INDIANA UNIVERSITY
SCHOOL OF
SOCIAL WORK

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Indianapolis, IN 46202
(317) 274-6705
iupui.socialwork.iu.edu

Contents

School of Social Work

Indiana University has a long history of providing preparation for entry into social work practice. Courses in this area were offered in 1911 through the Department of Economics and Sociology. Between 1911 and 1944, various administrative and curricular changes were put into effect, and degree programs at both the undergraduate and graduate levels were offered. In 1944, the Indiana University Division of Social Service was established by action of the Trustees of Indiana University. The organizational status was changed in 1966 when the Graduate School of Social Service was created. In 1973 the name was changed to School of Social Service in recognition of the extent and professional nature of the school's graduate and undergraduate offerings. It became the School of Social Work in 1977 in order to reflect more clearly its identification with the profession.

The school provides opportunities for study leading to the associate, baccalaureate, master's, and doctoral degrees. The Associate of Science (A.S.) program prepares students for paraprofessional practice; the Bachelor of Social Work (B.S.W.) program prepares students for generalist social work practice; the Master of Social Work (M.S.W.) program prepares graduate students for advanced social work practice in an area of specialization; and the doctoral program prepares professional social workers for leadership roles in research, education, and policy development.

Although the degree programs vary in their emphases and levels of complexity, the school's curricula embody features that are systemic in their educational effects:

1. The total curriculum articulates the relationship of the undergraduate and graduate levels as components of a continuum in education for providing social services;

2. The mechanisms of instruction provide opportunities for a range of experiences in substantive areas of interest to students and of importance to society;

3. The curriculum focuses on problem-solving and strength-enhancing experiences that involve the classroom, the learning resources laboratory, and field experience.

4. Excellent library and technology resources make social work students effective users of social science information.

5. An array of individual and educational procedures optimize effective training, including rigorous accreditation and innovative teaching/learning approaches as well as the exploration of specific educational tools.

While the school's headquarters is located in Indianapolis, it also offers the B.S.W. and M.S.W. programs on other IU campuses: Bloomington, Gary (IU Northwest), South Bend, and Richmond. It also delivers B.S.W. courses on the Columbus and Kokomo campuses. Reference to some of these offerings will be made in the text that follows.

Graduates of the school move into a broad variety of social service settings, including those concerned with aging, family and child welfare, corrections, mental and physical health, communities, political change and analysis, and adjustment in schools. In anticipation of such professional activities, the school provides field instruction placements throughout the state where students engage in services to individuals, groups, families, and communities or function in planning and management roles.

Both the Bachelor of Social Work and Master of Social Work programs are accredited by the Council on Social Work Education (CSWE). The school is a member of the International Association of Schools of Social Work. The school's administrators are active participants in the National Association of Deans and Directors of Schools of Social Work, the Association of Baccalaureate Social Work Program Directors, and the Group for the Advancement of Doctoral Education, among others.

Mission Statement

Adopted by action of the faculty on February 8, 1995.

The mission of the Indiana University School of Social Work is to educate students to be effective and knowledgeable professional social workers prepared for practice in the twenty-first century. Such practitioners are committed to the alleviation of poverty, oppression, and discrimination. The school is dedicated to the enhancement of the quality of life for all people, particularly the citizens of Indiana, and to the advancement of just social, political, and economic conditions through excellence in teaching, scholarship, and service. Within the context of a diverse, multicultural, urbanized, global, and technologically oriented society, the school prepares social workers who will shape solutions to a wide range of interpersonal and social problems by developing and using knowledge critically while upholding the traditions, values, and ethics of the social work profession.

Teaching

The teaching mission is to educate students to become professional social workers equipped for a lifetime of learning, scholarship, and service. Graduates embrace person-in-environment and strengths perspectives that are linked to the welfare of individuals, families, groups, organizations, and communities. They learn to keep abreast of advances in knowledge and technology, be self-reflective, and apply best practice and accountable models of intervention. The school prepares social work practitioners and scholars ready to assume leadership roles at the B.S.W., M.S.W., and Ph.D. levels.

Scholarship

The scholarship mission includes the discovery, integration, application, dissemination, and evaluation of client-centered and solution-focused knowledge for and with social work professionals and other consumers. Innovative forms of scholarship are encouraged in developing knowledge for use in practice, education, and service concerning social needs and social problems.

Service

The service mission is dedicated to the promotion of the general welfare of all segments of society. Service includes work in the school, university, profession, and community and reflects the school's expertise in teaching, scholarship, and social work practice. Service in the interest of persons at greatest risk is consistent with the social work profession's attention to social justice.

Policy on Nondiscrimination

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

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

Undergraduate Programs

Associate of Science in Human Services

This program is offered by the Indiana University School of Social Work through IU East. The degree prepares students for paraprofessional employment; i.e., its purpose is to enable students to develop skills at the technician level to assist other professionals in community settings. Within the associate degree, concentrations include child care, institutional life, neighborhood work, public housing, rehabilitation, and homemaker services. For an application form and information about admission to this program, contact:

Edward Fitzgerald, M.S.W., J.D.
Indiana University East
2325 Chester Blvd.
Richmond, IN 47374-1289
Phone: (765) 973-8222

Bachelor of Social Work

This four-year degree program prepares students for generalist social work practice. It helps students develop the competence to apply knowledge, values, and skills to practice with individuals, small groups, organizations, and communities. The program also prepares students for graduate education. The B.S.W. equips the practitioner to work with people who are

encountering problems related to personal or social circumstances. In addition, highly qualified graduates may apply for advanced standing to the Indiana University School of Social Work or other M.S.W. programs nationwide.

Following the equivalent of a minimum of two postgraduate years of supervised social work practice experience, B.S.W. graduates of IU are eligible to apply for licensure by the state of Indiana. Upon successful completion of licensing requirements, the Indiana State Health Professions Bureau designates the B.S.W. graduate a Licensed Social Worker (L.S.W.).

The Bachelor of Social Work Program is offered at the Indianapolis (IUPUI), Bloomington, and Richmond (East) campuses. A limited number of social work courses are offered on the Columbus and Kokomo campuses. Students in the B.S.W. program must complete all sophomore and junior social work courses and achieve senior standing before enrolling in the senior social work courses.

For specific information regarding the B.S.W. program, contact the appropriate campus:

B.S.W. Program
School of Social Work
IUPUI
Education/Social Work Building 4138
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6705
Web site: socialwork.iu.edu

School of Social Work
Indiana University
1127 E. Atwater Avenue
Bloomington, IN 47401-3701
Phone: (812) 855-4427
Web site: socialwork.iu.edu

Human Services Program and B.S.W. Program
Indiana University East
2325 Chester Boulevard
Richmond, IN 47374-1289
Phone: (765) 973-8222
Web site: socialwork.iu.edu

Admission Requirements

Enrollment in the B.S.W. program requires formal admission to the IU School of Social Work. The following are the minimum requirements for consideration for admission to the program:

1. Regular admission to the university.
2. Completion of a minimum of 12 credit hours. Although we encourage early application, advanced students may also apply.
3. Satisfactory completion (grade of C or higher) of the required course S141 Introduction to Social Work.
4. A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale.
5. Evidence of characteristics or potential required for competent social work practitioners as defined in the mission statement of the School. Such evidence may be derived from application materials, letters of reference, pertinent work or

volunteer experience, and performance in S141 Introduction to Social Work.

The B.S.W. program uses a rolling admissions policy. To allow the admissions committee sufficient time to consider a student for admittance the following semester, students are advised to submit their completed applications one month prior to the end of a university semester. Applications submitted less than one month prior to the end of the semester cannot be guaranteed consideration before the next semester begins.

Admission information may be obtained from:

B.S.W. Admissions
School of Social Work
IUPUI
Education/Social Work Building 4138
902 W. New York Street
Indianapolis, IN 46202-5154
phone: (317) 274-6705
Web site: socialwork.iu.edu
E-mail: kabrown@iupui.edu

Educational Requirements

A total of 122 credit hours is required for the B.S.W. degree. In addition to School of Social Work requirements and electives, the following are general liberal arts requirements:

General Requirements (8 courses)

1. English Composition (2 courses)
   ENG W131 Elementary Composition I
   ENG W231 Professional Writing Skills
2. Modern American History
   HIST H106 American History II
3. Two courses designated arts and humanities from the following departments:
   Afro-American Studies
   American Sign Language
   Communications and Theatre
   English (excluding the basic composition course)
   Fine Arts
   Folklore
   Foreign Languages and Cultures (100 level and above)
   History
   Music (non–performance courses)
   Philosophy
   Religious Studies
   Women's Studies
4. Human Biology (1 course) from the following:
   BIOL N200 The Biology of Women
   PSY B105 Psychology as a Biological Science
5. Mathematics and Physical Sciences (2 courses)
   Computer Science. (On the IUPUI campus, it is strongly recommended that students take SWK S300 Computer Technology for Social Work.)
   Select one course from the following departments
   Astronomy
   Chemistry
   Geology
   Mathematics (110 or higher)
   Physics
   Physical Geography
   Statistics (strongly recommended)

Supportive Area Requirements (6 courses)

1. ANTH A104 Cultural Anthropology
2. PSY B104 Psychology as a Social Science
3. PSY 300-level psychology course
4. ECON E101 Survey of Current Economic Issues and Problems, E201 Introduction to Microeconomics, or E202 Introduction to Macroeconomics
5. SOC R00 Introduction to Sociology
6. POLS Y103 Introduction to American Politics

Social Work Requirements (17 courses)

S100	Understanding Diversity in a Pluralistic Society (3 cr.)
S141	Introduction to Social Work (3 cr.)
S221	Human Behavior and Social Environment I: Individual Functioning (3 cr.)
S231	Generalist Social Work Practice I: Theory and Skills (3 cr.)
S251	Emergence of Social Services (3 cr.)
S322	Human Behavior and Social Environment II: Small Group Functioning (3 cr.)
S323	Human Behavior and Social Environment III: Community and Organizational Functioning (3 cr.)
S332	Generalist Social Work Practice II: Theory and Skills (3 cr.)
S352	Social Service Delivery Systems (3 cr.)
S371	Social Work Research (3 cr.)
S381	Social Work Practicum I (4 cr.)
S400	Practicum Seminar (1 cr.)
S433	Generalist Social Work Practice III: Theory and Skills (3 cr.)
S442	Practice-Policy Seminar in Fields of Practice (2 courses, 3 cr. each)
S472	Practice Evaluation (3 cr.)
S482	Social Work Practicum II (5 cr.)

Selected Educational Policies

For continuance in and graduation from the program, students are required to: (1) maintain a minimum cumulative GPA of 2.5 in all letter-graded courses, (2) maintain a minimum cumulative GPA of 2.5 (or its equivalent) in all required social work courses, (3) attain a minimum grade of C (2.0) or Satisfactory in each required social work course, and (4) carry out professional activity in conformity with the values and ethics of the profession.

In the event of failure to meet such requirements, students will be ineligible to continue in the program. Such students are encouraged to consult with their faculty advisor regarding realistic planning for the future, including the right to petition for administrative review. Detailed descriptions of student continuation policies are in the *B.S.W. Student Handbook*.

Repeated Courses   A course in which a lower than acceptable grade is attained must be repeated or a comparable course substituted that has been approved by the School of Social Work faculty. Required social work courses may be repeated only after the student is reinstated in the program with permission from the school.

Pass/Fail Grades   Students can take a maximum of four non–social work elective courses as Pass/Fail.

All general requirements and supportive area requirements need a letter grade. All required social work courses receive a letter grade, except for S482 Practicum II, which is graded as Satisfactory/Fail.

Courses by Correspondence   A maximum of six courses taken by correspondence may be applied toward completion of the B.S.W. degree requirements. Of these, no more than four courses can be allowed in the general requirements and no more than two courses in the supportive area requirements.

Liability Insurance   Students are required to carry professional liability insurance. Under the school's blanket policy, the cost of insurance is included in the student's practicum course fee.

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

Graduate Programs

Master of Social Work

In recognition of the time and geographic constraints of many students who seek professional social work education, the Indiana University School of Social Work offers six programs of study leading to the 60 credit hour M.S.W. degree. The Indianapolis campus offers a two-year full-time program, a three-year part-time weekday program, a three-year part-time evening program, a three-year part-time Saturday program, and an Advanced Standing Program. (The Advanced Standing Program is designed for students with a strong academic record who have earned a Bachelor of Social Work (B.S.W.) degree, within five years of their admission date, from a program accredited by the Council of Social Work Education.) Indiana University South Bend offers a three-year part-time evening program. Indiana University Northwest offers a four-year part-time program.

The general goal of the programs is preparation for advanced social work practice. In addition to generic knowledge and skills, the programs provide an opportunity for development of special competence in child welfare, families, health, leadership, and mental health and addictions. Students also have an opportunity to develop an individualized concentration. Educational resources for students in the program include a substantial library, an audiovisual center, student computer modules, and diversified field instruction settings throughout the state.

Admission Requirements

Professional social work education requires students at the master's level to undertake a rigorous program of classroom and practice work. The Indiana University School of Social Work seeks to admit individuals who have demonstrated competency though previous academic work, professional achievements, and volunteer commitments. A strong commitment to social justice and service to others should be evident in the application.

Admission information for all of the M.S.W. programs may be obtained from:

M.S.W. Admissions
IUPUI School of Social Work
Education/Social Work Building 4134
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6705
Web site: socialwork.iu.edu
E-mail: rbrock@iupui.edu

Division of Social Work
IU Northwest
3400 Broadway
Gary, IN 46408-1197
Phone: (219) 980-7111
Web site: www.iun.edu/~socialwk

Master of Social Work Program
Indiana University South Bend
P.O. Box 7111
South Bend, IN 46634-7111
Phone: (219) 237-4880
Web site: www.iusb.edu/~socw
E-mail: msw@iusb.edu

Enrollment in the M.S.W. program requires official admission to the Indiana University School of Social Work. A limited number of students are admitted each year. The following items are the minimum requirements for consideration for admission:

1. An earned bachelor's degree from an accredited college or university.
2. Evidence of course work in liberal arts.
3. Successful completion of a minimum of six courses in social or behavioral sciences, as defined in the application packet.
4. Successful completion of a course in statistics.
5. Successful completion of a course in research methods.
6. Successful completion of a course in human biology.
7. An earned cumulative undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale.
8. Submission of the completed application packet by the due date.

Applications are available in early fall of the year preceding admission. Information pertaining to the deadlines, requirements, and program details can be found in the application packet. Applicants can apply to only one location and one specific program. All applicants are encouraged to submit applications as soon as possible and well before the final application priority date. The M.S.W. admissions committee will make all decisions and notify students in early spring. Applications are evaluated on the basis of the eight criteria outlined above. Admission is competitive and the instructional resources of the school determine total enrollment.

International Students   Applicants who are not citizens of the United States should apply as early as possible preceding the fall in which they wish to enter. They must fill out the international application and the Indiana University School of Social Work application by the posted deadlines. They also must provide proof of their ability to pay fees and support themselves adequately during the period of their study and, through examinations designated by the school, must demonstrate an ability to comprehend, write, and speak English at an acceptable level.

International students applying to study at IUPUI should request an international application from the following address:

Office of International Affairs
IUPUI
620 Union Drive, Room 207
Indianapolis, IN 46202-5167
phone: (317) 274-7000
e-mail: oia@iupui.edu

Transfer Students   A limited number of transfer students from other accredited M.S.W. programs may be accepted each year. Master of Social Work students interested in transferring to Indiana University must complete an application for admission to the program. Upon receipt of the completed application, the M.S.W. program director and the chair of the admissions committee will review the materials and decide if the applicant will be accepted into the program. If accepted, the M.S.W. program director will analyze the student's transcript and course syllabi to determine which credits earned in another accredited social work program will transfer to Indiana University. In all circumstances, however, the transfer student must complete all required courses in their chosen Concentration Curriculum.

Non-M.S.W. Students   With permission of the school, Indiana University students enrolled in other graduate degree programs or persons possessing the M.S.W. degree may request permission to enroll in selected *elective courses* within the program. Enrollment of nondegree students is restricted by the availability of space and faculty. Persons interested in such enrollment are required to request such permission in writing to the M.S.W. admissions coordinator of the school.

M.S.W. Programs of Study— Indianapolis

Indiana University School of Social Work provides several programs of study leading to the M.S.W. degree. Each program requires 60 credit hours of graduate-level course work.

Two-Year Full-Time Program

The Two-Year Full-Time Program consists of two years of course work taken over four academic semesters. Elective courses may be taken during the summer.

Part-Time Day Program

The Part-Time Day Program enables students to complete the Foundation and Intermediate curriculum over two calendar years. Students attend classes during the academic year, starting in August. The complete program requires at least three calendar years.

Part-Time Saturday Program

The Part-Time Saturday Program enables students to complete the Foundation and Intermediate

Curriculum (the first 30 credit hours of the program) over two calendar years. Classroom courses are offered on Saturdays. Students begin this program in late June by enrolling in their first course during the summer II session. Following completion of the Intermediate Curriculum, part-time Saturday students are required to complete the Concentration Curriculum (the final 30 credit hours of the program) with most classes and internships held during the week (usually Monday through Thursday). The complete program requires at least three calendar years.

Part-Time Evening Program

The Part-Time Evening Program enables students to complete the Foundation and Intermediate Curriculum (the first 30 credit hours of the program) over two calendar years. Classroom courses are offered on weekday evenings. Students begin this program in late June by enrolling in their first course during the summer II session. Part-time evening students are required to complete the Concentration Curriculum (the final 30 credit hours of the program) with most classes and internships held during the week (usually Monday through Thursday). The complete program requires at least three calendar years.

Advanced Standing Program

Students holding undergraduate social work degrees may be eligible for this program, which begins in May of each year. The following are specific requirements for consideration for admission to the advanced standing program:

1. Graduation within five years from a baccalaureate social work program accredited (or admitted to candidacy for accreditation) by the Council on Social Work Education.

2. Successful completion of a statistics course.

3. A cumulative grade point average of at least 3.0 on a 4.0 scale.

4. A cumulative grade point average of at least 3.0 in all social work courses taken prior to admissions committee action. Accordingly, applicants to the advanced standing program must provide the admissions committee with an official transcript. Senior B.S.W. students must provide a transcript including the fall semester (or winter quarter) grades of their senior year.

5. Evidence of characteristics and/or potentials required for competent social work practice as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, and/or pertinent work or volunteer experience.

6. A reference letter is required from the B.S.W. program director of the applicant's undergraduate program.

Accelerated Program

Students with a strong academic record, who have earned a Bachelor of Social Work (B.S.W.) degree in the past five years from a program accredited by the Council on Social Work Education, may apply for the Advanced Standing Accelerated Program on the IUPUI campus. Students who are accepted into this program receive special credit for the Foundation courses required. Then they complete the Intermediate

course work through intensive study and practicum during the two summer sessions.

Part-Time Advanced Standing Programs

Students with a strong academic record, who have earned a Bachelor of Social Work (B.S.W.) degree in the past five years from a program accredited by the Council on Social Work Education, but are unable to attend the M.S.W. Program on a full-time basis, are eligible to apply to one of the other part-time programs offered on the IUPUI campus, while still receiving special credit for the Foundation courses required.

Indiana Partnership for Social Work Education in Child Welfare (Title IV-E)

The Title IV-E Program is offered to students involved in the Indiana Partnership for Social Work Education in Child Welfare, funded in part by Title IV-E, and enables students to complete the Foundation and Intermediate Curriculum (the first 30 credit hours of the program) over two calendar years. Eligibility for the Title IV-E program is typically limited to current employees of the Indiana Division of Family and Children. Classroom courses are offered on weekdays. Students begin the program by enrolling in their first courses during the fall semester. Students are also allowed to apply for one of the other IUPUI cohorts and request IV-E status and funding. The schedule will then match the identified cohort.

Master of Social Work Curriculum

Social work is a dynamic profession concerned with changing needs of persons and the society. To respond to such needs, the curriculum of the School of Social Work undergoes continuing review by the faculty with the participation of students, members of the practice community, and others. Students must complete 60 credit hours of graduate-level course work in order to meet the minimum requirements for the Master of Social Work degree. All students complete a common 15 credit Foundation Curriculum and 15 credit Intermediate Curriculum that emphasize a *generalist perspective* for social work practice. The Intermediate Curriculum includes a one-semester practicum of a minimum of 320 clock hours. Following that, students complete a Concentration Curriculum that prepares them for advanced practice in child welfare, families, health, leadership, mental health and addictions, or an individualized concentration. The Concentration Practicum of a minimum of 640 clock hours is usually completed over two semesters. All Foundation Curriculum course work must be completed before students are eligible to enroll in any required courses in the Concentration Curriculum.

The overall objectives of the Foundation and Intermediate curricula of the M.S.W. program include development of:

1. basic, generalist competence applicable to a broad range of social work practice;

2. basic competence in both interpersonal practice and Management Administration Community Research and Organization (MACRO) practice; and

3. basic competence for practice in social service delivery systems.

The overall objectives of the Concentration Year include development of special competence in a concentration area.

Typical course arrangements for students admitted to the two-year full-time program are shown below.

Foundation Curriculum (15 cr.)
S501 Professional Social Work at the Master's Level: An Immersion
S502 Research I
S503 Human Behavior and the Social Environment I
S504 Professional Practice Skills I
S505 Social Policy Analysis and Practice

Intermediate Curriculum (15 cr.)
S513 Human Behavior and the Social Environment II
S514 Practice with Individuals and Families I
S515 Social Policy and Services II
S516 Social Work Practice II: Organizations, Communities, Societies
S555 Social Work Practicum I

Concentration Curriculum (30 cr.)

Child Welfare
S623 Practice Research Integrative Seminar I
S661 Executive Leadership Practice
S632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family
S633 Child Welfare Practice II: Working with Diverse and Transitioning Families
S634 Community Based Practice with Children and Families
S651 Practicum II and S652 Practicum III
6 credit hours of other 600-level courses

Leadership
S623 Practice Research Integrative Seminar I
S661 Executive Leadership Practice
S662 Fiscal Management, Marketing and Resource Development
S663 Leveraging Organizations, Communities, and Political Systems
S665 Designing Transformational Programs
S651 Practicum II and S652 Practicum III
6 credit hours of other 600-level courses

Families
S623 Practice Research Integrative Seminar I
S661 Executive Leadership Practice
S672 Families, Theories, and Culture
S673 Couples and Family Interventions I
S674 Couples and Family Interventions II
S651 Practicum II and S652 Practicum III
6 credit hours of other 600-level courses

Mental Health and Addictions
S623 Practice Research Integrative Seminar I
S661 Executive Leadership Practice
S682 Assessment in Mental Health and Addictions
S683 Community-based Practice in Mental Health/Addiction*
S685 Mental Health and Addictions Practice with Individuals and Families*
S686 Social Work Practice: Addictions*
S687 Mental Health and Addiction Practice with Groups*
S651 Practicum II and S652 Practicum III
3 credit hours of other 600-level courses (or fourth mental health course above)

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*Students will take at least three of the four starred courses.

Health

S623 Practice Research Integrative Seminar I
S661 Executive Leadership Practice
S692 Health Care Practice I
S693 Health Care Practice II
S651 Practicum II and S652 Practicum III
9 credit hours of other 600-level courses

Educational Requirements

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

The Master of Social Work degree is recommended by the school and conferred by the university. Students must successfully complete 60 credit hours of required and elective courses carrying graduate credit. Each student is expected to follow the university and school schedules and dates for completion of requirements, including completion of all work within seven calendar years from the time of first enrollment.

Liability Insurance   Students are required to carry professional liability insurance. Under the school's blanket policy, the cost of insurance is included in the student's practicum course fee.

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

Ph.D. Program

Admission Requirements

All applicants to the Ph.D. program must have a master's degree in social work or a related field. Admission to the Ph.D. program is based on evaluations of: (1) the applicant's professional resume, (2) professional experience, (3) undergraduate and graduate transcripts, (4) three letters of reference, (5) an example of the applicant's scholarly writing, (6) a 500-word statement of purpose, and (7) Graduate Record Examination General Test scores.

Application Deadlines

Applications are accepted at any time, but a deadline of February 1 is required in order to be considered for a University Fellowship. For application materials and further information, write to:

Ph.D. Admissions
School of Social Work
IUPUI
Education/Social Work Building 4138
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6730
Web site: socialwork.iu.edu
E-mail: swkphd@iupui.edu

Educational Requirements

The student must complete a total of 90 credit hours, including dissertation and research internship. Candidates for the Ph.D. degree may offer up to 30 hours of graduate credit from other institutions as follows:

1. Of the 30 graduate transfer credit hours counted toward the Ph.D. degree in social work, 15 of these credits must be in an area directly related to research (e.g., research methods, statistics, a mentored research project, etc.)
    *   Of these 15 research-related credit hours, at least 6 credits must have been completed within three calendar years prior to the date the student enrolls in his/her first doctoral class following acceptance into the Ph.D. program.
    *   All 15 research transfer credits must have been successfully completed as prerequisites for the two advanced research methods courses (S726 and S727), the Research Internship (S725), and the Advanced Statistics course.
    *   Any or all of the 15 research transfer credits may be taken prior to acceptance into the Ph.D. program and in addition to the 9 credit hours associated with the pre-doctoral program.
2. All students must have successfully completed a graduate-level statistics course within three calendar years prior to enrolling in the required Advanced Statistics course. Students who have completed a statistics course more than three years prior to enrolling in the Advanced Statistics course may petition the director of the Ph.D. program to test out of this requirement.
3. Any research transfer credits not completed prior to acceptance into the Ph.D. program must be completed as part of the student's doctoral studies in accordance with the above provisions.

All courses credited toward the Ph.D. degree must have a minimum grade of B and must receive written approval of the University Graduate School. Specific program requirements include: (1) professional social work component, 33 credit hours; (2) specialization component, 18 credit hours; (3) research component, 21 credit hours; (4) research internship, 6 credit hours; and (5) dissertation, 12 credit hours.

All students in the Ph.D. program, with the approval of the program director, will select three faculty members to serve as their academic advisors throughout their doctoral studies, one of whom will represent the student's area of specialization outside the School of Social Work.

Qualifying Examination Process

The qualifying examination process is comprehensive and integrative in nature. Specific guidelines for the completion of the qualifying process are available from the Ph.D. program director.

Admission to Candidacy

Following the passing of the qualification examination and the completion of all course work, the student's advisory committee will submit a Nomination to Candidacy Form to the University Graduate School.

Upon approval of the dean, the student will be admitted to candidacy and awarded a Certificate of Candidacy.

Research Proposal

After nomination to candidacy, the student, with the approval of the program director, will select a research committee of no fewer than four faculty members, including a member outside of the School of Social Work. This committee must approve the proposed dissertation topic.

Final Examination

The final examination is the oral defense of the dissertation.

Pre-Doc Exploratory Option

The Pre-Doc Exploratory Option allows prospective doctoral students who are not yet able to, or not yet certain that they want to, apply to the Ph.D. program, to test their interest and commitment to doctoral education. Providing students with the time to gain the information and experience needed to make an informed decision about the program, this option permits qualified students to enroll in up to three of the school's regular Ph.D. foundation courses and to complete up to 9 credit hours of doctoral course work before deciding to apply formally to the program. If a student later applies and is accepted to the regular Ph.D. program, credits earned during the pre-doc phase will automatically apply toward the Ph.D. degree.

Participation in the Pre-Doc Exploratory Option does not guarantee acceptance into the Ph.D. program. It does, however, provide a unique opportunity for students to explore that possibility.

The selection of candidates for enrollment in the Pre-Doc Exploratory Option is based on the following criteria:

1. An earned master's degree in social work or a related field.
2. A graduate grade point average of at least 3.5 on a 4.0 scale. (preferred)
3. Official copies of all baccalaureate- and master's-level transcripts.
4. A 500-word written statement that outlines the applicant's reasons for seeking enrollment in the Pre-Doc Exploratory Option.
5. One letter of reference.
6. A professional resume.
7. Approval by the Ph.D. Program Committee.

Applicants are strongly encouraged to apply by July 1 for fall admission and by November 1 for spring admission.

Students enrolled in the Pre-Doc Exploratory Option are strongly encouraged to complete the S721 Preparing to Publish: Seminar in Advanced Scholarship Skills (3 credit hours) as part of their program of studies. The following is a list of other S700-level courses:

S710 Proseminar on Client Systems (3 cr.)
S720 Philosophy of Science and Social Work

S724 Theory, Practice, and Assessment of Social Work Teaching (3 cr.)
S726 Advanced Social Work Research Methods, Qualitative (3 cr.)
S727 Advanced Social Work Research Methods, Quantitative (3 cr.)
S728 Advanced Statistics for Social Work (3 cr.)
S730 Proseminar on Social Work Policy Analysis (3 cr.)
S740 Social Work Practice: Theory and Research (3 cr.)

For additional information, contact:

Ph.D. Program Director
Indiana University
School of Social Work
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6730
Web site: socialwork.iu.edu
E-mail: madamek@iupui.edu

Certificates

The School of Social Work offers two certificates: a Certificate in Case Management at the undergraduate level and a Certificate in Family Life Education at the undergraduate and graduate levels. Both certificates are open to social work and non–social work students.

The requirements for the Certificate in Case Management are as follows:

S200 Introduction to Case Management
S221 Human Behavior and Social Environment I: Individual Functioning
S231 Generalist Social Work Practice I: Theory and Skills
S251 Emergence of Social Services
S300 Crisis Intervention
S332 Generalist Social Work Practice II: Theory and Skills
S371 Social Work Research
S381 Social Work Practicum or S482 Social Work Practicum II (or S280 for non–social work students)
S442 Practice Policy Seminar in Field of Practice: Case Management

The requirements for the Certificate in Family Life Education at the undergraduate level are as follows:

Each of the following courses (15 cr.):
S221 Human Behavior and Social Environment I: Individual Functioning
S300 Working with Families
S300/S400 Family Life Education
S371 Social Work Research
F401 Introduction to Teaching and Learning

Select one of the following (3 cr.):
F255 Human Sexuality
R320 Sexuality and Society

Select one of the following (3 cr.):
S442 Practice-Policy Seminar in Fields of Practice: Children and Family
L100 Personal Law

The requirements for the Certificate in Family Life Education at the graduate level are as follows:
F500 Introduction to Teaching and Learning
G567 Marriage and Family Counseling, or S644 Social Work Practice III: Families
S503 Human Behavior and the Social Environment I or P514 Lifespan Development Birth to Death
S543 Family Life Education or S600 Family Life Education
one Human Sexuality Course
S631 Social Policy and Services II or P650 Children's Rights and Child Development
Select one of the following:
S520 Evaluation Processes in Social Work
Y520 Strategies for Educational Inquiry
Y535 Evaluation Models and Techniques
Y611 Qualitative Inquiry in Education

For further information, please contact Katrina Brown at kabrown@iupui.edu or by phone at (317) 274-8359.

Professional and Academic Integrity

Students' Rights and Responsibilities

Social work students in the B.S.W., M.S.W., and Ph.D. programs have a right to participate in decision-making activities about the educational program and the School of Social Work. Students regularly contribute to the continued development and growth of programs. Indeed, the school values students' input in several critical areas: faculty and course evaluation, school committee work, faculty hiring, and student field placements.

All students enrolled at Indiana University have an opportunity each semester to evaluate their courses and instructors. At the end of each course, students are given standardized faculty evaluation forms to complete. These evaluations are confidential, and the results are computer generated. The evaluations are returned to the faculty to use for strengthening content and learning methods to improve instruction.

Through their elected and/or volunteer representatives, social work students provide input to and learn from each of the following committees: B.S.W., M.S.W., Ph.D., and various others that might be convened throughout the year. Student representatives are viewed as valuable members of these committees.

Students have the opportunity to meet both informally and formally with any candidates being considered for faculty positions.

Each student has the opportunity to provide input for the selection of his or her field practicum assignments. The field practicum coordinator works closely with the student to negotiate a suitable placement.

Social work students have the right to provide feedback about school policies and procedures as well as the behavior of faculty and staff members. In providing either positive or critical feedback, students are expected to follow professional social work norms, values, and ethics. For example, if a student believes that a faculty or staff member's behavior is discourteous or ineffective, she or he should discuss the concern directly with the person or people in question. If the student has reason to believe that in addressing the person directly, she or he would be placed in some jeopardy, then the student should register the concern with the respective program director, who will address and respond to the issue.

If a student believes that she or he has been treated unfairly or unprofessionally by a faculty or staff member or that a policy or procedure is unjust or unwise, then the student may submit in writing a formal grievance petition to the Dean of the School of Social Work. Grievance petitions are reserved for those issues or incidences that warrant formal investigation and full exploration. Such petitions should be submitted in a professional manner, consistent with social work norms, values, and ethics.

Student complaints regarding discrimination, sexual harassment, racial harassment, and harassment on the basis of sexual orientation have established complaint procedures available in the Indiana University *Code of Student Rights, Responsibilities, and Conduct.*

Academic and Scholarly Guidelines

Students admitted to any Indiana University School of Social Work program have already demonstrated potential for superior academic work. Most social work students are therefore very familiar and comfortable with high academic and scholarly standards. Obviously, students are expected to attend classroom and practicum course meetings. Regular attendance is viewed as the personal and professional responsibility of each social work student. Active participation in course activities is the expected norm. In participating, it is expected that students reflect interest in, and respect for, their colleagues in a manner that is congruent with the values, ethics, and skills of the profession.

Students are expected to prepare documents in a scholarly and professional manner. Students are to use the latest edition of Publication Manual published by the American Psychological Association. Submissions should be in typewritten format and carefully edited for spelling and grammar.

Competent and effective social work practice requires well-developed and refined communication skills, including the use of the written word. Writing well helps social workers communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated on both the basis of the quality of the scholarly content as well as the quality of its presentation.

Electronic Communication

Students are expected to follow appropriate e-mail etiquette when communicating with faculty, staff, and peers. Correct grammar is expected at all times. Inappropriate use of email will be grounds for student review and disciplinary actions. For specific guidelines, please visit www.itpo.iu.edu/policies.html and www.itpo.iu.edu/computeruse.html.

Student Misconduct

The following is based on Indiana University, *Code of Student Rights, Responsibilities, and Conduct* (Part III, pp. 17-18), Bloomington, IN: Indiana University, and on Indiana University–Purdue University Indianapolis (1997), *Code of Student Rights, Responsibilities, and Conduct* (Part III, pp. 28-29), Indianapolis, IN:

A. Academic Misconduct.

Indiana University School of Social Work and/or the university may discipline a student for academic misconduct, defined as any activity that tends to compromise the academic integrity of the institution and undermine the educational process. Academic misconduct includes, but is not limited to, the following:

1. **Cheating.**
   - A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized such assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
   - A student must not use another person as a substitute in the taking of an examination or quiz.
   - A student must not steal examinations or other course materials.
   - A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
   - A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's own individual work.
   - A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
   - A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
   - A student must not alter a grade or score in any way.

2. **Fabrication.**
   A student must not falsify or invent any information or data in an academic exercise including, but not limited to records or reports, laboratory results, and citations to the sources of information.

3. **Plagiarism.**
   A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

   - quotes another person's actual words, either oral or written
   - paraphrases another person's words, either oral or written
   - uses another person's idea, opinion, or theory
   - borrows facts, statistics, or other illustrative material, unless the information is common knowledge

4. **Interference.**
   - A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
   - A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

5. **Violation of Course Rules.**
   A student must not violate course rules as contained in a course syllabus or other information provided to the student.

6. **Facilitating Academic Dishonesty.**
   A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

Indiana University School of Social Work Policy Regarding Individuals Convicted of Sex Offenses against Children

Policy Statement

It is the policy of the School of Social Work that no students or applicants who have been convicted of sex offenses against children shall be eligible for admission or continuation in the B.S.W., M.S.W., or Ph.D. programs.

University Procedure

1. The Office of the Registrar is responsible for running a report every semester against the state's Sex Offender Registry and notifying the school of anyone who appears on the Registry.

School Procedure

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

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

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

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

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

For other policies, please visit socialwork.iu.edu.

Student Services— Indianapolis Campus

Career Information

Information about employment in specific careers is available from Indiana University Career and Employment Services, Business/SPEA Building 2010, phone (317) 274-2554, e-mail career@iupui.edu, and the School of Social Work's Office of Student Services.

Financial Assistance

Opportunities for financial aid for graduate students are different from those for undergraduates. It is important to understand that graduate students are only eligible for loans from IU financial aid. Additionally, the School of Social Work has some limited funds available for tuition assistance. Persons interested in financial aid should contact:

Office of Financial Aid
IUPUI
Cavanaugh Hall, CA 103
425 University Blvd.
Indianapolis, IN 46202-5145
Web site: www.iupui.edu/~finaid

Information regarding financial awards from the School of Social Work is made available to social work students at the beginning of the academic year.

Student Organizations

Students of the school maintain B.S.W. and M.S.W. Social Work Student Associations which sponsor program meetings and social affairs during the year. Through elected officers and committees, the associations serve as important channels for communication between students and faculty. In addition, these organizations appoint student

representatives to various school committees. Students also are encouraged to participate in organizations related to the social work profession. Information about these organizations can be found in the B.S.W. and M.S.W. student handbooks, and at socialwork.iu.edu.

Students with Disabilities

By anticipating some common problem areas, the university makes every effort to help students with physical or learning disabilities make the transition to university life. A detailed list of services is available through the Office of Adaptive Educational Services, 425 University Boulevard, (317) 274-3241, TDD/TTY (317) 278-2050.

Furthermore, the Indiana University School of Social Work makes every reasonable attempt to accommodate participants in all our programs.

Courses of Instruction

In the following course listings, the abbreviation "P" refers to prerequisite and "C" indicates corequisite courses. This bulletin lists only prerequisite and corequisite social work courses. A list of the specific prerequisite and corequisite courses from the general and supportive area requirements needed for social work courses can be requested from the B.S.W. program office on the campus of your choice. The number of hours of credit given to a course is indicated in parentheses following the course title.

B.S.W. Courses

The following course listing includes B.S.W. required courses and selected elective courses.

S100 Understanding Diversity in a Pluralistic Society (3 cr.) Theories and models that enhance understanding of our diverse society. This course provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group.

*S141 Introduction to Social Work (3 cr.) Examination of characteristics, function, and requirements of social work as a profession. Emphasis on ideological perspectives of the profession and the nature of professional function and interaction.

*S200 Introduction to Case Management (3 cr.) Explores current models of case management. It addresses emerging case manager's functions and roles within the contemporary network of human services. This is a required course to fulfill requirements for the Certificate on Case Management. It may also be taken as an elective.

S221 Human Behavior and Social Environment I: Individual Functioning (3 cr.) P: S141 or consent of instructor. Understanding of human behavior and the social environment as a basis for social work practice. Focuses on understanding the interaction between person and environment. Coverage of major theories of individual functioning, life cycle development, and the family context. Exploration of inequality, discrimination, and differential access to opportunities for diverse populations.

*S231 Generalist Social Work Practice I: Theory and Skills (3 cr.) P or C: S221. Development of a critical understanding of social work practice. It focuses on the beginning phase of the helping process and related skills. Topics include the nature of the helping relationship, NASW Code of Ethics, practice as it relates to oppressed groups, assessment, and practice evaluations.

S251 Emergence of Social Services (3 cr.) P: S141 or consent of the instructor. Examination of the evolution of social services in response to human needs and social problems as related to economic, political, and social conditions.

S280 Introduction to Field Experience (1-3 cr.) P: consent of the instructor. Introductory field experience for testing interest in a social work career. It is also required for non–social work students pursuing the Case Management Certificate.

S300 Computer Technology for Social Workers (3 cr.) Broad overview of computer software applications and Internet and World Wide Web, with an emphasis on their utilization in the social work profession. Ethical and social implications of computer technology for the social work profession, highlighting considerations specific to at-risk populations. Students may use this course to fulfill the computer course requirement or they may take it as an elective.

*S300 Crisis Intervention (3 cr.) Focuses on the increasing number of complex and painful personal, couple, family and community crisis situations human service providers encounter in the course of service delivery. This is a required course to fulfill requirements for the Certificate on Case Management. It may also be taken as an elective.

S300 Developmental Issues for Gay, Lesbian, and Bisexual People (3 cr.) Gay, lesbian, and bisexual (GL&B) people constitute an important presence in American society. They are denied full participation in a wide range of social institutions including family life, religion, education, employment, recreation, the military and many others. Serious issues related to lack of legal protection, violence, and limited political representation are analyzed.

S300 Global Society: Human, Economic, Social and Political Issues (3 cr.) The purpose of this course is to examine a range of issues including human rights, distribution of wealth, ethnic diversity, and social development, within the context of global interdependence. Problems of global poverty, social injustice, and inequality will receive special attention. These areas will be examined utilizing empowerment, strengths, and multicultural perspectives.

S300 Working with Families (3 cr.) Exploration of family relationships and roles in the 21st century. Examination of challenges encountered by families across the family life cycle. This is a required course to fulfill requirements for the Certificate in Family Life Education. It may also be taken as an elective.

S300/S400 Family Life Education (3 cr.) An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. This is a required course to fulfill requirements for the Certificate in Family Life Education. It may also be taken as an elective.

S322 Human Behavior and Social Environment II: Small Group Functioning (3 cr.) P: S221. Examination of the significance of the small group as context and means for social development of individuals and as agent of change in the social environment. Discussion of the individual as a member of a variety of groups, including the family. The course considers the formal organization as a composite of groups.

S323 Human Behavior and Social Environment III: Community and Organizational Functioning (3 cr.) P or C: S322. Provision of a theoretical and conceptual foundation on community and formal organizations necessary to social work practice. Topics include conceptual approaches for understanding communities and organizations; community research; institutional discrimination; distribution of community resources; and power and control as they relate to oppressed groups.

*S332 Generalist Social Work Practice II: Theory and Skills (3 cr.) P: S231and S251; P or C: S352; C: S381. Examination of middle and ending phases of the helping process and related skills. Topics include the helping relationship with various client system sizes; impact of agency policies and procedures upon practice and resolution of clients' problems; and practice evaluation.

S352 Social Service Delivery Systems (3 cr.) P: S251. Examination of policies, structures, and programs of service delivery systems at local, regional, and national levels with emphasis on relations among such systems as formal organizations. Students acquire knowledge of the policy development process, which helps them establish beginning capacity for policy analysis and policy practice.

S371 Social Work Research (3 cr.) P: junior standing. Examination of basic research methods in social work, the relevance of research for social work practice, and the selection of knowledge for use in social work.

S381 Social Work Practicum I (4 cr.) P: S231 and S251; P or C: S352; C: S332. Guided field practice experience (12 hours per week) for application of generalist practice concepts and principles and the development of basic practice skills. Students are to intern in a human service organization for a minimum of 240 clock hours, which includes a bimonthly seminar.

*S400 Practicum Seminar (1 cr.) P: all junior-level social work courses. C: S433, S472, and S482. Discussion of practice issues as experienced in S482.

*Also available online at IUPUI.

*S433 Generalist Social Work Practice III: Theory and Skills (3 cr.) P: all junior-level social work courses. C: S400, S472, and S482. Development of the ability to work differentially with selected situations and varied system sizes. Students learn to identify clients' needs as the primary factor influencing the choice of intervention. Special consideration is given to working with groups and communities. The impact of emerging technologies and globalization on individuals, communities, and organizations is explored.

S442 Practice-Policy Seminar in Fields of Practice (2 courses required) (3 cr.) P: S433, S472, and S482. Addresses practice and policy issues in specific fields of practice such as child and family, aging, addictions, and developmental disabilities.

S472 Practice Evaluation (3 cr.) P: S371 and all other junior-level social work courses. C: S433 and S482. Develops the knowledge and skills necessary for students to evaluate their own practice with individuals, groups, communities, and organizations. The use of selected software is explored.

S482 Social Work Practicum II (5 cr.) P: all junior-level social work courses. C: S433 and S472. Guided field practice experience (20 hours per week) for application of concepts and principles and development of skills for generalist practice with selected social systems. Students are to practice in a human service organization for a minimum of 320 clock hours.

S490 Independent Study (1-6 cr.) P: permission of instructor. An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available.

M.S.W. Courses (graduate standing is required)

S501 Professional Social Work at the Master's Level: An Immersion (3 cr.) This foundation course provides an overview of social work, including the definition, scope, history, ethics and values of the profession. This course will provide basic orientation to the available resources and expectations of graduate education in general, and the M.S.W. program, in particular, all within the framework of the adult learner model. Students will develop basic communication, self-assessment, and reflection skills necessary for success in the M.S.W. program. Students will have an opportunity to survey various fields of practice and will begin to identify personal learning goals for their M.S.W. education as well as develop a commitment to lifelong learning as a part of professional practice.

S502 Research I (3 cr.) This foundation research course assists students in developing the knowledge, skills, and values necessary to evaluate the effectiveness of social work practice. Emphasis is placed on knowledge of qualitative and quantitative designs, methodologies, and techniques that inform students of best practices in social work. Students will recognize the impact of ethnicity, gender, age, and sexual orientation on the research process and be able to critically review published studies with attention to researcher bias.

*Also available online at IUPUI.

S503 Human Behavior in the Social Environment I (3 cr.) This course provides content on the reciprocal relationships between human behavior and social environments. It includes empirically based theories and knowledge that focus on the interactions between and within diverse populations of individuals, groups, families, organizations, communities, societal institutions, and global systems. Knowledge of biological, psychological, sociological, cultural, and spiritual development across the lifespan is included. Students learn to analyze critically micro and macro theories and explore ways in which theories can be used to structure professional activities. Concepts such as person-in-environment are used to examine the ways in which social systems promote or deter human well-being and social and economic justice.

S504 Professional Practice Skills I (3 cr.) This foundation practice course focuses on basic generalist theory and skills that are necessary when working with a wide variety of client systems: individuals, families, small groups, communities, and organizations. Students are expected to demonstrate competent use of the following skills: attending, establishing rapport, reflecting, summarizing, exploring, questioning, contracting, and establishing clear well-formed goals. In this course students will have opportunities to continue learning about themselves and will examine their personal values and any conflict between personal and professional values so the professional practice standards can be upheld.

S505 Social Policy Analysis and Practice (3 cr.) This foundation policy course will focus on using several policy analysis frameworks to analyze current social policies and programs both at the state and federal levels and to develop policies that increase social and economic justice. Students will be expected to develop a range of policy practice skills to influence policy development within legislative, administrative, community, political, and economic arenas.

S513 Human Behavior and the Social Environment II (3 cr.) This course builds upon S503 and focuses on developing further knowledge of human behavior theories and their application to practice. Students will link course content to the concentration that the student has selected.

S514 Practice with Individuals and Families I (3 cr.) This course builds on the practice theories, principles, and skills introduced in S504 to prepare students for competent social work practice with individuals and families. A strengths perspective will be emphasized, and students will be introduced to the fundamental components of the task-centered and solution-focused approaches to practice. The transtheoretical model of change will be presented, and students will develop skills which will empower individuals and families to engage in the process of change. Students will be prepared to complete assessments and to use intervention skills that will serve diverse populations with specific attention to gender, class, race and ethnicity.

S515 Social Policy and Services II (3 cr.) A group of courses covering topics or content including social problems, special populations,

particular social service delivery areas, and social indicators that predict areas of future social policy transformations.

S516 Practice with Organizations, Communities, and Societies II (3 cr.) This course is concerned with helping communities and other social units to empower themselves and eradicate oppressive situations and practices through networking, political participation, leadership development, mobilization, utilization of resources, and other strategies and techniques.

S555 Social Work Practicum I (3 cr.) The M.S.W. Social Work Practicum I is an educationally directed practice experience under the direct supervision of an approved field instructor. The assigned faculty liaison oversees the practicum to ensure that course objectives have been met. The practicum provides opportunities for the application and integration of classroom concepts and principles for the development of core skills in generalist social work practice with selected social systems using a strengths perspective. It builds upon the knowledge and skills learned and developed during the immersion and intermediate course work of the program. Learning opportunities emphasize the values and ethics of the profession, foster the integration of empirical and practice-based knowledge, and promote the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. The Field Practice Seminar is designed to assist students in integrating classroom learning with the experience of an internship. Students will also be introduced to assessment systems including the DSM and SWOT. The seminar provides a supportive setting for students to discuss practice issues raised in the field placement related to their Learning Agreement and field experience. This involves recognizing/ exploring professional and personal biases, discussing ethical dilemmas and supervisory issues, and increasing cross-cultural competencies.

S623 Practice Research Integrative Seminar I (3 cr.) This course furthers the knowledge, skills, and values students develop in the foundation-year research course. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness in their concentrations, using research methods that are sensitive to consumers' needs and clients' race, ethnicity, gender, sexual orientation, and additional aspects important to effective and ethnicity research.

S632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family (3 cr.) This course is designed to provide practice skills for students working with children and families impacted by abuse, neglect or family violence. The course is designed to cover the scope, causes, and consequences of child physical, emotional, and sexual abuse and neglect and applications of this knowledge in a wide range of settings that deal with children and families as well as formal child protection services. Students will learn about the dynamics and indicators of maltreatments, etiology of child abuse and neglect, assessing risk, the

continuum of intervention from prevention through intervention and future planning, out-of-home placement considerations, and the issues impacting particular oppressed and underserved populations. The focus of this course will be on how to work effectively with clients to achieve the goals of safety, permanency, and well-being.

S633 Child Welfare Practice II: Working with Diverse and Transitioning Families (3 cr.) This course will focus on the experiences of children and families in the child welfare system. Content will include interventions with families through all stages of change including preparation for change, separation and loss, the changed family system, reintegration as children transition into a family, and adolescents transitioning into independent living. Content will include the impact on families when the natural cycle of family development is disrupted. Special consideration will be given to various family types including adoptive, foster care, kinship, extended, single parent, multigenerational, and homosexual families. Practice content will emphasize strengths based and family-centered approaches and include knowledge and skill development to help children and families work through their family and personal crisis and grief in a timely manner to achieve permanency for children in safe and nurturing environments within 12 months after separation.

S634 Community-Based Practice with Children and Families (3 cr.) This course will examine the development and implementation of a wide range of prevention and intervention strategies provided at the community level. Special attention will be given to the philosophy of empowerment-oriented and client-driven service models. The course will explore the community as a resource and discuss strategies of collaboration and advocacy to enhance the well-being of children and families. Issues explored will include services for families and children to prevent out-of-home placement or involvement in other formal child protection/juvenile justice services, such as models of community-building, youth development, and family group conferencing/restorative justice. This course will also provide content on mutual aid and self-help groups to support and educate children and families on issues such as parenting, domestic violence, and abuse.

S661 Executive Leadership Practice (3 cr.) This course addresses administrative, management, leadership, and supervisory skills necessary for leadership practice. Included are staff hiring, supervision, evaluation, and termination; working with boards and volunteers, leadership styles, strategic planning, and current best practices in administration.

S662 Fiscal Management, Marketing and Resource Development (3 cr.) This course consists of three modules designed to develop core skills in fiscal management (including issues of budgeting, understanding balance sheets, audits, and theories of accounting); resource development (including fund raising, grant writing, and personnel policies), and marketing for social work leaders.

S663 Leveraging Organizations, Communities, and Political Systems (3 cr.) This course focuses on the knowledge and skills essential for understanding, analyzing, and application in organizations, communities, and political arenas. Such knowledge and skills include, but are not limited to: organizational theories, structures, and processes; examination and application of rural, urban and virtual community models, themes and practices; and understanding and involvement in political, social action, and social change interventions and empowerment practices.

S665 Designing Transformational Programs (3 cr.) This course focuses on alternative, transformational models of strategic, community, and program planning. Featured development models center on collaboration, cultural competence, empowerment, and social justice. The course will address advanced grant writing, identification of funding and other resources, and philanthropic trends within a variety of social service delivery systems. It will move beyond a focus on the technology of program development, to examine planning as a vehicle for designing organizational, community, and social change.

S672 Families, Theories, and Culture (3 cr.) This course is designed to enhance student ability to assess and intervene with families in a culturally sensitive way from a strengths-oriented perspective. It examines the cultural context of families from a multidimensional perspective including race, ethnicity, age, gender, sexual orientation, religion, education, economics, and regional background. This course overviews the major theories of family intervention and discusses how students can apply family theory into practice situations.

S673 Couples and Families Interventions I (3 cr.) This course provides in-depth discussion of ways to intervene with individuals on family-of-origin issues, couples at different stages of family development, parents with children at different ages, and the family as part of a larger social context utilizing a strengths perspective.

S674 Couples and Family Interventions II (3 cr.) This course emphasizes family interventions on a variety of family challenges often seen in family agencies (substance abuse, violence, physical illness, mental illness, family life cycle disruption, etc.). The course reviews assessment and intervention strategies and how to build skills with a variety of family issues.

S682 Assessment in Mental Health and Addictions (3 cr.) Recognizing the social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-

risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

S683 Community-Based Practice in Mental Health and Addiction (3 cr.) Students enrolled in this course examine a wide range of community-based services provided for people with severe mental illness and/or severe addiction problems. Special attention is given to strength-based, client-driven, and evidence-based practice models. Content includes community-based services in areas of case management, employment, housing, illness management, family, dual disorder treatment, and consumer self-help. Students also examine a variety of issues involved in the provision of community-based services such as ethical and legal issues, quality and continuity of care, cultural competency, organizational and financial factors, and other relevant policy and practice issues.

S685 Mental Health and Addictions Practice with Individuals and Families (3 cr.) Students enrolled in this course develop knowledge, values and ethics, skills, and judgment necessary for competent application of selected evidence based, best practice approaches for service for children, youth, adults, and families affected by mental health and addictions issues. Students explore topics such as risk and resilience, recovery, and relapse prevention, and consider implications of current social and policy factors affecting service delivery to persons affected by mental health and addictions issues. Students learn to discover, analyze, synthesize, and evaluate evidence of practice effectiveness and apply that knowledge in communication, strengths discovery and assessment, hypothesis formation, contracting, intervention and prevention planning, service delivery, and evaluation. Students develop professional understanding and expertise in the application of at least one evidence-based approach for service to individuals and families affected by at least one specific mental health or addictions issues.

S686 Social Work Practice: Addictions (3 cr.) The purpose of this course is to provide learners with knowledge and skills relevant to various aspects of social work practice in prevention, intervention, and treatment of selected addictions. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills acquired in other social work courses with the values, knowledge, and skills characteristic of addictions practice. The course assists students to develop a multidimensional understanding of prevention, intervention, and treatment needs of diverse populations and associated social work practice principles, methods, and skills. Students explore the relationships between and among addiction and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of social environments, physical settings, community

contexts, and political realities that support or inhibit the emergence of addiction problems.

S687 Mental Health and Addiction Practice with Groups (3 cr.) Students enrolled in this course develop professional knowledge and skills for group work services to persons affected by mental health and addictions issues. The phases of group development and intervention during the various group work stages provide a conceptual framework for the course experience. Students learn to serve children, youth, adults and families in groups that are therapeutic, growth producing and life enhancing. Students examine a number of theoretical perspectives, including cognitive behavioral, communications, behavioral, and interpersonal approaches.

S692 Health Care Practice I (3 cr.) This course will focus on the role of the social worker in a health care setting. Issues such as team building, professional identity, patient advocacy, ethics and managed care will be addressed. Also, the impact of health care payment sources and health care choices for patients will be explored.

S693 Health Care Practice II (3 cr.) This course will examine the psychosocial impact of illnesses. Areas such as coping with chronic illness, caregiver stress, grieving and loss, medical ethics and violence as a health care issue will be examined. The needs of at-risk populations (i.e., children, survivors of sexual assault and domestic violence, frail elderly, individuals living with HIV/AIDS, etc.) will be addressed.

S651 M.S.W. Concentration Practicum II (4 cr.) and S652 Practicum III (5 cr.) These courses together provide an in-depth practicum experience for M.S.W. Concentration students under the guidance and supervision of an approved field instructor. A faculty field liaison oversees the practica. Students complete both courses in the same agency although the students may use multiple departments or programs as sites for learning experiences. Practicum II and III build upon and deepen the practicum experiences and classroom knowledge gained in the Intermediate year. The practicum courses provide students with experiences in the aforementioned curricular emphasis areas, which support the processes of synthesis, application, critical analysis, and evaluation of knowledge using a strengths perspective. The field practice seminar integrates Concentration classroom learning with the experience of an internship. Students have the opportunity to apply their basic knowledge of group process as well as practice group leadership skills. This seminar will assist students in the identification and examination of significant practice and professional issues that occur in the last phase of the M.S.W. program. A major instructional goal of the practicum is to increase students' competence in understanding and dealing with cross-cultural issues. Information and resources on diversity are discussed and applied in seminar and field placement, and students are encouraged to further explore and increase their own competence in dealing with cross-cultural issues. It is expected that students will develop an awareness of their own privilege in relationship to their client systems. Further, students are expected to use advocacy skills in a cultural context and carry

these skills into action in their agencies and the wider community.

S680 Special Social Work Practicum (1-9 cr.) An educationally directed field experience in addition to the required practicum courses.

S690 Independent Study (1-6 cr.) An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available. (In order to enroll in S690, approval from an academic advisor and the director of the M.S.W. program is required.)

S600 Electives Vary in subject matter. Scheduling of these courses will be announced prior to semester registration.

Ph.D. Courses

In addition to the required courses listed below, all students must complete a minimum of 12 credit hours outside the School of Social Work related to their area of specialization. An advanced course in *measurement and statistics* also is required and is typically taken as part of the student's area of specialization. All students enroll for 6 elective credits, which may be taken within or outside the School of Social Work with the approval of the student's advisory committee.

S700 Integrative Seminar (3 cr.) P: completion of specialization requirements, or consent of instructor. This seminar is scheduled at the conclusion of the didactic component of the program and is intended to provide an opportunity for students to examine within the context of a social work perspective the relevant research and practice issues that have emerged as a consequence of having participated in an educational program that includes content taken both within and outside the School of Social Work.

S710 Philosophy of Science and Social Work (3 cr.) This seminar focuses on the converging forces that have shaped the development, dissemination, and utilization of the human behavior knowledge base of social work. It specifically examines the social and behavioral science theory and research that provide the foundation for social work practice across a variety of system levels.

S720 Philosophy of Science and Social Work (3 cr.) This course examines the nature and sources of social work knowledge and considers a range of epistemological issues involved in the selection, development, evaluation, and use of knowledge for social work.

S721 Preparing to Publish: Seminar in Advanced Scholarship Skills (3 cr.) This course prepares doctoral students for academic scholarship. Topics include expectations and standards for scholarly discourse, critical and analytic thinking skills, logical argument, scholarly writing publication, and the development of a research agenda. Web-based peer and instructor review of successive drafts of writing assignments culminate in a synthesized review of literature.

S725 Social Work Research Internship (6 cr.) P: S720, S721, a foundation statistics course, and at least one of the following: S710, S730, or S740. This

supervised field internship provides practical experience in conducting research relevant to social work practice. Students participate in a new or ongoing faculty-supervised research project involving the design and implementation of a study, including the collection and analysis of data and the development of appropriate research reports. May be registered for up to three times.

S726 Advanced Social Work Research Methods, Qualitative Research (3 cr.) This course provides an opportunity for students to initiate a research project using qualitative research methods. Topics covered will include developing the research question, exploring the literature, writing an interview guide, interviewing, analyzing data, computer analysis, writing reports, subjectivity and bias, ethics, role of theory, trustworthiness, and audits.

S727 Advanced Social Work Research Methods, Quantitative Research (3 cr.) This course on quantitative research explores the similarities and differences in the various research methods and provides an opportunity to formulate and test a research question. Students will formulate and refine a research question based on interest and a thorough review of the literature. They will learn how to choose an appropriate design for answering testable problems, questions, or hypotheses. The role of theory, fundamentals of sampling, the role of informants, and steps of preparatory work will be explored. Students will generate, test, and refine interview questions or instruments appropriate to their chosen design. They will identify potential funding opportunities and current research through online data searches. Computer demonstrations and experiential computer exercises will expose students to research software and available databases. At the conclusion of the semester, students will have developed a research proposal and field tested their data collection instruments.

S728 Advanced Statistics for Social Work (3 cr.) Students in this course learn how to evaluate statistical assumptions and select, compute, and substantively interpret a variety of multivariate statistics, using SPSS to analyze actual social work research data. Online resources, Web-based materials, and model applications of the statistics support students' learning.

S730 Proseminar on Social Work Policy Analysis (3 cr.) This seminar focuses on the development and application of analytical tools necessary to critically examine and evaluate social policy theory and research germane to social work, including the values and ideologies that undergird social problem construction, social policy creation, and social program design. Specific attention is devoted to the application of this schemata for diverse populations.

S740 Social Work Practice: Theory and Research (3 cr.) This seminar provides students opportunities to refine the knowledge, skill, and judgment necessary for competent analysis and evaluation of various aspects of social work practice. During the seminar, students conduct an intensive analysis of the effectiveness of practice services to a distinct at-risk population affected by a contemporary social problem.

S790 Special Topics in Social Work Practice, Theory, and Research (1-3 cr.) P: approval by appropriate instructor. This course provides students with an opportunity to engage in focused study of a substantive area of social work practice directly related to the student's identified area of theoretical and research interest. It is completed with the approval and under the guidance of a member of the Ph.D. faculty.

S800 Ph.D. Dissertation Research (12 cr.)

School Alumni

Graduates of the school maintain an active Alumni Association whereby they continue to participate in the improvement of the programs and the achievement of the school's progressive goals. Leadership is provided by officers and an executive committee elected biennially.

School of Social Work Administration

MICHAEL PATCHNER, Ph.D., *Dean*

WILLIAM H. BARTON, Ph.D., *Director of Research Center, IUPUI*

KATHARINE BYERS, M.S.W., Ph.D., *Coordinator, B.S.W. Program, IUB*

EDWARD FITZGERALD, M.S.W., J.D., *Director, B.S.W. Program, IUE*

DENISE TRAVIS, M.S.W, Ph.D., *Director, Division of Social Work, IUN*

PAUL NEWCOMB, M.S.W, Ph.D., *Director, M.S.W. Program, IUSB*

MARGARET ADAMEK, M.S.W., Ph.D., *Director, Ph.D. Program*

IRENE QUEIRO-TAJALLI, M.S.W., Ph.D., *Executive Director of Undergraduate Education*

MARION WAGNER, M.S.W., Ph.D., *Director, Executive Director, M.S.W. Program*

Faculty

*Adamek, Margaret, Ph.D. (*Case Western Reserve University, 1989), Associate Professor of Social Work, IUPUI*

Armstead, Sheila, M.S.W. (*Indiana University, 1992), B.S.W. Field Instruction Coordinator and Clinical Assistant Professor, IUE*

*Barton, William, Ph.D. (*University of Michigan, 1985), Professor of Social Work, IUPUI*

Bennett, Robert, D.S.W. (*University of Utah, 1991), Assistant Professor of Social Work, IUPUI*

**Black, Carolyn, Ph.D. (*University of Illinois at Chicago, 1996), Assistant Professor of Social Work, IUPUI*

Blackman, Lorraine, Ph.D. (*Florida State University, 1992), Associate Professor of Social Work, IUPUI*

**Byers, Katharine, Ph.D. (*Indiana University, 1989), B.S.W. Program Director and Associate Professor of Social Work, IUB*

**Chang, Valerie, Ph.D. (*University of Illinois, 1993), Associate Professor of Social Work, IUPUI*

**Cournoyer, Barry, D.S.W. (*University of Utah, 1979), Professor of Social Work, IUPUI*

*Daley, James, Ph.D. (*Florida State University, 1986), Assistant Professor of Social Work, IUPUI*

Fitzgerald, Edward, J.D. (*Indiana University, 1997), Director, B.S.W. Program and Assistant Professor of Social Work, IUE*

**Folaron, Gail, Ph.D. (*University of Illinois, 1992), Associate Professor of Social Work, IUPUI*

Galyean, Erika, M.S.W. (*Indiana University, 1992), School Field Instruction Coordinator and Teacher Practitioner, IUPUI*

Gass, Sherry, M.S.W. (*Indiana University, 1987), M.S.W. Student Services and Admissions Coordinator and Teacher Practitioner, IUPUI*

Gudorf, Gerald, Ph.D. (*Institute for Clinical Social Work, Chicago, Illinois, 1991), Permanent Part-Time Instructor, IUSB*

Hackworth, Bruce, Ph.D. (*Andrews University, 1996), M.S.W. Field Instruction Coordinator and Assistant Professor of Social Work, IUSB*

**Hostetter, Carol, Ph.D. (*Indiana University, 1998), Assistant Professor, IUB*

Howes, Patricia, M.S.W. (*Michigan State University, 1993), IV-E Project Coordinator, IUPUI*

Huggins, Pamela, M.S.W. (*University of Missouri, 1981), Field Instruction Coordinator, IUB*

Iverson, Elsa, M.S.W. (*Indiana University, 1969), Senior Lecturer, IUPUI*

Khaja, Khadija, ABD (*University of Utah), Acting Assistant Professor of Social Work, IUPUI*

**Kim, Hea-Won, Ph.D. (*University of Wisconsin, 1998), Assistant Professor of Social Work, IUPUI*

Kolisetty, Nageswar, Ph.D. (*University of Illinois at Chicago, 1984), Assistant Professor of Social Work, IUN*

Lay, Kathy, Ph.D. (*University of Louisville, 2002), Assistant Professor of Social Work, IUPUI*

Lemp, Cindy, M.S.W. (*Washington University, 1986), Permanent Part-Time Instructor, IUSB*

Lighty, Brad, M.S.W. (*Indiana University, 1997), B.S.W. Student Services Coordinator and Teacher Practitioner, IUPUI*

Marschall, Tracy, M.S.W. (*Indiana University, 1997), Assistant Professor of Social Work, IUE*

**Marshall, Eldon, Ph.D. (*St. Louis University, 1972), Associate Professor of Social Work, IUPUI*

McDonald, Deanna, M.S. (*Loyola University, 1992), Director of Field Instruction; Clinical Assistant Professor of Social Work, IUN*

McGuire, Lisa, Ph.D. (*Case Western University, 2000), Visiting Assistant Professor of Social Work, IUPUI*

*Newcomb, Paul, Ph.D. (*Florida State University, 1986), Director, M.S.W. Program and Associate Professor of Social Work, IUSB*

*Ouellette, Philip, Ph.D. (*Laval University, 1995), Associate Professor of Social Work, IUPUI*

*Patchner, Michael, Ph.D. (*University of Pittsburgh, 1980), Dean of the School of Social Work and Professor of Social Work, IUPUI*

*Pike, Cathy, Ph.D. (*University of Alabama, 1994), Associate Professor of Social Work, IUPUI*

**Queiro-Tajalli, Irene, Ph.D. (*University of Illinois, 1984), Executive Director of Undergraduate Education and Professor of Social Work, IUPUI*

Roberts, Theresa, Ph.D. (*University of Illinois, 1992), Assistant Professor of Social Work, IUPUI*

Satre, Carol, M.S.W. (*University of Minnesota, 1990), School M.S.W. Field Instruction Coordinator and Teacher Practitioner, IUPUI*

Stanley, Mary, M.L.S. (*Indiana University, 1984), Social Work Liaison and Associate Dean of University Library, IUPUI*

*Sullivan, William Patrick, Ph.D. (*University of Kansas, 1989), Professor of Social Work, IUPUI*

Travis, Denise, Ph.D. (*University of Illinois at Chicago, 1997), Assistant Professor of Social Work, IUN*

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*Vernon, Robert, Ph.D. (*University of Michigan, 1990), Associate Professor of Social Work, IUPUI*

**Wagner, Marion, Ph.D. (*University of Illinois, 1991), Executive Director of M.S.W. Programs and Associate Professor of Social Work, IUPUI*

Walters, Gail, M.S.S.W. (*Kent School of Social Work, University of Louisville, 1974), Field Coordinator, IUSB*

Webb, Michelle, M.S.W. (*Indiana University, 1989), Coordinator of Field Instruction and Visiting Lecturer, IUSB*

Weiler, Robert, M.S.W. (*University of Illinois at Urbana Champaign, 1988), Interim Director, Division of Social Work and Lecturer, IUN*

*Westhuis, David, Ph.D. (*Florida State University, 1987), Associate Professor of Social Work, IUPUI*

Williamson, Sabrina, Ph.D. (*University of North Carolina-Chapel Hill, 2003), Assistant Professor of Social Work, IUB*

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* Full member of the Indiana University Graduate Faculty
** Associate member of the Indiana University Graduate Faculty

Faculty Emeriti

Beall, Patricia, A.M. (*Indiana University, 1950), Professor Emerita of Social Work*

Behroozi, Cyrus, D.S.W. (*University of Pennsylvania, 1974), Professor Emeritus of Social Work*

Copeland, Ruth V., M.S.W. (*University of Michigan, 1948), Associate Professor Emerita of Social Work*

Cox, Gayle, Ph.D., (*University of Denver, 1988), Associate Professor Emerita of Social Work*

Fortner, Mary E., A.M. (*Indiana University, 1959), Associate Professor Emerita of Social Work*

Kapoor, Jitendra M., Ph.D. (*Lucknow University, India, 1965), Associate Professor Emeritus of Social Work*

Koleski, Raymond A., M.S.W. (*Boston College, 1951), Associate Professor Emeritus of Social Work*

Metzger, David, F., M.A. (*Ball State University, 1962), Associate Professor Emeritus of Social Work*

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*Powers, Gerald T., Ph.D. (*University of Pittsburgh, 1973), Professor Emeritus of Social Work*

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Singh, Sudarshan, K., A.M. (*International Institute for Social Studies, The Netherlands, 1955), Assistant Professor Emerita of Social Work*

Smith, Jerome, Ph.D. (*University of Chicago, 1975), Associate Professor Emeritus of Social Work*

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Weeks, Genevieve C., A.M. (*University of Chicago, 1946), Professor Emerita of Social Work*

Associate Faculty: IUPUI (Indianapolis), Bloomington, Columbus, and Kokomo

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Schroeder, Beverly, M.S.W. (*Indiana University, 1997), IUPUI*

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Spencer, Richard, M.S.W. (*Indiana University, 1980), IUPUI*

Swartz, Sue, M.S.W. (*University of Connecticut, 1978), Bloomington*

Thomas, Phillip, M.S.W. (*Indiana University, 1990), IUPUI*

Thompson, Lann, Ed.D. (*University of South Dakota, 1983), IUPUI*

Turo-Shields, David, M.S.W. (*Indiana University, 1992), IUPUI*

Viehweg, Steve, M.S.W. (*Indiana University, 1985), IUPUI*

Walton, Betty, M.S.W. (*University of Iowa, 1973), IUB*

Weber, Peggy, M.S.W. *(Indiana University, 1983), IUPUI*

Wilkin, Deborah, M.S.W. *(Ohio State University, 1979), IUPUI*

Williams, Diana, M.S.W. *(Indiana University, 1999), IUPUI*

Yoder, Greta, M.S.W. *(University of Kentucky, 1995), IUPUI*

Staff

Anton, Suzan, *Administrative Secretary/Recorder, Bloomington*

Barnes, Demetri, M.S.W. *Field Secretary, IUPUI*

Brock, Rhonda, *M.S.W. Student Services Secretary/Recorder, IUPUI*

Brown, Katrina, *B.S.W. Student Services Secretary/Recorder, IUPUI*

Cork, Beatrice, *Development Coordinator*, *IUPUI*

Farber, Cindy, *Administrative Assistant to the Dean, Office Manager, IUPUI*

Godby-Schwab, Ali, *Daily Fiscal Affairs Coordinator, IUPUI*

Grady, Susan Medaris, *Administrative Assistant to the Directors, IUPUI*

Holt, Traci, *Receptionist/Secretary, IUPUI*

Justus, Terresa, *Administrative Secretary, IV-E Project, IUPUI*

Khamis, Sameeh, *Technical Coordinator, IUPUI*

Kinser, Susan, *B.S.W. Administrative Field Secretary, IUPUI*

Machowiak, Barb, *Administrative Secretary, South Bend*

McCracken, Mary Alice, *Assistant to the Director, East*

Norwood, April, *Assistant to the M.S.W. Director, IUPUI*

Rogers, Del, *Director of Fiscal Affairs, IUPUI*

Agencies Participating in Field Instruction

The following list represents the most current account of participating field agencies.

Agencies in Indiana

Allen County
Family and Children's Services
Lutheran Behavioral Health Center
Northern Indiana V.A. Healthcare Center
Park Center, Inc.
Parkview Memorial Hospital
Special Alternatives Family and Youth
Ward Education Center
Women's Bureau

Bartholomew County
Foundation for Youth
George Junior Republic
Hospice of Bartholomew County
Quinco Behavioral Health Systems
ReUnion Family Association

Boone County
Behavioral Healthcare

Brown County
Brown County Family Access Program
Quinco Behavioral Health Systems

Cass County
Lewis Cass Intermediate School District
Southeastern School Corporation
Woodlands Behavioral Center

Clinton County
Clinton County Division of Family and Child

Decatur County
Decatur County Memorial Hospital

Delaware County
Arbor Clinic
Betterway
Muncie Reception and Diagnostic Center

Elkhart County
Adoption Resource Services, Inc.
Eastlake Terrace
Elkhart Community Schools
Elkhart General Hospital
Elkhart Youth Services Bureau
Oaklawn Community and Service Partial Hospital
Oaklawn Psychiatric Services
Violence Intervention Project

Fayette County
East Central Special Services
Fayette County Probation Office
Whitewater Care Pavilion

Fountain County
Families United

Fulton County
Step Ahead/First Steps

Grant County
Family Service Society
Grant-Blackford Mental Health Center
Northern Indiana VA Healthcare Center
Trinity House Counseling

Greene County
Bloomfield Community Schools

Hamilton County
Family Service Association
Hamilton Center
Southern Indiana Center for Independent Living

Hancock County
Gallahue Mental Health Center
Hancock Memorial Hospital

Hendricks County
Agency on Aging
Cummins Mental Health Center
Plainfield Juvenile Correctional Facility

Henry County
Bennett House
Division of Family and Children
Henry County Hospital
Lifestream
New Castle School Corporation
Raintree

Howard County
Community Hospital
Robert J. Kinsey Youth Center
Saint Joseph Home
Villages of Indiana

Jackson County
Quinco Behavioral Health Systems

Jasper County
Rensselaer Care Center

Jay County
The Youth Bureau

Johnson County
Cardinal Service Management
Greenwood School Corporation
Johnson County Youth Services Bureau
TARA Treatment Center
Valle Vista Health System

Kosciusko County

Bowen Center
KCH Home Care

LaPorte County

Family and Community Services, Inc.
LaPorte Hospital and Health Services
Michigan City Alternative School
Swanson Center
Visiting Nurses Association

Lake County

Addiction Counseling and Family Services
African-American Achievers, Inc.
Bethany Christian Services
Campagna Center
Catholic Family Service
The Community Hospital—Social Services
Crisis Center Alternative House
East Chicago School Corporation
Edgewater System for Balanced Living
Gary Community School Corporation
Gary Neighborhood Services, Inc.
Griffith Public School Corporation
Hammond Public School Corporation
Hospice of the Calumet Area
Human Beginnings Outpatient Mental Health Center
Lake County Office of Family and Children
Lakeside Counseling
Merrillville Public School Corporation
The Methodist Hospitals—Adult Behavioral Medicine
The Methodist Hospitals—Rehab Centers
The Methodist Hospitals—U.S. Steel Employee Assistance Program
Premier Hospice
PSI Services, Inc.
Southlake Center for Mental Health—Century Program
Southlake Center for Mental Health—Community Assistance
Southlake Center for Mental Health—Health Services/Forensic Department
Southlake Center for Mental Health—Outpatient Services
Southlake Center for Mental Health—Placement Diversion Program
St. Anthony's Medical Center
St. Catherine Hospital-Behavioral Health Services
St. Margaret Mercy Hospital—Behavioral Medicine Outpatient Center
St. Margaret Mercy Healthcare Centers
Tri-County Community Mental Health Center

Madison County

Anderson Center of St. John's
Anderson Community Schools
Anderson Psychiatric Clinic
Anderson School Corporation
Anderson University
Community Hospital
Madison County Youth Center

Marion County

Adult and Child Mental Health Center
African-American Family Life Education
Altenheim Community
Alzheimer's Association
American Village
Arlington Woods Elementary School
Behavioral Care South
Better Together
Big Sisters of Central Indiana
Bosma Rehabilitation Center
Boys and Girls Clubs of Indianapolis
Breaking Free
Bridges to Success
Brookview Healthcare Rehabilitation
Casey Family Programs
Catholic Social Services
Child Advocates, Inc.
Children's Bureau of Indianapolis
Christamore House
CICOA—The Access Network
Clarian Homeless Initiate Program
Coburn Place, Safe Haven
Coleman Adoption Services
Columbia Women's Hospital
Community Addiction Services of Indiana
Community Alliance of Far Eastside (CAFE)
Community Centers of Indianapolis
Community Hospital East
Community Hospital North
Community V.N.A. Hospice
Concord Community Center
Consumer Credit Counseling
COVOH Foundation, Inc.
Cummins Mental Health Center
Damien Center
East 91st Street Christian Church
Edgewood Elementary School
Exodus Refugee and Immigration
Fairbanks Hospital
Family Advocacy Center
Family Counseling Center
Family Developmental Service
Family Service Association of Central Indiana, Inc.
Family Works, Inc.
Father Research Center
Florence-Toro Elementary School #83
Forest Manor Multi-Service Center
Gallahue Mental Health
Gender Fairness Coalition of Indiana
Gennesaret Free Clinic
George Washington Community School
Harrison Hill Elementary School
Hawthorne Community Center
Homeless Initiative Program
Hoosier Veterans Assistance Program
Howe Middle School
Indiana Civil Liberties Union

Indiana Coalition Against Domestic Violence
Indiana Community Cancer Care
Indiana Department of Corrections
Indiana Department of Mental Health
Indiana School for the Deaf
Indiana State Board of Health
Indiana Women's Prison
Indiana Youth Advocate Program
Indiana Youth Services Association
Indianapolis Foundation
Indianapolis Housing Agency
Indianapolis Juvenile Correction Facility
Indianapolis Police Department
Indianapolis Public Housing – Family Investment Center
Indianapolis Public Schools
Indianapolis Urban League
Information and Referral Network
Interfaith Hospitality Network
IU Cancer Center
IUPUI Campus and Community Programs
Jewish Community Center
John J. Boner Community Center
Julian Center
Kids Peace National Centers
LaRue Carter Hospital
Lawrence Township Schools
Life Spring
Light of the World Church—Project Impact
Lutherwood
Marion County Center Township Trustee
Marion County Division of Family and Children
Marion County Health Department
Marion County Prosecutors Office
Martin Luther King Multi-Service Center
Mary Rigg Neighborhood Center
Mental Health Association in Marion County
Methodist Hospital
Midtown Mental Health Center
Miller's Merry Manor
NASW—Indiana Chapter
Neighborhood Alliance for Child Safety
New Beginnings High School
Noble of Indiana
Northwest District Health Office-Health Department
Northwest Manor Healthcare
Office of Neighborhood Resources
Options for Better Living
Pacers Academy
Partners in Housing
Pathway Family Center
Peace Learning Center
Pike Township School Corporation
Planned Parenthood—Central and Southern Indiana
Project Impact—Indianapolis
Quest for Excellence
Reach for Youth, Inc.
Regency Place

Robinson AME Church
Safe Haven
Saint Elizabeth's Home
Saint Francis Hospital
Saint Vincent Hospital
Salvation Army, The
Salvation Army and Harbor Light Center
Senior Health Insurance Information Program
Southeast Multi-Service Center
State of Indiana House of Representatives –
    Democratic Ways and Means Committee
Stop Over, Inc.
Supportive Systems, LLC
Technical Training Services
United Senior Action
United Way—Community Service Council
Veteran Affairs Medical Center
Villages of Indiana
Visiting Nurses Service
Vivian Smith Home
Volunteers of America of Indiana
Warren Central High School
Warren Township Schools
Wellness Community
Wildwood Healthcare Center
Winona Memorial Hospital
Wishard Hospital
Women's Hospital Genesis Center
Youth Emergency Services
YWCA

Marshall County
Behavioral Health Care

Miami County
Four County Counseling Center

Monroe County
Amethyst House
Area 10 Agency on Aging
Bell Trace Retirement Community
Big Brothers/Big Sisters
Bloomfield Schools
Bloomington Hospital
Catholic Social Services
Center for Behavioral Health
Family Service Association
Family Solutions
First Step Program
Forest Hills Special Education
Foster Care Plus
Hamilton Center
Head Start
Healthy Families
Hospitality House
Hospice of Bloomington and Greene County
Indiana University: Child Advocacy Clinic

Indiana University Gay, Lesbian, Bisexual, and
    Transgender Student Support Services
Indiana University Counseling Services
Indiana University Institute for Family and Social
    Responsibility
Institute for Disability and Community Center for
    Autism
Middle Way House
Monroe County Community Schools
Monroe County Division of Family and Children
    Services
Monroe County United Ministries
Monroe County Wraparound Services
Options for Better Living
Perry Township Trustee
Positive Link
Shalom Center
Shalom Family Center
Shalom Latino Family Center
South Central Community Action Program
Stonebelt Center
21st Century Schools Program
Victim Offender Reconciliation Program
Villages of Indiana
Youth Services Bureau

Morgan County
Morgan County Hospital & Medical Center

Owen County
Big Brothers/Big Sisters
Ellettsville Family Resource Center
Hamilton Center

Porter County
Fountainview Place Nursing and Rehabilitation Center
Midwest Center for Youth and Families Residential
    Therapy
The Niequist Center for Residential Care
Porter Starke Mental Health
St. Mary Medical Center
Valparaiso Community School Corporation

Putnam County
Old National Trail Special Service Cooperative

Randolph County
Dunn Center
Office of Family and Children
Randolph County Development Center

Rush County
Dunn Medical Health Center
Harcourt Mental Health Services
Substance Abuse Treatment Center/Tara

Shelby County
Shelby County Youth Center

St. Joseph County
Alzheimer's Association
American Cancer Society

American Heart Association
American Red Cross
Battell Center Community Activity Center
Battell Senior Workers, Inc.
Big Brothers and Big Sisters
Bohomie Counseling Center
Catholic Charities
Center for the Homeless
Child Protective Services
Children's Campus
Community Resource Center
Family and Children's Services, Mishawaka
Family and Children's Services, South Bend
Family Learning Center
First Presbyterian Church of South Bend
Hannah's House
Holy Cross Counseling Group
Holy Cross Living Center
Hope Rescue Mission
Hospice of Saint Joseph County—Social Work
Juvenile Probation Department of St. Joseph
La Casa de Amistad
Madison Center and Hospital
Madison Center for Children
Memorial Hospital
Meridian Nursing Home
Near West Side Neighborhood Organization
Options Institute
Salvation Army
Samaritan Counseling Center
School City of Mishawaka
South Bend Community Health Center
South Bend Community School Corporation
South Bend Heritage Foundation
South Bend Police Department
St. Joseph County Visiting Nurse Association
St. Joseph Health Center
St. Joseph Juvenile Justice Center
St. Joseph Medical Center
St. Vincent de Paul Society
Turning Point Clinical Services
Visions Counseling Center
Visiting Nurse Association of Michiana
WIC Program
Women's Care Center
Workforce Development Service
YMCA of Michiana
Youth Service Bureau of St. Joseph County
YWCA

Tippecanoe County
Charter Behavioral Health System
Lafayette Urban Ministry
Purdue University Student Health Center
Villages of Indiana
Wabash Valley Hospital

Wayne County

AIDS Task Force
Area IV In-Home Community Service Agency
Division of Family and Children
Dunn Mental Health Center
Friends Fellowship
Golden Rule Nursing Home
Green Acres
Headstart
Human Rights Commission
Oakridge Nursing Home
Reid Hospital and Health Care Service
Richmond Community School
Richmond State Hospital
Wayne County Probation
Wernle Children's Home

Out-of-State Agency

Child Welfare League of America, Washington, D.C.

International Agencies

Centre for Children, Youth, & Families, St. David's Hospital, Cardiff, Wales

Centre for Human Rights Education of Curtin University, Perth, West Australia

Harvey Jones Adolescent Centre of Whitchurch Hospital, Cardiff, Wales

Pontificia Universidad Catolica De Chile, Santiago, Chile

Preswylfa Family Center, Cardiff, Wales

Southwark Child Mental Health Social Work Services, The Michel Rutter Centre for Children and Young People, Maudsley Hospital, Southwark, London, England

Te Awatea Centre for Violence Research, School of Social Work, University of Christchurch, New Zealand