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# Student Handbook

## Bachelor of Social Work Program

Department of Social Work  
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## Introduction

The Department of Social Work at Indiana State University offers a four-year program of study leading to the Bachelor of Social Work degree (BSW), which prepares students for entry level generalist practice. Graduates of the ISU BSW program are well prepared to enter the workforce and to pursue the Master of Social Work degree (MSW).

The ISU BSW program has been accredited by the Council on Social Work Education (CSWE). The Program is guided by the CSWE Curriculum Educational Policy and Accreditation Standards (EPAS) (Appendix A). Students are to familiarize themselves with this document, which sets forth the conditions for accreditation but most importantly, drives the curriculum of the ISU BSW Program. The Program's mission, goals, and objectives clearly reflect concurrence with the EPAS's view of social work baccalaureate education.

The EPAS sets the parameters for all social work programs, providing guidelines for course work as well as the practica. The ISU Program's curriculum supports a strong liberal arts foundation. The curriculum integrates:

- Social work values and ethics and principles of ethical decision-making as presented by the National Association of Social Workers *Code of Ethics*;
- Understanding, affirmation, and respect for people from diverse backgrounds;
- The promotion of social and economic justice;
- Foundation content areas of
  - Human Behavior and the Social Environment (HBSE)
  - Social welfare policy and services
  - Social work research
  - Social work practice
  - Field education

Through this curriculum graduates will be prepared to be generalist social work practitioners. The Program has adopted the following Generalist practice definition, identified by The Association of Baccalaureate Social Work Education Program Directors (BPD) (2006):

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

## Departmental Overview

### *Mission Statement*

The Department of Social Work at Indiana State University is committed to contributing to the profession of social work through teaching, research, and community service. The focus of undergraduate (Bachelor of Social Work) education is on the promotion of social and economic justice and on the development of competent and skilled social work professionals.

Revised: June 21, 2010, July 2009; May 2006; November 1, 2004

### *Program Goals*

The social work program goals are derived from the program mission and reflect the purposes of social work education as defined in the Educational Policy, Section 1.1. The program mission embodies the following key ideas: (1) providing an academically challenging BSW curriculum grounded in a strong liberal arts foundation, (2) preparation of competent generalist practitioners, (3) preparation of students for graduate studies, (4) contributing to the professional body of knowledge, (5) commitment to social and economic justice, (6) promotion of leadership, community engagement and service, and (7) infusion of a global perspective of social work practice. These key ideas are linked to the following eight (8) Departmental program goals:

1. Provide a challenging BSW curriculum that is grounded in a strong liberal arts foundation.
2. Prepare competent generalist social work practitioners who operate from a practice framework which integrates knowledge, values, skills, ethics, diversity and a theoretical base.
3. Prepare students for graduate education.
4. Prepare graduates who are committed to social and economic justice, and improving service delivery systems.
5. Prepare students who are actively engaged in the community.
6. Prepare students to contribute to the development of the social work profession, their communities and global society.
7. Contribute to the social work profession's body of knowledge.
8. Engage in leadership roles and activities in the profession and in the community.

Revised May 2006, November 1, 2004

## Program Goals Related To Departmental Mission Statement

Mission	Program Goals
The Department of Social Work at Indiana State University is committed to contributing to the profession of social work through teaching, research, ↓	1. Provide a challenging BSW curriculum that is grounded in a strong liberal arts foundation. 7. Contribute to the social work profession's body of knowledge. ↵
and community service.	5. Prepare students who are actively engaged in the community. 6. Prepare students to contribute to the development of the social work profession, their communities and global society. 8. Engage in leadership roles and activities in the profession and in the community. ↵
The focus of undergraduate (Bachelor of Social Work) education is on the promotion of social and economic justice	4. Prepare graduates who are committed to social and economic justice, and improving service delivery systems. ↵
and on the development of competent and skilled social work professionals.	2. Prepare competent generalist social work practitioners who operate from a practice framework which integrates knowledge, values, skills, ethics, diversity and a theoretical base. 3. Prepare students for graduate education. 8. Engage in leadership roles and activities in the profession and in the community. ↵

Revised August 2010; July 2009; May 2006; November 1, 2004

### *Core Competencies*

The Social Work Program has identified 10 core competencies derived from its mission and program goals which are in keeping with the purpose of social work education set forth in the CSWE's Educational Policy and Accreditation Standards, Section 3.

Graduates from the ISU Department of Social Work demonstrate the ability to

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

Implemented July 2009

## The Academic Program

### *Credit Hour Information*

The Social Work Program leading to the BSW degree is a four year sequence of coursework, which includes both classroom courses and field practicum experience in local social service agencies.

Course Information	Credit Hours
Credits hours directly prescribed by the Department of Social Work .....	76
Credit hours in social work courses.....	48
(Combination of classroom and field work = 15: SOWK 480, 498, 499)	
(Volunteer work in an approved setting = 30: SOWK 130)	
Credit hours of cognate coursework includes .....	28
(University's General Education requirements = 19; and	
(Non-social work department courses = 9)	
Credit hours remaining consist of the University's General Education	
Requirements and electives .....	48
Credit hours required for completion of the BSW degree .....	124

Note: The Department of Social Work will not grant social work course credit for life or previous work experiences.

The required cognate courses complement the social work courses and help to provide a broad range of basic knowledge in such social sciences as sociology, psychology, economics, political science, as well as in human biology and statistics.

The required courses in Social Work fall under five foundation curricular content areas:

1. Human Behavior in the Social Environment;
2. Social Welfare Policy and Services;
3. Social Work Practice;
4. Research; and
5. Field Practicum.

### *Graduation Requirements*

In order to graduate, each social work student must:

- Complete at least 124 credit hours, including the 76 credit hours required by the Department of Social Work and the General Education requirements of the University (<http://www.indstate.edu/gened/34.html>).
- Maintain at least a 2.0 cumulative grade point requirement across all 124 hours.
- Maintain at least a 2.2 cumulative grade point requirement in all required social work and cognate courses, with a minimum grade of C- in all social work courses.
- Successfully pass at the required junctures the formal Faculty Review processes for admission to the Social Work Program, and later to the professional practice and field sequences.

- Check their Degree Audit Report (DARS) to make certain that all requirements have been met and correct any problems that may exist.
- Paid all fees owed to the University.

### *Social Work Curriculum*

The Social Work Program has designed a curriculum that is consistent with CSWE guidelines. The curriculum is reflective and consistent with the Program's goals and core competencies. Integration of course content is found across the entire curriculum, between courses in curriculum areas, and within any given course. The Program integrates the following content areas throughout the social work curriculum:

- Social work values and ethics and principles of ethical decision-making as presented by the National Association of Social Workers *Code of Ethics*;
- Understanding, affirmation, and respect for people from diverse backgrounds;
- The promotion of social and economic justice;
- Foundation content areas:
  - Human Behavior and the Social Environment (HBSE)
  - Social welfare policy and services
  - Social work research
  - Social work practice
  - Field education

The above content areas are integrated into all social work courses (i.e., course objectives, course content, required and supplemental readings, assignments, exams, and bibliographies).

The Program requires:

- Four (4) courses in the human behavior and the social environment sequence (SOWK 240, SOWK 241, SOWK 270, SOWK 382),
- Four (4) courses in social welfare policy and services sequence (SOWK 130, SOWK 240, SOWK 252, SOWK 390),
- Four (4) in the practice sequence (SOWK 480, SOWK 490, SOWK 491, SOWK 494)
- One (1) course in research (SOWK 384)
- Three (3) courses in the Field Education sequence (SOWK 480, SOWK 498, SOWK 499) totaling 550 hours of internship practicum with two (2) accompanying seminars.

The Department has a four year academic plan (see below) for incoming freshman level students which includes all courses required for a BSW and the sequencing of the courses. The academic plan is adjusted for students who transfer in with earned college credit based upon their needs and schedule. Students do have flexibility in their general education courses (see General Education requirements). Following the four year academic plan are descriptions (model course curriculum) of the courses.

## Bachelor of Social Work

## Four-year Plan of Study 2012-13

76 Credits

	Fall		Spring	
	Class	CH	Class	CH
<b>First year</b>	<b>SOWK 130 Intro to Fields of Social Welf</b>	3	<b>SOWK 240 Family &amp; Child Welfare</b>	3
	<b>PSY 101 General Psych</b>	3	BIO 112/112L Human Aspects of Biology	3
	TMGT 195 Intro to Comp App	3	ENG 105 Freshmen English II	3
	SOC 110 Intro to Sociology	3	SOC 101 Intro to Sociology	3
	ENG 101 Freshman English 1	3	ECON 100 Basic Economics	3
		<b>15</b>		<b>15</b>
<b>Second year</b>	<b>SOWK 281 Human Dev &amp; Ecol Systems</b>	3	<b>SOWK 270 Ethno-Cultural Issues</b>	3
	PSCI 201 Intro to American Politics	3	PSCI 305 State & Local Gov't	3
	Non-native Language	3	AHS 340 Health Biostatistics	3
	Quantitative Literacy	3	PSY 368 Intro to Abnormal Psychology	3
	Communications	3	Non-native language	3
	Health & Wellness	3		
	<b>18</b>		<b>15</b>	
<b>Third year</b>	<b>SOWK 252 Social Welfare &amp; Social Work</b>	3	<b>SOWK 390 Social Policy: Societal Resp</b>	3
	<b>SOWK 382 Human Behavior in Soc Env</b>	3	<b>SOWK 480 Generalist SW Practice I</b>	5
	<b>SOWK 384 Social Work Research</b>	3	ENG 305T Technical Writing	3
	Historical Studies	3	Literary Studies	3
	Ethics & Social Responsibility	3	Upper Division Integrative Elective	3
		<b>15</b>		<b>17</b>
<b>Fourth year</b>	<b>SOWK 490 Generalist SW Practice II</b>	3	<b>SOWK 491 Generalist SW Practice III</b>	3
	<b>SOWK 498 Field Practicum &amp; Seminar I</b>	5	<b>SOWK 494 Professional Seminar in SW</b>	3
	Fine & Performing Arts	3	<b>SOWK 499 Field Practicum &amp; Seminar II</b>	5
	Upper Division Integrative Elective	3	Upper Division Integrative Elective	3
		<b>14</b>		<b>14</b>

*Model Curriculum and Course Descriptions*

The curriculum sequencing calls for the courses to be taken in the following order:

*Year One: Fall*

*SOWK 130 Introductions to the Fields of Social Welfare-3 hour* Provides an overview of the social welfare system and its place in contemporary society. Opportunity to learn through the literature and guest lectures, about the operation of institutional structures and about the professionals that respond to complex human concerns. Thirty hours of volunteer work are required. Open to non-social work majors.

*PSY 101 General Psychology: Understanding Human Behavior - 3 hours.* A selective study of how heredity and the environment affect human thought, emotion, and actions. The course focuses on the scientific study of human and non-human animal behavior, and the topics of how humans respond and adapt to change, the nature and limits of memory, the development of human beliefs, the impact of social influences on human behavior, the contribution of genetics to individual differences, the nature of psychological illnesses, and more. The course emphasizes “thinking psychologically” as it applies to everyday life. *Foundational Studies: Social and Behavioral Sciences*)

*TMGT 195 - Introduction to Computer Applications-3hours* This course is designed to provide all first year and transfer students with the basic working knowledge of computers, computer applications, and information management skills necessary to succeed in today’s information technology based society.

*SOC 110 United States Diversity: Sociological Perspectives - 3 hours.* This course is an introduction to the sociological analysis of diversity in the United States, with particular emphasis on ethnic/racial, gender/sex, and social class issues. Through reading, writing, discussion, and co-curricular activities, students will develop a better understanding of the various facets of a pluralistic American society. The primary goal of the course is to provide a foundation for living in an increasingly diverse American society and interacting in a global environment. *Foundational Studies: Global Perspective and Cultural Diversity.*

*ENG 101 Freshman Writing I - 3 hours.* ENG 101 - Freshman Writing I Writing expository and argumentative essays based on personal experience and readings. Note: Freshmen with SAT verbal scores below 510 or ACT English usage scores below 20 must take this course during their first semester and English 105 the semester after successfully completing this course. *Foundational Studies: Composition.*

OR

*ENG 107 Rhetoric and Writing-3 hour* Writing documented papers synthesizing information from several different sources, with emphasis on the application of rhetorical principles to critical reading and effective writing. Freshmen with SAT verbal scores of 510 or above or ACT English usage scores of 20 or above must take this course or 130 during their first semester. *Foundational Studies: Composition.*

*Year One: Spring*

*SOWK 240 Family and Child Welfare-3 hours* An examination of contemporary problems facing families and children. Evaluation of the adequacy of the policies, programs, and services in the context of changing life styles and social forces impacting the quality of life. Open to non-social work majors.

*BIO 112 Human Aspects of Biology-3 hours* Basic concepts and current issues in life sciences, stressing human implications. Topics include the use of scientific method in biology; reproduction and contraception, development from conception to birth, population growth, evolution and natural selection, genetics and genetic engineering, disease, health and physiology, food production and energy flow, and environmental problems. Human biology is addressed from the perspectives of the cell, the gene, the individual, the population, and the global environment. Prerequisite: concurrent enrollment in BIOL 112L. *Foundational Studies: Science and Laboratory* (must also complete BIO 112L]

*and*

*BIO 112L Exploration of Biological Phenomena - 1 hour* A laboratory which must be taken in conjunction with 112. It is designed to help students develop the capacity to recognize and pose scientific questions, to appreciate how scientific data are collected and analyzed, and to better understand how hypotheses are validated or rejected. The laboratory also provides hands-on exercises based on topics covered in 112, including microscope use, cell division, genetic variation in populations, DNA structure, natural selection, and nutrition and food production. Prerequisites concurrent enrollment in BIO 112. *Foundational Studies: Science and Laboratory*

*SOC 101 - Introduction to Sociology 3 hours.* This course introduces the discipline of sociology by examining its history, the work of its early and contemporary contributors, essential concepts, research methods, theory, and applications. *Foundational Studies: Social and Behavioral Sciences*

*ECON 100 Basic Economics - 3 hours.* A brief overview of basic economic principles, with emphasis on the market system and its relevance to current economic issues and policies. The course is designed to introduce economics to those students who will not be taking principles of economics (200 and 201). *Foundational Studies: Social and Behavioral Sciences*

*ENG 105 Freshman Writing II - 3 hours.* Writing documented papers synthesizing information from several different sources, with emphasis on reading and writing as processes of discovery in thinking critically. Freshmen with SAT verbal scores below 510 or ACT English scores below 20 must take this course the semester after successfully completing English 101. Prerequisite: 101 or English as a Second Language 103B. *Foundational Studies: Composition.*

*Year Two: Fall*

*SOWK 241 Human Development and Ecological System-3 hours* Provides an orientation and theoretical background to the understanding of human behavior, utilizing an ecological systems framework. It focuses on the development of individuals and families throughout the life span, with attention to the institutional societal factors that impede the development and quality of life of diverse populations. Prerequisites: Prerequisites: PSY 101; SOC 101; BIO 112 and 112L. **Note** Open to non-social work majors.

*PSCI 201 Introduction to American Politics-3 hours* An introduction to national government and politics in the United States, emphasizing the basic institutions of the American federal system, the basic political behavior of the American people, and the public policy-making process at the national level.

*MATH 102 Quantitative Literacy-3 hours* Interpret formulas, graphs, and tables to draw inferences from them. Represent mathematical information symbolically, visually, numerically, and verbally. Use arithmetic, algebraic, geometric, statistical, and financial computational methods to solve problems. Determine reasonableness of answers and select optimal results. Recognize mathematical and statistical limits of methods. Prerequisite: Appropriate placement examination (MAPLE T.A.) score or MATH 011. *Foundational Studies: Quantitative Literacy.*

*COMM 101 Introduction to Speech Communication-3 hours* Basic principles and practices of oral communication. *Foundational Studies: Communication.*

*PE 101 Fitness for Life-2 hours* This course presents information and activities which emphasize fitness and exercise and their relationship to health. Lectures and a variety of accompanying laboratory activities help students make informed decisions about fitness, exercise, and health throughout their lifetime. Regular participation in physical activity is a main component of the course. *Foundational Studies: Health and Wellness*

and

*PE 101L Fitness for Life Laboratory-1 hour* Laboratory activities supporting concepts from PE 101. Concurrent enrollment in PE 101 required. *Foundational Studies: Health and Wellness*

OR

*HLTH 111 - Personal Health Science and Wellness-3 hours* Acquaints students with scientific data on matters of health which affect the individual, family, and society, and introduces concepts for disease prevention, health maintenance, and health resources conservation for improving the quality of life. *Foundational Studies: Health and Wellness*

*Non-Native Language- 3 hours* Introduction to culture and language. Culture, lifestyle, and customs. Fundamentals of language (pronunciation, intonation, grammatical structures), with development of communicative skills in a cultural context. Includes open-hour laboratory. *Foundational Studies: Non-Native Language.*

*Year Two: Spring*

*SOWK 270 Ethno-Cultural Issues - 3 hours.* This course examines, from a theoretical and experiential social work perspective, the personal behaviors and institutional factors that have

led to oppression of ethnic minorities and persons of color and that serve to maintain intergroup tensions. Attention is given to discriminatory practices as related to sex, age, religion, disablement, sexual orientation, and culture. It explores the strategies that the various groups have employed to deal with discrimination. Implications to the individual, society, and the profession are explored. Prerequisite: SOWK 241. Open to social work majors, or by consent of the instructor.

*PSCI 305 State and Local Government-3 hours* Framework of government at the state and local levels in the United States; importance of state and local communities for fundamental problems of American society.

*HLTH 340 Health Biostatistics-3 hour* Introduction to statistical methods as applied to the study of health and safety risk evaluation; census and vital data; human mortality, morbidity, and natality. Topics include measures of central tendency, variability, display of data, selected sampling distributions, probability, hypothesis testing, correlation and regression.

*PSY 368 Introduction to Abnormal Psychology-3 hours* Encompasses personality disorders, anxiety and mood disorders, psychotic disorders, mental deficiency, and other major mental disorders.

*Non-Native Language 3 hours.* Includes open-hour laboratory. *Foundational Studies: Non-Native Language*

*Year Three: Fall*

*SOWK 252 Social Welfare and Social Work-3 hours* Knowledge base for understanding the social welfare system and its relationship to social work as a profession. A historical and contemporary focus is employed to examine the economic, social, and political forces as well as the values and beliefs which shape social policies and programs. Special attention is paid to inequities and deficiencies in the institutional policies and structures impacting on a various oppressed population groups. Prerequisites: Economics 100, Political Science 201 and 305. Open to non-social work majors.

*SOWK 382 Human Behavior in the Social Environment: A Synthesis-3 hours* Builds on the foundation courses in human development, normal and abnormal behavior, and the understanding of ethno-cultural issues. Examines theories about human behavior from the vantage point of small groups, organizations, and communities. Integrates learning, utilizing an ecological systems framework. Open to social work majors only. Prerequisites: SOWK 241, SOWK 270, and Psychology 368.

*SOWK 384 Social Work Research 3 hours* Provides the foundation for the social work research area, placing it in the context of ethics and values. Demonstrates the importance of the area in social work. Teaches design, measurement and data collection techniques, and research strategies. Develops skills in the evaluation of research studies, the practice of research, data presentation, and evaluation of social worker's own practice outcomes. Prerequisite: Technology Management 195 and Health, Safety, and Environmental Health Sciences 340. Open to social work majors only.

*Historical Studies - 3 hours.* One course (select from HIST 102, HIST 113, HIST 201, HIST 202, or MUS 351). Learning objectives: Analyze the origins and consequences of historical events and the roles of individuals and societal forces in bringing about change over time; Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time; Locate and evaluate sources of evidence within the context of time, place, and culture; and Use an historical perspective to understand the world today and address contemporary issues. *Foundational Studies:*

*Historical Studies*

\*Note: Students are advised to take HIST 202 The United States Since 1865 as it covers the political, economic, diplomatic, intellectual, and cultural development of modern America. This course is an excellent concurrent course with SOWK 252.

*Ethics and Social Responsibility - 3 hours.* One course. Learning objectives: Explicitly demonstrate how the curriculum will develop critical thinking skills; Explicitly demonstrate how the curriculum will develop information literacy skills; Include a graded writing component, which whenever possible is developmental; Must give students the opportunity to apply what they are learning to real world scenarios; Must include opportunities for experiential learning or community engagement; Must give students the opportunity to identify and solve problems; Must incorporate opportunities for students to critically read and analyze text-based materials beyond textbooks (e.g., novels, classical literature, primary sources, science journals, poems, lyrics, blogs, etc.) *Foundational Studies: Ethics and Social Responsibility*

*Year Three: Spring*

*SOWK 390 Social Policy: Societal Response to Human Need-3 hours* Builds on the foundation knowledge of social welfare and social work. Policy formulation processes are examined and students learn how to critically analyze existing and proposed policies in their historical context. The importance of research and program evaluation for policy development is highlighted. Prerequisites: SOWK 240 and 252, Political Science 201 and 305, and Economics 100. Open to social work majors only.

*SOWK 480 Generalist Social Work Practice I and Field Practicum-5 hours* Presents an orientation to and theoretical framework for the helping process within social work in the context of the generalist practice model. Delineates the generic knowledge base, skills and values of social work. Provides students with experiences to develop self-awareness, observational techniques, documentations abilities, and interpersonal communication skills in the classroom. Includes the opportunity to utilize these experiences in a 100 hour field practicum in health and human services organizations. Prerequisites: SOWK 382. Open to social work majors only.

*ENG 305T Technical Writing-3 hours* Writing in conventions, formats, and styles applicable to internal, world-of-work settings. Prerequisites: English 105, 107 or 108, and the successful completion of 48 semester hours of course work. Note Recommended for majors in science, technology, and related areas. *Foundational Studies: Junior Composition*

*Literary Studies - 3 hours* One course (select from ENG 239, ENG 338, ENG 339, ENG 346, LAT 215 or PHIL 321) *Foundational Studies: Literary Studies*

*Recommendation: English 239-Literature and Life 3 hours* Understanding how writers have imagined and represented human experiences through the study of recurrent themes in literature.

*Learning Objectives:* Demonstrate aesthetic responsiveness and interpretive ability; Connect writings to their literary, cultural, and historical contexts; Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment; and Reflect on themselves as products of and participants in traditions of literature and ideas.

*Integrative and Upper Division Elective - 3 hours this semester* Learning objectives: Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing; engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue; analyze and write at an advanced level. *Foundational Studies: Upper Division Integrative Elective*

*Year Four: Fall*

*SOWK 490 Generalist Social Work Practice II-3 hour* Expands on the theoretical knowledge and experience base of Generalist Social Work Practice I and Field Practicum. Delves further into helping processes with an in-depth examination of the problem solving steps in generalist practice. Highlights micro and mezzo interventions with policy implications drawn. Special attention to populations-at-risk and to ethnically and racially sensitive social work practice. Prerequisite: SOWK 480; to be taken concurrently with SOWK 498. Open to social work majors only.

*SOWK 498 Field Practicum and Seminar I-5 hours* Continuation of field practicum and beginning generalist social work practice in local social welfare agencies. Course requires a minimum of 225 agency hours for the semester and includes a weekly field integration seminar. Prerequisite: SOWK 480 and concurrent enrollment in SOWK 490. Open to social work majors only.

*Fine and Performing Arts - 3 hours.* One course (select from ART 151, ARTE 390, COMM 240, COMM 436, ENG 219, MUS 150, MUS 233, MUS 236, MUS 333, THTR 150, or THTR 174) Learning Objectives: Demonstrate aesthetic responsiveness and interpretive ability; Connect works of art to their literary, cultural, and historical contexts; Employ knowledge of the arts to analyze issues and answer questions relating to human experience, systems, and the physical environment; and Reflect on themselves as products of and participants in traditions of the fine and performing arts. *Foundational Studies: Fine and Performing Arts*

*Integrative and Upper Division Elective - 3 hours this semester* Learning objectives: Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing; engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue; analyze and write at an advanced level. *Foundational Studies: Upper Division Integrative Elective*

*Year Four: Spring*

*SOWK 491 Generalist Social Work Practice III-3 hours* Integrates the foundation knowledge of Generalist Social Work Practice I and II and highlights macro level interventions. Synthesizes the application of the generalist social work model which holds that the problem and situation determine the mode and level(s) of intervention. Open to social work majors only.

*SOWK 494 Professional Seminar in Social Work-3 hour* Integrates the knowledge base and learning experiences of the total social work program through topical discussions and assignments. Students develop their own practice framework and take a comprehensive examination to demonstrate preparation for practice. Prerequisites concurrent enrollment in SOWK 491 and 499; satisfactory completion of all social work courses; at least 78 credits and seven of nine required Liberal Studies Courses. *Foundational Studies: Upper Division Integrative Elective*

*SOWK 499 Field Practicum and Seminar II-5 hour* Final semester of field practicum and beginning generalist social work practice in local social welfare agencies. Course requires a minimum of 225 hours for the semester and includes a weekly field seminar. Prerequisites: SOWK 490 and 498; to be taken concurrently with SOWK 491. Open to social work majors only.

*Electives:*

Faculty advisor encourages students to select those courses that are supportive of the social work curriculum.

*Social Work Electives.*

*SOWK 300 SOWK Elective-3 hours* Current topics designed to serve special needs and interests. Credits do not count towards the bachelor of social work program. Prerequisites: Consent of department chairperson. Note: Enrollment is limited to those seeking professional development.

*SOWK 400 Topics in Social Work- 1-6-hours* Social work issues selected for their special or current interest to practice. Specific titles and number of semester hours offered are announced in the Schedule of Classes. May be repeated for credit with a change in course content (may only receive credit for 6 total credit hours through this number).

SOWK 400-002: Child Welfare Practice in Indiana

SOWK 400-005: Social Work Topics: Writing Seminar for Social Work Students

*SOWK 495: International Studies. Foundational Studies: Upper Division Integrative Elective*

*Field Practicum.*

The Program requires all students to complete 550 field practicum hours: 100 hours in the junior year and 225 hours each semester of the senior year. The Field Program has a manual that will be distributed to students during their junior year. For questions, please consult the Field Coordinator.

## University Foundational Studies

Coordinator: Dr. Linda Maule  
 Office: Mezzanine, Rhoads Hall  
 Web site: [www.indstate.edu/fs/index.htm](http://www.indstate.edu/fs/index.htm)  
 E-mail: Linda.Maule.indstate.edu

### *Mission of the Foundational Studies Program*

Indiana State University is committed to providing students with a high quality education that will develop their intellectual abilities while providing them with the skills and knowledge base they will need to successfully navigate the complexities of the twenty-first century.

A robust Foundational Studies Program is the cornerstone of this goal. Together the student's major and the Foundational Studies curriculum prepare students to be effective communicators, critical thinkers, and informed decision makers. The Foundational Studies curriculum also exposes students to multiple "ways of knowing" (e.g. scientific, social or behavioral, historical, literary, fine and performing arts, etc.) that will help them better understand the world in which they live.

### *Learning Outcomes for Foundational Studies:*

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

For further information, go to:

<http://catalog.indstate.edu/content.php?catoid=10&navoid=226>

### *Foundational Studies for Social Work Majors:*

The Department is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The liberal arts foundation is an essential component for generalist practice as it necessitates and is reflective of an interdisciplinary knowledge base. The liberal arts perspective enriches understanding of the person-in-environment context of professional social work practice and is integrally related to the mastery of social work content. The liberal arts perspective provides an understanding of one's cultural

heritage in the context of the other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated generalist practitioner. Students must have direct knowledge about social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems. This knowledge helps to provide the requisite professional orientation to issues of diversity. It also encourages student development as a well-rounded human being, an informed citizen, and an individual capable of functioning effectively in an evolving society as well as a capable social work professional.

Students must be capable of thinking critically about society, about people and their problems, and about such expressions of culture as art, literature, science, history, and philosophy. A liberal arts perspective provides a framework for asking disciplined questions, providing focus for what needs to be understood and a scientific way of assessing answers. The program places great emphasis in the curriculum on critical thinking. Each course focuses on strengthening students' abilities to analyze situations and think independently.

The Program curriculum is grounded in the liberal arts through the University's General Education Program requirements. Indiana State University Undergraduate Catalog 2010-2011 provides a thorough description of Foundational Studies:

## Faculty and Staff

The Department is located on the 4<sup>th</sup> floor of the Nursing Building.

## Chairperson and Associate Professor

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## Field Coordinator and Assistant Professor

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## MSW Program Director and Associate Professor

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## Associate Professor

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## Instructor

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## Administrative Assistant I

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### *Office Hours*

Faculty office hours often vary from semester to semester as teaching schedules change. However, all faculty members post their office hours on their office door, and provide them to the Administrative Assistant.

It is best to make an appointment to assure that the faculty member will be available to meet with the student. However, students are also welcome to simply drop-in during faculty office hours. If it is not convenient for the student to meet with the faculty member during scheduled office hours; he/she may make an appointment to meet with the instructor at another time which is convenient to both of them.

## Admissions, Termination, and Appeals Policies and Procedures

### *Admission Process Overview*

Students wishing to major in social work may either declare a social work major when they enter Indiana State University, or later indicate their intention by completing an official university Change of Major Form. A two level process is in place for students interested in an undergraduate degree in social work:

#### *First Level (Admission into the Program)*

1. When a student declares an interest in pursuing social work as a major, an academic plan is developed between the Departmental Assigned Academic Adviser and the student. The Assigned Academic Adviser meets with the student at least once a semester to discuss the student's academic progress and to confirm an academic plan for the next semester. The student is required to meet with the Assigned Academic Adviser each semester.
2. By the end of SOWK 241, the student is expected to complete the Application for Admission into the Social Work Program. Refer to the Student Handbook or departmental web site <http://www.indstate.edu/socwork/>  
All students must have applied to the major by the end of SOWK 270. Transfer students who are entering the Program at the SOWK 382/SOWK 384 sequence (junior year of social work courses) need to refer to the admission policy on "Transfer Students". Students cannot continue with social work courses beyond SOWK 270 without being admitted to the major. The Admissions and Retention Committee (departmental faculty) review the completed application and the academic performance history of the student. Faculty also shares their knowledge of the student. A student may be asked to appear before the Committee to discuss her/his readiness for admission to the major. Through this process the Committee determines who is prepared to enter the social work major. The student will receive a letter from the Admission and Retention Committee pertaining to her/his acceptance to the major. The letter reflects the decision of the Committee, which may be that the student is:
  - a. Admitted to the Program
  - b. Admitted with Recommendations
  - c. Admitted on Probationary Status
    - i. Students who are admitted on probationary status must meet with the Departmental Admissions and Retention Committee to determine if the

conditions have been met. Once conditions have been met, the Committee will send an Admission to the Program letter to the student.

- d. Not Admitted
  - i. Students who are not admitted to the Program may re-apply after meeting with the Admissions and Retention Committee and demonstrating effective progress on areas of concern(s).
3. Student grades and progress are monitored each semester. Student's with academic or personal issues that impinge on the student's progress in the social work major are reviewed and discussed by the Admissions and Retention Committee. If deemed serious enough, a student will be asked to meet with the Admission and Retention Committee for review of her/his performance and situation.

#### *Second Level (Admission into the Field)*

1. The second level occurs the semester before the student is scheduled to enroll in the field practicum course (SOWK 480).
  - a. The student must attend a field practicum orientation meeting;
  - b. Complete the Application for Admission into the Practice and Field Sequences; and
  - c. Complete the Field Placement Request forms.
2. The Admissions and Retention Committee review the completed application and the academic performance history of the student. Faculty also shares their knowledge of the student. A student may be asked to appear before the Committee to discuss her/his readiness for a field practicum. Through this process the Committee determines who is prepared to enter the Practice and Field Sequences.
3. A letter will be given to the student during the fall semester when meeting individually with the Field Coordinator pertaining to her/his admission to the practice and field sequence. This letter, if the student is admitted to the sequence, will include the name and address of the student's field practicum site and Field Instructor.

#### *Admission to the Social Work Major Policy*

##### *Criteria for Admission into the Social Work Major.*

To be accepted and retained in the Social Work Program a student must demonstrate the capacity to develop into a professional social worker. Students must address their views/positions on the following criteria in the application to the major which includes the values and ethics of the profession, along with the ability to obtain and integrate the knowledge, skills, and behaviors necessary to become a generalist social work practitioner by meeting the Program's goals and Program's 10 core competencies.

A student who desires to major in Social Work and continue in the Social Work Program is expected to have the capacity to continue developing the following qualities and behaviors.

1. *Self Awareness.* The student, as an aspiring generalist practitioner, must know her/himself reasonably well. The student must demonstrate the capacity to increasingly develop insight. The knowledge of her/his own personal strengths and weaknesses should allow the individual to focus on working effectively with others. **Tell us what are the strengths that you possess and the areas you need to develop.**

2. *Professional Commitment.* The student should be willing to make and maintain a strong commitment to achieving the Program's 10 core competencies and to the ethical standards of the social work profession (i.e., National Association of Social Workers [NASW] Code of Ethics). Tell us about your motivation to become a social worker. Tell us about your class attendance, preparation for class, turning in assignments on time and quality of work submitted.
3. *Professional Conduct.* The student's conduct must maintain the standards set forth within the NASW Code of Ethics. The student should work collaboratively with others to use professional knowledge, values, and skills to bring about change.
  - a. *Integrity.* Tell us about your ability to follow through on commitments you make.
  - b. *Ability to Communicate (Writing, Speaking, Reading, Listening).* Tell us about your writing and oral communication skills.
  - c. *Acceptance and use of supervision/feedback.* Tell us about your use of feedback from instructors (examples: comments on papers, employer feedback).
  - d. *Ability to function as a volunteer or employee.* Tell us about your performance as a volunteer/employee.
  - e. *Meeting deadlines/organizational skills.* Tell us about your ability to turn in assignments on time, your organizational skills and tendencies to procrastinate.
4. *Empathy.* The student must be able to demonstrate the capacity for empathy, which is the ability to comprehend another's subjective reality and feelings. Empathy and support are necessary to enable the client to use professional and outside resources to develop and implement a solution to issues. Tell us about your ability to be impartial and nonjudgmental of other people.
5. *Acceptance of Diversity.* The student must be able to learn to appreciate the value of human diversity. She/he must be open to learning how to practice with respect, knowledge, and skills related to all persons regardless of the person's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion/spirituality, sex and sexual orientation. The student must be able to practice without discrimination. Tell us about your understanding and tolerance of others who may be different from you.
6. *Academic Success.* The student must be able to meet the graduation requirements of the program. Tell us about your overall GPA and Social Work Program GPA and if it is an accurate description of your abilities. If not, describe the circumstances that have impacted your performance. Transfer students need to include their GPA from previous colleges/universities attended.

### *Grade Point Requirements*

1. The student must maintain a minimum overall Grade Point Average (G.P.A.) of 2.0.
2. The student must maintain a minimum G.P.A. of 2.2 in the Social Work major. A student who does not meet the above grade point requirements will either be placed on probation or terminated as determined by the Admissions and Retention Committee.
3. The student must earn a minimum grade of C- in each Social Work course or retake the course in which the failure occurred prior to moving forward in the sequence. The student must meet with the Assigned Academic Advisor if a course failure occurs to revise her/his academic plan. A student will not be permitted to continue in the sequence in which the failed grade has occurred.
4. The Admissions and Retention Committee will be kept informed of any and all students failing Social Work courses. The student who fails a course for the first time may be asked to meet with the Admissions and Retention Committee to discuss her/his academic record and need for improvement.
5. Failure in Social Work Courses: A student who has earned a grade less than C- in a Social Work course on the second attempt to pass the course, thereby demonstrating an inability to grasp the value, theoretical and skill foundation knowledge of Social Work course work essential to becoming a beginning-level generalist practitioner, will ordinarily be dismissed from the Social Work major. Similarly, students retaking a course will not ordinarily be allowed to withdraw from the course.

### *Admission Decision Options*

Applicants who request admission to the social work program will be notified in writing of the decision of the Social Work Program Admissions and Retention Committee.

There are four possible outcomes of this admission process:

1. Admitted to the Program.
2. Admitted with Recommendations. In this case, the applicant will be notified of specific areas, in the professional judgment of the Social Work Program Admissions and Retention Committee, are recommended for improvement.
3. Admitted on Probation. The applicant will be notified of specific conditions that must be met before admission will be considered.
4. Not Admitted. The applicant will be notified of the rejection of his/her application for admission.

### *Admission to the Practice and Field Sequences*

In order to be admitted formally to the Practice and Field sequences, a student must:

1. Have completed 60 hours of course work with a minimum overall grade point average (G.P.A.) of 2.0;
2. Have completed social work courses (SOWK 130, 240, 241, 252, 270, 382, and 384) with a Social Work Course G.P.A. of 2.2 and no Social Work course grade below C-
3. Have completed all prerequisite cognate courses (SOC 101, PSY 101, BIO 112, BIO 112L, TMGT 195, HLTH 340, PSY 368, PSCI 201, PSCI 305) with minimum of a D;
4. Complete the application for Admission to the Practice and Field Sequences and the Field Placement Request forms (see Field Manual). A current resume must also be submitted (see Field Manual). These documents must be turned into the Field Coordinator prior to the appropriate meeting of the Admissions and Retention Committee, the date of which will be posted in the Social Work Department office.

The application includes basic biographical data and a self-evaluation of interest, readiness, and suitability for a career in social work. The purpose of the self-evaluation is to reflect the applicant's commitment to the goals and purposes of social work. The student is also asked to fully disclose any condition which may interfere with the student's successful functioning in the field sequence.

If it is deemed necessary to obtain further information (medical and/or non-medical) based upon the student's disclosure, the student will be required to sign a Release of Information form. Further information will be used to determine the student's readiness to enter and successfully complete the Practice and Field Sequences and to meet the standard for State licensure upon graduation.

5. Submit a current copy of her/his transcript (DARS);
6. Be successfully reviewed by the Social Work Program Admissions and Retention Committee, which consist of full-time social work faculty. The Field Coordinator (and the Committee, if necessary) will conduct an interview with each applicant. The Committee will hold all information obtained through this process in confidence. Knowingly making a false oral or written statement during the admission and retention processes could result in denial of admission into, or in termination within, the social work program.
7. Sign a " Student Agreement" form (see Field Manual) indicating the National Association of Social Workers Code of Ethics has been read and will be followed;
8. Attend a mandatory group meeting prior to the beginning of the field semester to discuss common issues concerning field placement expectations (i.e., course requirements, required papers and reports, agency hours, and regulations, confidentiality, the integrative seminar, dress codes, illness, snow days, etc);

9. Arrange an appointment with the agency Field Instructor/Task Supervisor (after receiving a letter from the Field Coordinator) to discuss learning opportunities and mutual expectations. The student must take her/his resume to the meeting with the agency supervisor. Suggested readings and pre-placement contacts for orientation/preparation for the field placement are worked out on an individual basis. Failure to meet with the Field Instructor/Task Supervisor by the assigned deadline will jeopardize one's placement for the academic semester; and
10. For senior year, successfully completed SOWK 480 (Generalist Social Work Practice I and Field Practicum). The student must also be in good standing academically, holding a minimum 2.2 G.P.A. in the Social Work major with no grade lower than C- (in SOWK 130, 240, 241, 252, 270, 382, 384, 390, and 480) and an overall G.P.A. of 2.0. In addition, all prerequisites to the social work courses must be passed with a minimum of a D.

A meeting must be scheduled by the student with the Field Coordinator to obtain approval for senior year registration. This meeting is to take place prior to meeting with the Assigned Academic Adviser for pre-registration for the fall semester. The student must turn in a Field Placement Request for (see Field Manual) indicating her/his interest for the senior year practicum. The Field Coordinator and student will discuss the student's progress in SOWK 480 and other courses, as well as the student's interest for senior year practicum.

Please Note:

- Prior to the beginning of each semester all agency sites and practicum students come under review by the Admissions and Retention Committee. The needs, strength, and interests of the students, as well as the availability of agency and program placement resources, are discussed.
- The Department of Social Work Field Coordinator will determine the student agency assignment, which must meet with the approval of the agency. (No student is allowed to arrange his/her own placement). The student assignment is based upon input from the student, faculty, Field Instructors, and upon student grades.
- The Social Work Department Field Coordinator will provide to the student the name, address, and phone number of the field practicum site, as well as the name of the Field Instructor/Task Supervisor who will be supervising the student.
- Students are strongly encouraged to join the National Association of Social Work. This membership entitles students to purchase supplementary professional liability insurance to protect them further while in field placements.

## *Transfer Students*

There are two locations to search for information regarding transferring to Indiana State University. Transfer Central: <http://www.indstate.edu/transfer/admission.htm> or see the Undergraduate Catalog 2010-2011, Admission Requirements and Registration: [http://catalog.indstate.edu/content.php?catoid=5&navoid=86#admi\\_requ\\_tran](http://catalog.indstate.edu/content.php?catoid=5&navoid=86#admi_requ_tran) Refer to the Admission Requirements and Registration link above for policies and procedures regarding transferring to Indiana State University. Listed below are several policies from the web site.

### Applicability of Transfer Credit

Application of transfer of credits depends on the student's choice of degree program. Transfer credit will be re-evaluated if transfer students change their degree program. Transfer credit may be assigned as course equivalency or as elective credit.

### Transfer of Credit Evaluation

The academic dean of the college of the student's intended major determines the transferability and applicability of transfer credit hours. Transfer credit will be re-evaluated if a transfer student changes his/her degree program.

### Transferability

The following University guidelines govern transfer of courses:

1. Only transfer credit hours earned in college-level courses (typically numbered 100 or higher) from a regionally accredited college or university will be assigned credit.
2. Only transfer courses in which a grade of C or higher was earned will be assigned credit; courses with a grade of C- or below will not be assigned credit.
3. A maximum of 94 hours of transfer credit may be assigned toward a bachelor's degree; a maximum of 47 hours of transfer credit may be assigned toward an associate's degree.

Transfer credit hours are assigned only for college-level courses.

### *Department of Social Work Transfer Policy.*

#### Transfer Student Requirements for Admission into the Program

A transfer applicant, who is in good standing at her/his last accredited institution, is eligible to apply for admission if having earned a cumulative grade point average of at least 2.0 in college level studies. To be admitted into the Program, the applicant must follow the admission protocol as described in the Admissions, Termination, and Appeals policy, "First Level/Admission into the Program" found in this manual and the Social Work Student Handbook.

An applicant whose academic record does not satisfy these requirements may petition the Admissions and Retention Committee for special consideration. The petition provides an opportunity for the student to describe factors that may have led to inadequate academic achievement and to describe her/his educational goals and motivation. The student will

receive a letter from the Admission and Retention Committee pertaining to her/his acceptance to the major. The letter reflects the decision of the Committee, which may be that the student is:

1. Admitted to the Program.
2. Admitted with Recommendations. In this case, the applicant will be notified of specific areas, in the professional judgment of the Social Work Program Admissions and Retention Committee, are recommended for improvement.
3. Admitted on Probation. The applicant will be notified of specific conditions that must be met before admission will be considered. Students who are admitted on probationary status must meet with the Departmental Admissions and Retention Committee to determine if the conditions for admission into the Program have been met. Once conditions have been met, the Committee will send an Admission to the Program letter to the student. The student will be subject to academic dismissal from the program if unable to achieve at least a 2.0 during the first semester.
4. Not Admitted. The applicant will be notified of the rejection of his/her application for admission.

### Transfer of Credit

The Department of Social Work maintains complete responsibility for validating academic credit previously earned by reviewing course content and syllabi with representatives from the university/college from which the student is transferring.

In considering academic credit for students transferring from other accredited social work programs, the program tries to prevent duplication of academic content by recognizing prior educational achievement and ensure student outcomes consonant with program goals. The Department has articulation agreements with Vincennes University, Ivy Tech Community College, and Lakeland Community College.

The total number of credit hours that may be applied from another institution may not exceed the level of accreditation granted to that institution. For example, the maximum number applicable from two-year institutions is 64 semester hours.

To receive transfer credit for social work courses that are to substitute for required courses in Indiana State University (ISU) Social Work Program, the student must have received a minimum grade of a C in the course. Before any consideration will be given to the student's request for transfer credit, the student must be able to document that the course content was equivalent to the material covered in ISU's course. The student will be required to bring in the course syllabus to the social work Assigned Academic Adviser for the determination of its equivalency. The Assigned Academic Adviser will consult the Department Chairperson before a final determination is made.

When there is no particular course that is assessed to be equivalent to ISU's, but the student appears to have taken other courses that cover the required content of the ISU course for which the student is seeking transfer credit, the student may be allowed to take a proficiency examination. In order to qualify for the examination the student must have received in these courses the minimum grade of B. The student must obtain from the Department of Social Work office a Proficiency Examination Request Form (refer to the Student Handbook or departmental web site

[<http://www.indstate.edu/socwork/home.html>]). Signatures will be required from the Department Chairperson. The student will arrange with the Department Administrative Assistant to take an examination and, if a passing grade is received, the student will be considered exempt from the required course.

It is the policy of the Department of Social Work not to grant transfer credit for any course in the field work sequence. An exception can only be made if it has been determined that the student met ALL prerequisites. No student will receive transfer credit for the senior year practicum. The Department of Social Work considers it essential to have monitored the field experience itself if the student is to be a graduate of the Indiana State University Social Work Program.

#### Life or Previous Work Experience

The Department of Social Work will not grant credit for life or previous work experience, in whole or part, in lieu of the field practicum or of courses in the professional foundation areas.

## *Student Dismissal and Continuation Policies*

### *Conditions for Termination from the Social Work Program.*

Students may be terminated from the Indiana State University Social Work Program if, in the professional judgment of the Social Work Admission and Retention Committee, violations of professional and/or ethical codes have occurred as demonstrated through student's performance. These violations may include but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work Program.
2. Behaviors judged to be in violation of the National Association of Social Workers Code of Ethics.
3. Academic cheating on exams, plagiarism, falsification, forgery, and obstruction, etc. (refer to the University Student Judicial Program web site for the Code of Student Conduct, <http://www.indstate.edu/sjp/docs/code.pdf>)
4. Knowingly falsifying time records and/or supervisor signature (e.g. SOWK 130, SOWK 480, SOWK 498, and SOWK 499).
5. Unresolved personal issues/problems, drug/alcohol misuse/dependence, psychosocial distress, mental health difficulties or disabilities that, in the professional judgment of the Social Work Admission and Retention Committee, are impairing the student's performance either in class or in the field, and are jeopardizing the student's education and/or the welfare of the student's clients.
6. Evidence of chemical dependency documented as occurring during the course of study and refusal to receive treatment.
7. Inappropriate behavior and/or an inability to develop the appropriate interpersonal skills necessary for effective social work generalist practice.
8. Documented evidence of ongoing criminal activity occurring during the course of study.

The Social Work Program Admissions and Retention Committee may require outside evaluations and/or opinions of professionals when deemed necessary.

### *Probation and Termination Process*

The following are steps in the probation and termination process in the Department:

1. A report of concern is brought to the attention of a faculty member
2. The faculty member then brings the report to all faculty at a faculty meeting. A decision is made whether the Admission and Retention Committee meeting will be held.
3. If the faculty decide an Admission and Retention Committee meeting is necessary, the student is sent a written notice within 2 working days of the need to meet with the Committee. Included in the notice is the meeting day and time set by the Admissions and Retention Committee that will occur within 7 working days of the notice of concern.
4. The student must contact the Department's Administrative Assistant of the need to re-schedule the meeting with the Admission and Retention Committee, still within 7 working days, if the student is unable to attend the previously identified meeting day/time.
5. The student and Admissions and Retention Committee members meet to discuss the concern.
6. If the concern is not substantiated no further action is taken
7. If the concern is substantiated, possible decisions of the Committee would include:

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- a. The student may be placed on probation
  - i. A contract will be written detailing expectations for all parties involved. The contract will specify steps to be taken toward resolution and will establish a time limit for the accomplishment of this plan.
  - ii. A date will be identified for the student to return to the Admission and Retention Committee
    - 1. Issue resolved and student returned to regular status within the Program
    - 2. Student may be delayed from continuing with the Program until the issue is resolved
    - 3. Student removed from the Program
- b. The student may be removed from the Program
- c. The student will be referred to the University Student Judicial Program

#### *Withdrawal from Field Placement*

If a student seeks to withdraw from the field placement, it will be necessary for the student to request permission from the Field Coordinator. Students will not be readmitted to the field in a future semester without prior approval of the Field Coordinator. Any student who chooses to discontinue field work twice is ordinarily ineligible for continuation in the program.

#### Student Grievance Procedures

The Department follows the College of Nursing, Health, and Human Services student grievance procedures which can be found at the following website:

<http://www.indstate.edu/nhhs/organization/governance-documents.htm>

#### *Grade Appeal Process*

The Department fully supports and adheres to the University and College of Nursing, Health and Human Services established grade appeal policy and procedures. See [Guiding Question for Grade Appeals Process](#)

## Department of Social Work Academic Advisement Policy and Procedures

The Department of Social Work follows the University policy on Academic Advising.

### *University Academic Advising Policy and Procedures*

Indiana State University is committed to providing quality advising. Academic advising is an integral part of the educational process. The primary purpose of academic advising is to assist students in the development of meaningful educational plans compatible with the attainment of their life goals.

Effective advising is characterized by a good working relationship between the Assigned Academic Adviser and the student, which adapts to the experiences and changing needs of the students. Quality advising also requires understanding, affirming, and respecting the individual differences within the University community. The Assigned Academic Adviser is expected to develop the knowledge, experience, and interest for successfully communicating with students in a genuine, sincere, accurate, and confidential manner. Students are expected to understand University and program requirements and accept the responsibility for fulfilling them. Together Advisers and students are expected to maintain a professional and mutually respectful relationship as they review students' progress toward the attainment of educational objectives.

Academic advising is an interactive process in which both students and Advisers share the responsibility. The Assigned Academic Adviser serves as a facilitator of communication, as a source of accurate information, as a coordinator of academic planning, as an assistant in helping students to solve academically related problems, and as an agent of referral to other professionals and campus resources.

### *Department of Social Work Academic Advising Policy*

The Department Assigned Academic Adviser provides student academic advising for all social work majors. Included in these duties:

- The development of the Academic Plan with each social work major,
- Meeting individually with all majors each semester to ensure students follow their academic plan,
- Ensuring that all social work faculty members understand the advisement and registration processes, and
- Providing pre-advisement/recruiting and ongoing advisement for social work majors.
- Meeting with transfer students and undecided students who are contemplating social work as their major.

The Assigned Academic Adviser is a full-time faculty member in the Department of Social Work.

The Department of Social Work views academic advising as an integral part of the educational process. The primary purpose of the Assigned Academic Adviser is to assist students in the development of meaningful educational plans consistent with the Department's goals and objectives. The Assigned Academic Adviser strives to provide

effective advising, which is characterized by a good working relationship with each social work student. The Department is committed to quality advising that requires understanding, affirming, and respecting individual student differences. The Assigned Academic Adviser is expected to be knowledgeable about Program goals and objectives and communicate them clearly to students. Students are expected to understand University and Program requirements, Program goals and objectives, and accept the responsibility for fulfilling these requirements. Academic advising is an interactive process in which both students and Adviser share the responsibility. The Assigned Academic Adviser serves as a source of accurate information, as a coordinator of academic planning, as an assistant in helping students to solve academically related problems, and as an agent of referral to other professionals and campus resources.

*Responsibilities of Departmental Assigned Academic Advisers.*

Inherent in the advisement process is the need to help students understand the nature of the University and a university education (which encompasses a BSW degree). Given the above, the Assigned Academic Adviser must:

1. Have a thorough understanding of:
  - a. The General Education Program,
  - b. Institutional requirements for graduation,
  - c. Program goals and objectives,
  - d. Course sequences and major requirements, and
  - e. Options for “minor” courses of study.
2. Know University and college policies and procedures.
3. Be available to students by maintaining adequate office hours and appointment times that are reasonable to accommodate students’ needs.
4. Be sensitive to the unique needs of individual students.
5. Discuss linkages between academic preparation (i.e., a challenging BSW curriculum grounded in a strong liberal arts foundation) and Program goals:
  - a. Graduate education,
  - b. Generalist practice,
  - c. A commitment to social and economic justice,
  - d. Community engagement,
  - e. Contributing to the development of the social work profession, the community, and global society,
  - f. The development of the social work profession’s body of knowledge, and
  - g. Leadership roles and activities in the profession and in the community.
6. Provide students with information about alternatives, limitations, and possible consequences of academic decisions.
7. Monitor student advisees’ progress toward educational/career goals through the maintenance of accurate student records.
8. Refer students to appropriate resources for needed assistance and serve as an ombudsperson (advocate) for advisees.
9. Participate in professional development activities related to academic advisement.
10. Exhibit the professional rapport necessary to maintain congenial relationships with advisees and for maintaining a positive, constructive attitude toward advising in general.

### *Responsibilities of the Undergraduate Social Work Student*

Students must accept the idea of a university education. To have a successful educational experience requires developing a commitment to the advisement process that entails:

1. Being knowledgeable about the academic policies, procedures, and requirements (including graduation requirements) of:
  - a. the University
  - b. the college
  - c. students' program major(s), which includes the mission, goals and objectives
  - d. students' program minor(s)
  - e. the General Education Program
2. Planning an academic program to meet degree requirements.
3. Maintaining personal copies of a tentative degree plan, progress reports, Foundational Study evaluations, transfer credit evaluations, and other important University documents.
4. Knowing the name and office location of the academic Adviser, and actively participating in the advising and scheduling process by consulting with that person.
5. Taking advantage of the information and advice provided.
6. Seeking and reviewing relevant information for decision-making.
7. Developing social, academic, and career goals, and examining how these goals can affect life.
8. Understanding that students must accept final responsibility for decisions regarding personal goals and educational goals, and for satisfying graduation requirements.
9. Apply for graduation.

The program's advisement policies and procedures are clearly specified and made known to both program faculty and students and are outlined in the student handbook.

### *Department of Social Work Academic Advisement Procedure*

#### *Pre-Admission Advisement*

The University has advisement opportunities scheduled prior to admission through events scheduled by the university such as "Sycamore Preview Days" and "Student-to-Student" visits to campus. Pre-advisement is provided by one of the department's Academic Advisers with students from community colleges either on site at the home location or at Indiana State University for those students considering transferring. Pre-admission advisement also is provided whenever students contact the Department of Social Work to obtain information regarding the social work major and attending the University; this includes those students considering attending the University for the first time as well as current University students who are undecided as to their major.

#### *The Initial Advisement Session*

At the time that the student declares a social work major, they are assigned to a Departmental Academic Adviser. During the initial meeting the Assigned Academic Adviser develops the academic plan with the student, which outlines all courses that will be needed to complete a major in social work. In addition this plan includes the liberal arts (i.e. general education) requirements, and electives needed to achieve 124 hours to graduate. The student has before

them a tentative schedule for each semester which takes into consideration horizontal and vertical prerequisites and integrative requirements for the social work program.

### *Advisement Throughout Social Work Program*

All social work majors are required to meet with the Assigned Academic Adviser each semester prior to registering for courses for the following semester. An evaluation of the student's progress is made and problems noted by the faculty Adviser or identified by the student are discussed at this time. Students are strongly encouraged to meet with the Assigned Academic Adviser throughout the semester when/if difficulties or questions arise.

- Before registering for each semester, each student is required to meet with the Assigned Academic Adviser at least once each semester during pre-registration to plan the student's class schedule.
- A student is urged to inform the Assigned Academic Adviser of any difficulties experienced which could lead to course or school failure and/or dropping out.
- A student who drops a course during the semester **MUST** inform the Assigned Academic Adviser immediately.
- A student who earns below the minimum grade of C- in any of the social work courses is **REQUIRED** to meet with the Assigned Academic Adviser to determine appropriate scheduling adjustments for the following semester(s).
- Those students who are on academic probation (GPA below 2.2 in the major or 2.0 overall GPA) are reviewed by the Admission and Retention Committee. Students may be called in to meet with this committee to identify problem areas and devise a plan for academic improvement. Typically in this plan a component is to meet with Assigned Academic Adviser on a monthly basis. The Assigned Academic Adviser works with the student to review the preparedness of the student to continue in the social work program as well as the student's motivation for a social work career.
- The Assigned Academic Adviser for the Junior class coordinates with the Field Coordinator students who are academically ready to enter the field program. The Admissions and Retention Committee then discusses students' preparedness for field.

The department's advisement system allows for early and periodic evaluation of each student's performance, guides students in selecting areas of coursework, and assesses with students the field settings that best meet their educational needs and career goals. Social Work faculty members meet regularly to discuss student progress (or lack thereof). Students of concern are referred to the department's Admission and Retention Committee. As described above, the departmental advisement system is student oriented. It assists students in assessing their aptitudes and motivations for a social work career. It allows for early and periodic evaluation of students' performance, guiding students in selecting areas of course work. It also assesses students for the field settings that would best meet their educational needs and career goals.

The departmental faculty have an open door policy for mentoring and advisement. All faculty have regularly scheduled office hours and are flexible to meet with students at other times. Students are encouraged to "drop by" on a regular basis.

### *Student Participation in Academic Program Planning*

The departmental Assigned Academic Advisers will confer with each student regarding progress in relationship to his/her meeting the degree requirements and to the academic standards of the University.

- Each student enrolled in the University is expected to read carefully and to understand the contents of the *Indiana State University Bulletin* that are applicable. This includes an understanding of the University's general policies and regulations for academic achievement necessary for continued enrollment as well as for graduation, in addition to those regulations identified by the Code of Student Conduct relating to her/his social and campus conduct (refer to the departmental web site [<http://www.indstate.edu/socwork/home.html>]).
- The student is responsible for being familiar with the social work and university requirements that must be met to qualify for graduation (refer to the departmental website [<http://www.indstate.edu/socwork/home.html>]).
- Each student is responsible for being familiar with the Program goals and core competencies. See <http://www.indstate.edu/socwork/>
- Each student is responsible for being familiar with the Program's Student Handbook <http://www.indstate.edu/socwork/>
- Each student should assume the initiative for meeting with the Assigned Academic Adviser to prepare the next semester schedule of classes. The Assigned Academic Adviser is available to offer recommendations to verify the accuracy of course choices in meeting curricular patterns. The primary responsibility for meeting the requirements of the academic program and proceedings to satisfy those requirements in an orderly and sequential manner remains with the student.

Department of Social Work  
Attendance Policy

Social work is a profession, and, as such, all learning does not come strictly from books. Demonstration of mastery of content and understanding of the field cannot be shown simply by a high grade on an examination. The social work faculty represents the profession and provides a perspective on the field. Therefore, the dialogue in class and class participation provide the student opportunities to develop greater self-awareness, a pre-requisite for the professional use of self. A student has an obligation to future clients to maximize one's educational experience.

Students are expected to attend all classes. Your attendance is vital for your participation in course activities.

- You must notify the instructor prior to the scheduled class time if you are unable to attend.
- For classes that meet twice a week
  - Absences: Any student who misses more than the four (4) classes will receive a lower grade for the course.
    - 5 absences = 1/3 grade lower
    - 6 absences = 1/3 grade lower
    - 7 absences = 1/3 grade lower
    - 8 absences = 1/3 grade lower
    - 9 classes or more = failing grade
  - The student must also arrive to class by the scheduled meeting time. Tardies:
    - If you are late (tardy) for four (4) or more classes, each tardy thereafter will be counted as an absence. If you are absent (including tardies) for more than ¼ of the classes, you will not pass the course.
- For classes that meet once a week
  - Any student who misses more than the two (2) classes will receive a lower grade for the course.
    - 3 absences = 1/3 grade lower
    - 4 absences = 1/3 grade lower
    - 5 classes or more = failing grade
  - The student must also arrive to class by the scheduled meeting time. Tardies :
    - If you are late (tardy) for two (2) or more classes, each tardy thereafter will be counted as an absence. If you are absent (including tardies) for more than ¼ of the classes, you will not pass the course.
- A student will not pass a social work course when absent for more than 25% (or ¼) of the class; there are no exceptions.
- To be counted as attending class students must be present and awake. Students must be focused on the current course content.

Updated August 2009; August 2007

## Student Participation in Policy Formulation and Program Evaluation

The University system enables students, faculty, administrators, and support staff to ensure that the academic community is a positive learning and living environment. It is designed to create and maintain an environment which is educationally purposeful, open, just, disciplined, and caring. The system to which the Department adheres enables students to participate in formulating and modifying policies affecting academic and student affairs.

The Department fully supports and adheres to the University Code of Student Conduct. The Code is provided to all university students at the time of admission and is also available on the university website (<http://web.indstate.edu/sjp>); see Appendix for the complete document).

The Department fully supports and abides by the Constitution of the Student Government Association of Indiana State University which articulates student rights. The Student Government Association's Constitution is provided to all University students at the time of admission and is also available to all students on the University Website (<http://www.indstate.edu/sga/>)

Students who are admitted into the Social Work Program are encouraged to actively participate in policy formulation and evaluation of the Program. The following opportunities are available for the student participation:

1. Students will have a representative on the Department of Social Work's Advisory Committee from the Student Social Work Association (the President).
2. The Student Social Work Association may request to be placed on the agenda during the regularly scheduled faculty meetings and considerations will be given by faculty to the calling of a special faculty meeting if deemed necessary.
3. Faculty will attempt to be responsive to invitations to attend Student Association meetings when students have pressing issues to discuss. Note: The faculty sponsor of the Student Social Work Association frequently attends meetings.
4. Student representatives will be asked to circulate information to the student body and bring forth comments on all proposed policy changes.
5. Student representatives also will be involved in any formal review of the Social Work Program, including the Self Study.
6. Students will meet with candidates for all social work full-time faculty openings, who are interviewed by the Search Committee.

## Department of Social Work Student Opportunities

Each student has the opportunity to join and actively participate in a variety of opportunities while an undergraduate.

### *Student Social Work Association (SSWA)*

The Student Social Work Association provides a mechanism for social interaction and mutual support with other social work students. The SSWA operates under established by-laws. SSWA is also the means through which students can formally participate in the Department of Social Work's policy making. It serves as a vehicle for organizing students to take group action in issues of concern to them.

SSWA provides an opportunity to develop group projects. Students have organized fund-raising activities for social service agencies as well as for the Student Social Work Association. These activities have included food drives, candy sales, and bake sales. The student completes a membership form and arranges payment of the annual dues of \$5.00. SSWA holds regular meetings and activities throughout the academic school year.

The Department of Social Work provides the opportunity for the students to organize through the SSWA. The Department highly encourages all social work students to join and actively participate in the Association. During orientation of new students, students are informed about the SSWA and encouraged to join. A full-time social work faculty member is assigned to be a sponsor to this organization.

The Association is autonomous in terms of decision-making regarding purpose, functions, field trips, arranging opportunities for volunteering in local social service agencies, attending conference/workshops and activities. The Association determines what fund-raisers they will sponsor. Furthermore, the Association has its own budget, the use of which is determined by the membership. In the past the Association has used funds for social endeavors, and has also donated funds to local and international social service agencies.

### *Department of Social Work Advisory Committee*

The Advisory Committee is made up of community professionals, leaders of social service organizations/agencies, and the President of the Student Social Work Association. The purpose of the committee is to provide the Department regular feedback. Committee members are involved in the reaffirmation process, program review, student exit interviews, and planning of departmental workshops/conferences.

### *Phi Alpha Honor Society*

The Department has an active chapter of the Phi Alpha Honor Society. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. To become a member, a student needs to meet the following criteria:

- Declared social work as a major
- Achieved sophomore status

- Completed 9 semester hours of required social work courses
- Achieved an overall grade point average of 3.0 on a 4.0 scale
- Achieved a 3.25 grade point average in required social work courses.

The Department provides a faculty advisor for the organization. Cost: \$20.00 one-time fee to the National Office and \$5.00 annual membership due to the ISU Chapter (Mu Tau). The local chapter has established Chapter Constitution and By-Laws, has elected officers, and holds regular meetings and activities throughout the year.

### *College of Nursing, Health and Human Services*

The College has opportunities for student participation, including membership on College committees. Please refer to the University web site for further information

<http://www.indstate.edu/bus/copy/index.htm>

### *Indiana State University*

Abundant opportunities exist for students at Indiana State University. Please refer to the Student Government web site for information on how to become involved in student

government See <http://baby.indstate.edu/sga/>

and the Indiana State University web site for student activities

[http://web.indstate.edu/isu\\_community/current\\_stud.htm](http://web.indstate.edu/isu_community/current_stud.htm)

### *Indiana State University Alumni Association*

[http://www.indstate.edu/alumni/alum\\_assoc.htm](http://www.indstate.edu/alumni/alum_assoc.htm)

### *National Association of Social Workers*

Each student is encouraged to become a member of the National Association of Social Workers. Refer to <http://www.socialworkers.org/>

There is a reduction in membership dues when a person joins as a student.

### *National Association of Black Social Workers*

<http://www.nabsw.org/mserver/>

### *North American Association of Christians in Social Work*

<http://www.nacsw.org/index.shtml>

### *Conferences/Workshops*

The Department of Social Work sponsors several conferences during the school year. These conferences provide an excellent opportunity for students to interact and network with professionals in the community and to learn about current issues outside academia. Students are also encouraged to attend the National Association of Social Workers (NASW) Indiana Chapter Professional Development Conference held annually. Field students must obtain approval from their Field Instructor, Task Supervisor, and the Field Coordinator to attend a conference held on the same day they are expected to be working in their practicum.

## Departmental Academic Integrity Policy and Procedures

*Policy*

The Department of Social Work expects students to abide by the University Code of Student Conduct, <http://www.indstate.edu/sjp/>, the Department of Social Work Code of Student Conduct, <http://www.indstate.edu/socwork/>, and the NASW Code of Ethics, <http://www.socialworkers.org/>

The following Academic Integrity policy is from the Indiana State University Code of Student Conduct

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards in research, writing, assessment, and ethics. In the academic community the high value of honesty mandates a corresponding intolerance of dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.

A summary of behaviors that constitute academic dishonesty appears below....They are not all-inclusive. Questions regarding this policy or requests for additional clarification should be directed to the Office of the Provost, Student Affairs, or to Student Judicial Programs. The types of academic dishonesty described include:

- Cheating on examinations
- Plagiarism
- Falsification, forgery, and obstruction
- Multiple submissions
- Facilitating academic dishonesty
- Misconduct in research and creative endeavors
- Misuse of academic resources
- Misuse of intellectual property
- Violation of ethical and professional standards

For definitions, clarifications and examples of prohibited behaviors please read the policy on Academic Integrity in the University Student Code of Conduct booklet, or on the University Student Judicial Programs web site, <http://www.indstate.edu/sjp/> and see the instructor if you have any questions. Types of disciplinary action are located on p. 17 in Student Code of Conduct booklet, <http://www.indstate.edu/sjp/docs/code.pdf>

All alleged incidents of student academic dishonesty will be brought before the Admission and Retention Committee for review, which is in accordance with the departmental due process procedures that are outlined in the Department of Social Work Student Handbook. It should be clear that any action made by the Department of Social Work Admission and Retention Committee does not preclude any other University hearing or action based on academic dishonesty.

*Procedure*

1. The individual faculty member will be asked to submit a written copy of the allegation.
2. The Admission and Retention Committee will meet with the student to review the case and a committee decision will be made as to the course of action. If the allegations are substantiated, actions will be taken by the Committee. Depending on the severity of the infraction, a student may be removed from the course and placed on probation or expelled from the major.
3. The Admission and Retention Committee will use the form approved by the department to document the student name, the date of the meeting, nature of the allegation, findings, subsequent action/resolution and a copy of the contract (if used) with the student.
4. The Admission and Retention Committee's report will be submitted to the Chairperson.
5. In situations where academic dishonesty has been substantiated, the Chairperson will inform the Dean of Student Affairs in the College of Arts and Sciences. It should be clear that any action made by the Department's Admission and Retention Committee does not preclude any other University hearing or action based on academic dishonesty.
6. A student has the right to an appeal using the due process procedures of the university [refer to Student Judicial Programs, <http://www.indstate.edu/sjp/code.htm>]

Students are advised of the Grievance and Appeal Procedures and all other institutional and program policies through the *University Catalog*, *University Standards*, *Bulletin*, which are provided to the student upon admission to the University. The *Social Work Student Handbook* and the *Field Manual* articulate the Department of Social Work policies and procedures. The *Social Work Student Handbook* is available on the departmental website and the *Field Manual* is provided to the student by the Field Coordinator prior to the student entering the field placement.

Faculty are provided with a copy of the grievance and appeals procedures, as well as a copy of the *Social Work Student Handbook* and the *Field Manual*.

## Equal Opportunity and Non Discrimination Policy Statement

Indiana State University does not discriminate on the basis of sex, race, age, national origin, sexual orientation, religion, disability, or veteran status. In line with its commitment to equal opportunity, the University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications meeting established criteria. Indiana State University is committed to equal opportunity for employees and students through active recruitment, promotion, retention, and enrollment of individuals from the full spectrum of diverse populations, including people of color, women, persons with disabilities, and Vietnam-era veterans. The University subscribes fully to all federal and state laws and regulations regarding nondiscrimination. - Approved by the Board of Trustees in December, 1993, and revised in August 2004. The full text of the policy statement can be found in the University Handbook (Refer to <http://www.indstate.edu/adminaff/policyindex.htm>)

The Office of Affirmative Action provides further details on the implementation of the University policies, <http://www.indstate.edu/aao/>

The Department of Social Work strictly adheres to Federal laws, Indiana laws and University policies and procedures with respect to diversity and Affirmative Action. In addition to the University policy, the Department has a broader view of diversity and conducts its work without discrimination on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. The principles, policies and values of non-discrimination and diversity are fundamental to the Department of Social Work. The Program's mission statement reflects a commitment to working with diverse populations and to working toward a society that reflects economic and social justice. The Program in all its aspects works at maintaining a learning context in which an understanding of, and respect for, diversity are practiced. The Program is also committed to maintaining an environment that is nondiscriminatory.

### *Statement on Discrimination and Sexual Harassment*

Indiana State University and the Department of Social Work are committed to creating and maintaining a positive learning and working environment and will not tolerate sexual harassment or prohibited discrimination. Indiana State University maintains and promotes a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, sexual orientation, and marital status, pregnancy, age, disability, or veteran's status. This carries to our obligation under Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; applicable state statutes, and the Equal Opportunity & Affirmative Action Policy Statement of the Board of Trustees of Indiana State University.

Accordingly, students, employees, visitors or applicants for employment who believe that they have been subject to such discrimination or sexual harassment or that they have been denied accommodation to which they are entitled for qualified disabilities are encouraged to check the policies and procedures at: <http://www.indstate.edu/aao/policy-procedure.htm> and to see the complaint procedures at: <http://www.indstate.edu/aao/complaintprocedures.htm>

*Americans with Disabilities Act (ADA) Policy:*

It is the policy of Indiana State University to provide reasonable accommodations or academic adjustments for its employees and students upon documentation of the disability and making known the type of accommodation needed. These accommodations and adjustments shall be made in a timely manner and on an individualized and flexible basis, and shall be the result of the dialogue between the requesting individual and designated representatives of the institution.

It is the responsibility of individual students, staff and faculty to identify themselves as individuals with a disability when seeking an accommodation or adjustment. It is also the responsibility of individual students, staff and faculty to document their disability from an appropriate licensed professional, and to demonstrate how the disability limits their ability to complete the essential functions of their job or limits students' participation in programs or services of the university. Medical documentation will be kept confidential as the law permits.

Students, staff and faculty must maintain institutional standards of performance.

For further information about ADA policy and forms, go to the following website:  
<http://www.indstate.edu/aao/adaforms.htm>

## Student Evaluations of Faculty

### *Classroom Teaching*

In an effort to assure a high quality of teaching, the Department requires that all social work faculty be evaluated at least once each semester by the students in each of their courses. The Department provides forms called the Student Instructional Report (SIR) for this purpose, which are standardized forms used by the University.

Faculty evaluations by students are done at the end of each semester. The department Administrative Assistant or departmental representative will read the evaluation instructions to students, monitor the classroom while the students are completing the evaluation forms, collect the forms into a large envelope, seal it, and deliver them to the University Testing Office. Students do not sign their names, and the faculty member does not receive the results until after grades are issued.

### *Academic Advisement*

The Department of Social Work considers academic advisement an integral part of its responsibilities to students. It is important for faculty to secure feedback on the quality of advisement from students. In an effort to secure high quality advising, the Department requires that faculty who are advising be evaluated each semester by their advisees. The following is the link to the Social Work Academic Advising Survey:

[http://indstate.qualtrics.com/SE?SID=SV\\_43jVASy2Qsu35Xe&SVID=](http://indstate.qualtrics.com/SE?SID=SV_43jVASy2Qsu35Xe&SVID=)

## Student Resources

### *Student Lounge*

A lounge for student to meet, relax, eat, and socialize is in Nursing Building Room 206.

### *Video-Taping Room*

Each student is required to video-tape oneself role-playing with another student during the junior and senior level courses. The video-taping room is in the Nursing Building Room 402.

### *Computer Clusters*

There is a 24-hour computer lab available to all Indiana State University students in the Student Computing Complex. For the location of additional computer labs on campus, refer to the Office of Information Technology web site, <http://www.indstate.edu/oit1/>. For further information about technology policy and procedures, go to the University Handbook, <http://www.indstate.edu/adminaff/handbook/TableContents.pdf>, Information Technology Resources section, pages V-10 through V-23.

Students also have free printing available in the computer lab for a limited number of pages.

### *Electronic Mail*

Students are required to have a university e-mail address. The Department of Social Work faculty will correspond with students via their university address through “Sycamore Login”.

### *Identification Card*

Each student is issued a Sycamore Card, which is the University identification card. The student is required to have the Sycamore ID card on her/his person when on University property. The first card is complimentary. A charge will be assessed for replacement of damaged, lost, or stolen cards.

If a student has problems with the Sycamore ID Card, please contact the Traffic and Parking Services office at (812) 237-8888 during regular business hours. Please note: If your card is lost or stolen and you have a meal plan, please contact Residential Life at 237-3839 immediately so a hold can be put on your account. After business hours, contact the Campus Cupboard at (812) 237-3869 for a temporary meal pass.

### *Office of Student Services*

The Student Academic Services Center (SASC) is an academic support unit that seeks to enhance the academic performance of all students of Indiana State University through peer tutoring, academic advisement, academic counseling, supplemental instruction programs and University 101: Learning in the University Community (2 credit hours). The Center also provides special academic support programs such as the Athletic Academic Support Program, Open Preference Program (OP), Academic Opportunity Program (AOP), Student Support Services (SSS), and the Partnership for Academic Survival and Success (PASS).

Office location for SASC is Gillum Hall 2nd Floor, phone number 812-237-2300, web address, <http://www.indstate.edu/sasc/>

The web site lists the programs and contact person for each program. One particular program students and faculty in the Department of Social Work use regularly is Student Support Services and listed below is further information about this program.

### *Student Support Services.*

The Student Support Services Program at Indiana State University coordinates support services for I.S.U. students with disabilities. The web address is <http://www.indstate.edu/sasc/programs/dss/services.htm>

### *Writing Center*

The Indiana State University Writing Center takes as its primary mission one-to-one instruction in writing for all ISU students. The conferences between students and Center staff, either face-to-face or online, work to enable students to learn productive habits in pre-writing activities, drafting, revising, and editing. Using directive and non-directive instructional techniques, the Center staff encourages students to do their own work but to value consultation as a valuable part of composing. The ultimate goal of the Center is to develop more able student writers. When a student leaves the Writing Center after an appointment, he or she will be further along in the process of producing a polished piece of writing.

The Writing Center is located in Cunningham Memorial Library.

### *Résumé Outline and Guidelines*

A student must submit to the Field Coordinator a résumé with the Field Placement Request form. The student will also need to take a copy of her/his résumé to the initial meeting with the prospective Field Instructor/Task Supervisor.

Please note: The ISU Career Center web site provides information on writing a résumé. The web address is: <http://www.indstate.edu/carcen/>

### *Student Counseling Center*

The mission of the Student Counseling Center at Indiana State University is to enhance the academic experience of Indiana State University students, thereby facilitating ISU student retention and student performance by providing quality university level counseling services. The SCC provides counseling services to all registered students at Indiana State University. The counselors at the SCC provide confidential, culturally sensitive support dealing with the variety of personal concerns a student may have.

The SCC is located in the Student Services Building, 567 North 5<sup>th</sup> Street; telephone number (812) 237-3939. Web address: <http://www.indstate.edu/cns/>

## *Student Health Center*

### *UAP Clinic - ISU Health Center*

The Welcome to the UAP Clinic - ISU Health Center! We strive to provide high quality care to student of Indiana State University. We provide a variety of services at the health center, including:

- Immunizations
- Health assessments and treatments
- Men's and women's health services
- Educational materials
- STD screenings/counseling
- Prepackaged medications
- Laboratory testing
- Diagnostic x-rays of bone or soft tissue injuries

All undergraduate and graduate students taking one or more credit hours at ISU are eligible to receive services at the health center. Students must present a valid ISU identification card upon arrival.

We accept the Associated Insurance plan, private insurance, cash, check or credit cards. To schedule an appointment at the UAP Clinic - ISU Health Center, please call (812) 237-3883. Web address: <http://www.indstate.edu/shc/>

### *Immunization Information*

Some immunizations are still required by the State of Indiana. Check out our immunization requirements page for further information.

## *Student Financial Aid*

For financial assistance, contact the Office of Student Financial Aid, located in Tirey Hall Room 150; telephone number (812) 237-2215 or 800-841-4744. Web address: <http://www.indstate.edu/finaid/>

Students wishing to apply for a grant, or loan, or the work-study program to help finance their education may obtain an application in that office. In addition, 1) a \$500 Florence Curtis-Lena M. Reading Scholarship in Social Work is awarded to one student or may be divided between two students each year, who has demonstrated both financial need and excellence of academic performance; 2) Departmental Student Scholarship is awarded to one student each year who has demonstrated both financial need and excellence of academic performance.

## *Library Services*

Cunningham Memorial Library on the ISU campus has a collection of over 4000 volumes in social work and more than 38,000 volumes in social work and related areas in the Library of Congress classification system range of HV 1- HV4995.9. Students who desire to get a sense

of the location, organization, and kinds of books in this collection may wish to wander through the lower level stacks where they are located. For example, by simply entering clicking on search type key (author, title, and subject), this will take you to the next screen where you click on either author, subject, title, journal title, or call number, then you enter in the search box what you are looking for, and press the search button. Also, ISU has access to other libraries, such as St. Mary-of-the-Woods College, Rose Hulman Institute of Technology, and the Vigo County Public Library.

In addition, Cunningham Memorial Library subscribes to a number of social work journals and journals which often are read by social workers. (See Appendix O)

### *Bookstore*

Texts for classes will be available for purchase at the Indiana State University Bookstore located at 25 North Fourth Street, Terre Haute, IN 47807. Web address: <http://indiana-state.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=20053&catalogId=10001>

## Appendices

## Appendix A: Council on Social Work Education

The Council on Social Work Education (CSWE) is a nonprofit national association representing over 3,000 individual members as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

CSWE works to ensure the preparation of competent social work professionals by providing national leadership and a forum for collective action. The main responsibility of CSWE is therefore to promote and maintain the high quality of social work education. In addition, CSWE strives to stimulate knowledge and curriculum development, to advance social justice, and to strengthen community and individual well-being.

A copy of the Educational Policy and Accreditation Standards can be found on the Council on Social Work Education web site (<http://www.cswe.org/>), click on Accreditation, then EPAS; or go directly to the accreditation site (<http://www.cswe.org/Accreditation.aspx>)

The Educational Policy and Accreditation Standards are Copyright © 2008, Council on Social Work Education, Inc. All rights reserved. Sections renumbered December 2001, released April 2002, corrected May 2002, July 2002, and November 2002. Revised June 2003 and October 2004.

## Appendix B: Application for Admission into the Social Work Program

### Indiana State University Department of Social Work Application for Admission into the Social Work Program

Please go to the following link to complete our online application:

<http://www.indstate.edu/socwork/resources/resources.htm>

The following are the questions asked on our online application:

- Describe the factors that led to your decision to become a social worker:
  - Identify the characteristics you believe are required to become a social worker:
  - Describe/assess yourself in relation to the characteristics you identified as important to have as a social worker:
  - A student who desires to major in Social Work and continue in the Social Work Program is expected to have the capacity to develop certain qualities and behaviors. Describe yourself in relationship to the quality or characteristic and provide an example.
1. *Self Awareness.* Discuss your strengths and limitations (areas you need to develop) as you enter the social work program:
    - a. What are your strengths?
    - b. What are your limitations?
  2. *Professional Commitment.*
    - a. Tell us about your motivation to become a social worker.
    - b. Tell us about your class attendance, preparation for class, turning in assignments on time and quality of work submitted.
  3. *Professional Conduct*
    - a. *Integrity.* Tell us your definition of integrity and how it relates to you.
    - b. *Responsibility.* Tell us about your ability to follow through on commitments you make.
    - c. *Ability to Communicate (Writing, Speaking, Reading, Listening).* Tell us about your writing and oral communication skills; what feedback have you received from your social work instructors
    - d. *Acceptance and use of supervision/feedback.* Tell us about your use of feedback (examples: comments on papers, employer feedback).
    - e. *Ability to function as a volunteer or employee.* Tell us about your performance as a volunteer/employee.
    - f. *Meeting deadlines/organizational skills.* Tell us about your ability to turn in assignments on time, your organizational skills and tendencies to procrastinate.
  4. *Empathy.* Tell us about your ability to relate to others experiences.
  5. *Acceptance of Diversity.*

- a. Tell us about your understanding and tolerance of others who may be different from you.
  - b. Tell us about your ability to be impartial and nonjudgmental of others.
6. *Academic Success.* Tell us about your overall GPA and Social Work Program GPA and if it is an accurate description of your abilities. Describe the circumstances that have impacted your performance.

Revised 2009, 2007, 2005, 1999

## Appendix C: Admission and Retention Committee Action Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Nature of Allegation:

Findings:

Subsequent Action (Resolution):

Copy of Student Contract attached.

_____	_____
Student Signature	Date
_____	_____
Admission and Retention Committee Member Signature	Date
_____	_____
Admission and Retention Committee Member Signature	Date
_____	_____
Admission and Retention Committee Member Signature	Date
_____	_____
Admission and Retention Committee Member Signature	Date

## Appendix D: Proficiency Examination Request

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
(Street)\_\_\_\_\_  
(City) (State) (Zip)

Phone: \_\_\_\_\_ (On campus)

( ) \_\_\_\_\_ (Off campus)

Copy of Transcript Received:  Yes  No

Social Work Course Number: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Adviser's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Department Chairperson's Signature\_\_\_\_\_  
Date

Results \_\_\_\_\_

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Date of Examination: \_\_\_\_\_

- Waiver Granted  
 Waiver Denied

## Appendix E: Student Advisement Questionnaire

Please click on the follow link to complete the advisement evaluation questionnaire electronically: [https://indstate.qualtrics.com/SE/?SID=SV\\_43jVASy2Qsu35Xe&SVID=](https://indstate.qualtrics.com/SE/?SID=SV_43jVASy2Qsu35Xe&SVID=)  
A copy of the questions is listed below.

This evaluation is intended to provide feedback to individual adviser's regarding their advising style, type of information provided, accuracy of advising information and effectiveness in helping you to reach your academic and career goals. We are asking that you complete this form electronically as accurately as possible. All information that you provide will be confidential. THANK YOU for your feedback!

NOTE: We encourage you to fill this form out every time you visit your adviser.

Thank you!

1. Adviser's Name:
2. Please indicate your year in college.
3. How often do you see your adviser for advisement purposes?
4. What is your primary source of information regarding advisement issues (e.g., classes you need to take, change in major requirements, post-graduation plans)?
5. What issues were discussed during your most recent advising appointment?
6. Rate this adviser's knowledge of Foundational Studies requirements.
7. Rate this adviser's knowledge of ISU requirements, policies and procedures.
8. Rate this adviser's knowledge of course sequences and major requirements in social work.
9. Rate this adviser's knowledge of post graduation options (e.g., career options, graduate school, etc.).
10. Rate this adviser's knowledge of specific courses in Social Work.
11. How effective do you feel that this adviser was in communicating his/her knowledge in the above areas to you?
12. Do you feel that this adviser has been reasonably available for your advising needs (e.g., maintains regular office hours, keeps scheduled appointments, responds to messages in a timely manner, etc.)?
13. Do you feel that this adviser has been sensitive to understanding your unique needs and circumstances?
14. Has this adviser been effective in helping you to monitor your progress towards graduation as well as other educational/career goals through familiarity with your student records and other relevant information?
15. Has this adviser referred you to appropriate resources for needed assistance?
16. Has this adviser exhibited the professional rapport necessary to maintain a good relationship with you?
17. Has this adviser provided you with accurate information regarding alternatives, limitations, and possible consequences of your academic decisions (e.g., if you decided to drop a course, did this adviser discuss alternatives and consequences of this decision)?
18. Considering everything, how satisfied are you with the advising you have received from your adviser?
19. Additional comments

Appendix F: Student Social Work Association Membership  
Academic Year: \_\_\_\_\_

The following named person is a member in good standing in the Student Social Work Association.

Name:
Birthday (Month and Day only):
Address:
Telephone:
E-mail:
Other activities (on-campus):
Please identify things you enjoy:

.....  
 Receipt

Received from \_\_\_\_\_ the sum of \$5.00 for membership in the Student Social Work Association for the Academic year \_\_\_\_\_.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Treasurer's Signature

\_\_\_\_\_  
Date

## Appendix G: ISU Department of Social Work Approved Journal List

Administration in Social Work*	Journal of Social Service Research*
AFFILIA	Journal of Social Work Education*
Arete*	Journal of Social Work & Human Sexuality
Australian Social Work Journal	Journal of Social Work in Disability and Rehabilitation
Child Abuse and Neglect*	Journal of Social Work in Long Term Care
Child and Adolescent Social Work Journal*	Journal of Social Work in End-of-Life & Palliative Care
Child Welfare*	Journal of Social Work Practice*
Children & Schools*	Journal of Social Work Practice in the Addictions
Clinical Social Work Journal*	Journal of Social Work Research and Evaluation
Critical Social Work*	Journal of Social Work Values and Ethics*
Ethics & Social Welfare	Journal of Teaching in Social Work*
Health & Social Work*	Practice: Social Work in Action
International Social Work*	Professional Development: The International Journal of Continuing Social Work*
Journal of Aging and Social Policy	Research on Social Work Practice*
Journal of Analytic Social Work	School Social Work Journal*
Journal of Baccalaureate Social Work Journal	Smith College Studies in Social Work*
Journal of Child Sexual Abuse*	Social Policy*
Journal of Ethnic and Cultural Diversity in Social Work*	Social Problems*
Journal of Evidence-Based Social Work	Social Service Review*
Journal of Family Issues*	Social Work*
Journal of Family Social Work	Social Work in Education*– changed to Children and Schools
Journal of Forensic Social Work	Social Work in Health Care*
Journal of Gay & Lesbian Social Services*	Social Work in Mental Health
Journal of Gerontological Social Work*	Social Work Research*
Journal of Health and Social Policy	Social Work with Groups*
Journal of HIV/AIDS and Social Services	The New Social Worker*
Journal of Human Behavior and the Social Environment	
Journal of Multicultural Social Work*	
Journal of Social Issues*	
Journal of Sociology & Social Welfare*	
Journal of Social Policy*	

\*Available in Cunningham Memorial Library