare
American Journal of Family Therapy
American Journal of Orthopsychiatry
American Rehabilitation
Annals of the American Academy of Political and Social Science
Asia Pacific Journal of Social Work
Australian Social Work
Black Caucus Journal
British Journal of Psychiatry
British Journal of Social Work
Canadian Social Work Revue
Child and Adolescent Social Work
Child and Youth Services
Child Development
Child Welfare
Children and Youth Services Review
Children Today
Clinical Social Work Journal
Community Mental Health Journal
Corrections Magazine
Counseling Education and Supervision
Crime and Delinquency
Crime and Social Justice
Criminology: An Inter-disciplinary Journal
Daedalus
Death Education, Pedagogy, Counseling and Care
Education and Training of the Mentally Retarded
Exceptional Children
European Journal of Social Work
Families in Society: Journal of Contemporary Human Services
Family Coordinator
Family Law Quarterly
Family Relations
Federal Probation
From the State Capitals: Juvenile Delinquency and Family Relations
Gerontologist
Group for the Advancement of Psychiatry - Reports
Health and Social Work
Hispanic Today
Hospital and Community Psychiatry
Human Relations
Human Services in the Rural Environment
Indian Journal of Social Work
International Journal of Family Counseling
International Journal of Social Welfare
International Social Work
Iowa Journal of Social Work
Journal of Baccalaureate Social Work
Journal of Drug Education
Journal of Drug Issues
Journal of Education for Social Work
Journal of European Social Policy
Journal of Gerontology
Journal of Gerontological Social Work
Journal of Homosexuality
Journal of Human Resources
Journal of Intergroup Relations
Journal of Marriage and the Family
Journal of Psychiatric Social Work
Journal of Rehabilitation
Journal of Social Issues
Journal of Social Policy (Croatia)
Journal of Social Service Research
Journal of Social Work Education
Journal of Social History
Journal of Sociology and Social Work
Marriage and Family Living
Mental Retardation
New Global Development: Journal of International and Comparative Social Welfare
Nordisk Sosialt Arbeid
Practice Digest
Public Welfare Record
SAGE Family Studies Abstracts
School of Social Work Journal
Sex Roles: A Journal of Research
Sexuality and Disability
Signs: A Journal of Women in Culture and Small Group Behavior
Society
Social and Rehabilitation Record
Social Development Issues
Social Forces
Social Perspectives
Social Policy
Social Problems
Social Security Bulletin
Social Service Review
Social Studies
Social Work and Christianity

Social Work in Health Care
Social Work in Europe
Social Work Journal of the National Association of Social Workers
Social Work Maatskaplike Werk
Social Work Research and Abstracts
Social Work Today
Social Work with Groups
Sociology of Work and Occupations
Studies in Family Planning
The Indian Journal of Social Work
The Indigenous Non-Professional
The New Social Worker
The Newsletter of the American Association
Urban Studies
Welfare in Review

Websites to bookmark:
http://www.ulib.iupui.edu/subjectareas/socwork/home.html
http://www.ulib.iupui.edu/subjectareas/socwork/journals.html
http://www.ulib.iupui.edu/ecollects/titlesp.shtml (Click on the PsycINFO database)

Indiana University School of Social Work Home Of:

Visit AISW at http://socialwork.iu.edu/dnav/355/page.htm
Appendix F

Policy Against Sexual Harassment

By Action of the Trustees of Indiana University

Harassment on the basis of sex is a violation of federal and state law. Indiana University does not tolerate sexual harassment of its faculty, staff or students. Individuals who believe they are the victims of sexual harassment, as well as those who believe they have observed sexual harassment, are strongly urged to report such incidents promptly. Indiana University will investigate every sexual harassment complaint in a timely manner and, when there is a finding of sexual harassment, take corrective action to stop the harassment and prevent the misconduct from recurring. The severity of the corrective action, up to and including discharge or expulsion of the offender, will depend on the circumstances of the particular case.

Once a person in a position of authority at Indiana University has knowledge, or should have had knowledge, of conduct constituting sexual harassment, the university is exposed to liability. Therefore, any administrator, supervisor, manager or faculty member who is aware of sexual harassment and condones it, by action or inaction, is subject to disciplinary action.

A. Definitions

Following federal guidelines, Indiana University defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
2. submission to or rejection of such conduct by an individual is used as the basis of for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or learning environment.

B. Application

This University policy is designed to protect all members of the University community. It applies to relationships among peers as well as to superior/subordinate relationships. It also applies to all individuals, regardless of their gender or sexual orientation.
C. Provisions

Faculty, staff and students have the right to raise the issue of sexual harassment. Further harassment against complainants or retaliation against complainants or others who participate in the investigation of a complaint will not be tolerated. Appropriate and prompt disciplinary or remedial action will be taken against persons found to be engaging in such further harassment.

1. The university will deal with reports of sexual harassment in a fair and thorough manner, which includes protecting, to the extent possible and to the extent permitted by law, the privacy and reputational interests of the accusing and accused parties.
2. Education is the best tool for the prevention and elimination of sexual harassment. Each dean, director, department chair, and/or administrative officer is responsible within his/her area of jurisdiction for the implementation of this policy, including its dissemination and explanation.
3. It is the obligation and shared responsibility of all members of the University community to adhere to this policy.

D. Enforcement Principles

Enforcement and implementation of this sexual harassment policy will observe the following principles:

1. Each campus must have procedures—consistent with notions of due process—for implementing this policy including where complaints are made, who investigates complaints, how complaints are resolved, what procedures are available for appeal, and how records are kept.
2. The Campus Director of the Office of Equal Opportunity shall serve as a resource with regard to interpretation of sexual harassment guidelines.
3. Confidentiality of information relating to investigations of complaints of sexual harassment shall be maintained to the extent practical and appropriate under the circumstances and to the extent permitted by law. Individuals charged with implementing this policy shall share information with regard to given incidents of sexual harassment only with those who have a "need to know" in order to implement this policy.
4. Investigations must be conducted promptly and thoroughly.
5. Whether a particular actions constitute sexual harassment will be determined from the facts, on a case-by-case basis. The University will look at the record as a whole, as well as the context in which the alleged misconduct occurred.
6. Both the charging party and the respondent will be notified of the outcome of the investigation.
7. In the event it is found that sexual harassment has occurred, corrective action, up to and including discharge or expulsion of the offender, will be taken through the appropriate channels of the university. The corrective action will reflect the severity and persistence of the harassment, as well as the effectiveness of previous remedial action. In addition, the university will make follow-up inquiries to ensure the harassment has not resumed and the complainant has not suffered retaliation.
For more information or to make a complaint contact:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUN</td>
<td>Office of Affirmative Action</td>
<td>Raintree Hall, Room 213</td>
<td>219-980-6705</td>
</tr>
</tbody>
</table>
Appendix G

A new state law was enacted on July 1, 2012, which mandates that nearly all public places and places of employment in Indiana -- including facilities on university campuses, restaurants, and other workplaces - be smoke free. This change comes as the result of Indiana’s first statewide smoke-free-air law, House Enrolled Act 1149 (www.in.gov/legislative/bills/2012/HE/HE1149.1.html).

The new state law makes smoking in IU facilities or within eight feet of an entrance illegal and a citable offense. As such, the IU Police Department will be involved in efforts to maintain all IU campuses as a smoke-free environment.

IU Bloomington Smoking Policy

As of Spring 2008, the entire IU Bloomington campus is smoke-free.

IU East Smoking Policy

Smoking will not be permitted on any part of the IU East campus, the Danielson Learning Center, and the Connersville Center including buildings, parking lots and patios. Smoking will be impermissible in university owned or leased vehicles being used on or off campus as well as privately owned vehicles on campus.

IUPUI Smoking Policy

Effective August 14, 2006:

Tobacco use or sale, including, but not limited to smoking, is prohibited on university-owned, -operated, -or leased property.

Exceptions may be granted for specific auxiliary enterprises, as approved by the chancellor.

Tobacco use, including, but not limited to smoking, is not permitted in university-owned, -leased, or -operated vehicles.

Enforcement of this policy will depend upon the cooperation of all faculty, staff, and students not only to comply with this policy, but also to encourage others to comply with the policy, in order to promote a healthy environment in which to work, study, and live.

Violations of this policy should be referred to the appropriate administrative office for review and appropriate administrative action: for faculty, the Office of Academic Policies, Procedures and Documentation; for staff, Human Resources Administration; or for students, the Office of The Dean of Students.

IU Northwest Tobacco-Free Policy

Indiana University has determined that all campuses will be smoke-free in order to promote the health and well-being of employees, students, and constituents. Four of the IU campuses are already smoke-free as well as all medical facilities of the Clarian Health Partners system. Further, several major hospitals and communities in our region have also developed smoke-free policies or are moving in that direction. This campus policy is in response to the University-wide policy requirement as well as the overall desire to provide a healthier work and learning environment for our campus community.
**Campus Policy**
Tobacco use or sale, including, but not limited to smoking, is prohibited on university-owned, -operated, -or leased property.
Exceptions may be granted for specific auxiliary enterprises, as approved by the chancellor. Tobacco use, including, but not limited to smoking, is not permitted in university-owned, -leased, or -operated vehicles.

Enforcement of this policy will depend upon the cooperation of all faculty, staff, students and visitors not only to comply with this policy, but also to encourage others to comply with the policy, in order to promote a healthy environment in which to work and study.

Violations of this policy should be referred to the appropriate administrative office for review and appropriate administrative action: for faculty, the Office of Academic Affairs; for staff, Human Resources; or for students, the Office of Student Services.
Appendix H

School Records Confidentiality (FERPA)

Indiana University's Annual Notification of Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or entity with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent; the Indiana University Foundation and Indiana University Alumni Association; and vendors of services such as email or other electronic applications, enrollment verification, and so on); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll. Finally, "public information" may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at the Office of the Registrar.
Public information is limited to name; address; e-mail address; phone; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Indiana University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901