

IU School 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. degree equips the practitioner to work with people who are encountering challenges related to personal or social circumstances. In addition, qualified graduates may apply for advanced standing to the IU School of Social Work or other M.S.W. programs nationwide.

Admission Standards and Procedures

Apply to IU Fort Wayne BSW Program

Admission to the Indiana University School of Social Work (IUSSW) is competitive. We have Bachelor's programs located across the state of Indiana.

COHORT:

Fall Admission Application Deadline: July 1

Spring Admission Application Deadline: December 1

To apply to the BSW program, review the [IUSSW BSW website](#) and [admission instructions](#).

Admission Standards

Admission Criteria

Enrollment in the BSW 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.
3. Satisfactory completion (grade of C or higher) of the required course SWK-S 141 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 of 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 SWK-S 141 Introduction to Social Work.
6. It is the policy of the School of Social Work that no student or applicant who has been convicted of sex offenses against children shall be eligible for admission or continuation into the BSW, MSW or Ph.D. programs.

After Submission

Once you submit your application, you will receive a number of emails regarding the application process:

- The first email includes a copy of your application.
- The second email notifies you of your application progress.
- As part of the IUSSW application process, you must provide one professional (direct supervisor) or academic reference. Once your reference provides the necessary information requested by the School, you will receive an email that confirms your application is ready for committee review.

Applications Decisions

Once the committee review is complete, you will receive an email with a decision of admission. To accept an offer of admission, you must complete an intent form within a given time frame. Failure to meet this deadline may be cause for cancellation of admission. The offer of admission provides specific details about the intent form and enrollment process.

Should you choose not to enroll in the semester for which admission was granted, the IUSSW allows deferrals of up to one year. If you defer admission, you must confirm your intent at the time of the next enrollment/admission period.

Admissions with Conditions

Full admission to the BSW Program is granted when all admission requirements are met. Conditional admission is granted upon meeting specific requirements. Conditional admission is changed to full admission once you have met the specified condition(s). Failure to fulfill these condition(s), as stated in the offer of admission, may result in cancellation of admission.

Accreditation

IU School of Social Work is accredited by the Council on Social Work Education and has been helping students acquire social work skills since 1911. The Bachelor of Social Work program is competency based.

Student Learning Outcomes

Through a rigorous course of study, students develop the ability to:

- Demonstrate ethical and professional behavior
- Engage in practice which respects diversity and difference
- Advance human rights as well as social, environmental, and economic justice
- Engage in research informed practice
- Assess, intervene and evaluate practice with individuals, families, groups, organizations and communities

In addition to top-notch faculty and classroom experiences, the BSW program offers an extensive internship opportunity where students work in agencies, learn from veteran social workers, and discover what they would like to do upon graduation.

Mission Statement and Values

Mission, Vision and Values

Mission Statement

The mission of the IUSSW is excellence in education, research and service to promote health, well-being, and social and economic justice in a diverse world.

Vision

An exemplary university and community-based collaboration advancing social and economic justice, empowerment, and human well-being in a changing global landscape.

Underlying Values

SOCIAL and ECONOMIC JUSTICE

- equity
- fairness
- security
- inclusion
- access to resources
- ethics
- nurturance
- respect
- commitment
- stability
- transparency

DIVERSITY

- equal access
- commitment to diversity
- celebration of diversity
- recruitment of diversity for students, faculty and staff
- embraced and embodied diversity
- equity
- fairness security
- inclusion

EFFECTIVENESS

- continuing improvement
- leadership
- adaptability
- balance
- critical thinking
- professionalism
- joy in work

EMPOWERMENT

- maximizing on individual and collective potential
- individual and collective critical consciousness
- continuous questioning of the world around us

EXCELLENCE

- professionalism
- cooperation
- commitment
- balance
- adaptability
- continuous improvement
- critical thinking

- leadership

INTEGRITY

- honesty
- openness
- trustworthiness
- accountability
- personal and professional standards
- respect of differences
- commitment to our mission

Academic Policies

It is the responsibility of the student to be aware of all published academic regulations.

Incompletes

A grade of Incomplete can be granted and noted on the final grade report by the instructor when a substantial portion of the course work has been satisfactorily completed, the course work is of passing quality, and the student is experiencing some hardship that would render the completion of course work unjust to hold them to the time limits previously established. A grade of Incomplete will revert to an "F" after one academic year or when the incomplete contract requirements are not fulfilled.

Pass/Fail Option

Participants who are working toward a bachelor's degree and are in good standing (not on academic probation) may take up to eight elective courses on a Pass/Fail basis (no letter grade assigned). A Pass/Fail course may not be used to satisfy any of the area requirements. Pass/Fail courses may, however, be used to meet the 300- to 400-level course requirements.

Dean's List

All undergraduate students majoring in Social Work and achieving a 3.75 grade point average (GPA) or higher during a fall or spring semester are placed on the Dean's Honor List. These honor students will receive letters from the dean recognizing their meritorious efforts.

Graduation with Honors

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

Cheating and Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge 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; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

- Please check the IU Code of Conduct for further information.

Academic Probation

Students who earn less than a "C" in a required Social Work course or drop below an overall or Social Work GPA of 2.5 will be placed by the program director (or designee) on academic probation or dismissed from the program. To remain in the BSW Program, these students are required to meet with the director upon request and sign a contract that addresses a plan for their success. They must raise both the Social Work and overall GPA to 2.5 within an academic year to avoid automatic dismissal. Any student receiving below a "C" in a required core social work course must repeat the course and earn a "C" or above.

Social Work

Bachelor of Social Work Curriculum

Degree Requirements

Educational Requirements

The curriculum for the BSW degree consists of a minimum of 120 credit hours provided through required and elective courses. Of these credit hours, 42-45 credit hours are devoted to supportive liberal arts courses and 52 credit hours to social work courses.

General Education Requirements & Program Support Courses

Degree requirements are divided into four areas. General education, support courses, required courses and electives. General education course requirements vary by campus. Students are expected to meet the general education requirements specific to the campus to which they are applying. The BSW Program has basic educational requirements consistent across campuses. The BSW program support courses are listed below. Work with your BSW Academic Advisor to ensure you meet both the campus and BSW general education requirements.

Program Support Courses

- Professional Writing Skills OR a writing course approved by the student's campus
- Public Speaking
- Modern American History
- Human Biological Science
- American Government
- Introductory Psychology
- Introduction to Sociology
- A 3 credit 300 or 400 level Social Work elective, Psychology, or Sociology course

Social Work Requirements (15 courses)

- S 102 Understanding Diversity in a Pluralistic Society (3 cr.)
- S 141 Introduction to Social Work (3 cr.)
- S 221 Human Growth and Development in the Social Environment (3 cr.)
- S 251 History and Analysis of Social Welfare Policy (3 cr.)

- S 331 Generalist Social Work Practice I: Theory and Skills (3 cr.)
- S 322 Small Group Theory and Practice (3 cr.)
- S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.)
- S 352 Social Welfare Policy and Practice (3 cr.)
- S 371 Social Work Research (3 cr.)
- S 423 Organizational Theory and Practice (3 cr.)
- S 433 Community Behavior and Practice (3 cr.)
- S 442 Integrated Practice-Policy Seminar (3 cr.)
- S 472 Social Work Practice Evaluation (3 cr.)
- S 481 Social Work Practicum I (6 cr.)
- S 482 Social Work Practicum II (7 cr.)

Bachelor of Social Work

Bachelor of Social Work (BSW) Curriculum

First Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
ENGL	13100	Reading, Writing, & Inquiry I	3	
		Also meets: Core Communication - Writing General Education		
PSY	12000	Elementary 3 Psychology		
		Also meets: Social Science General Education		
MA	21300	Finite Mathematics I	3	
		Also meets: Analytical Reasoning List A General Education		
SWK-S	141	Introduction to Social Work	3	C
	Total Credits		15	
	Cumulative Total		15	

First Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
---------	--------	-------	--------	-----------

COM	11400	Fundamentals of Speech	3	
		Also meets: Core Communication - Speaking & Listening General Education		
PHIL	11100	Ethics	3	
		Also meets: Arts & Humanities		
BIOL	10000	Introduction to the Biological World		
		Also meets: Life & Physical Science General Education		
SOC	16100	Principles of Sociology	3	
		Also meets: Social Science		
		Elective	3	
	Total Credits		15	
	Cumulative Total		30	

Second Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	221	Human Growth & Development in Social Environment	3	C
POL	10300	Introduction to American Politics	3	
		Also meets: Social Science General Education		
ENGL	23301	Intermediate Expository Writing	3	

Elective	3
Elective	3
Total Credits	15
Cumulative Total	45

Second Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	372	Statistical Reasoning in Social Work	3	
		Also meets: Analytical Reasoning List B General Education		
SWK-S	251	History and Analysis of Social Welfare Policy	3	C
HIST	10601	American History II	3	
NUTR	30300	Essentials of Nutrition	3	
		Elective	3	
	Total Credits		15	
	Cumulative Total		60	

Third Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	331	Generalist Social Work Practice I: Theory & Skills	3	C
SWK-S	322	Small Group Theory & Practice	3	C
		300-400 level Social Work, Psychology or Sociology elective	3	
		Elective	3	
		Elective	3	
	Total Credits		15	

Cumulative Total	75
------------------	----

Third Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	332	Generalist Social Work Practice II: Theory & Skills	3	C
SWK-S	352	Social Welfare Policy Practice	3	C
SWK-S	371	Social Work Research	3	C
		Elective	3	
		Elective	3	
	Total Credits		15	
	Cumulative Total		90	

Fourth Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	423	Organizational Theory and Practice	3	C
SWK-S	442	Practice-Policy Seminar in Fields of Practice	3	C
SWK-S	481	Social Work Practicum	6	C
		Elective	3	
	Total Credits		15	
	Cumulative Total		105	

Fourth Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	433	Community Behavior and Practice	3	C
SWK-S	472	Social Work Practice Evaluation	3	C
SWK-S	482	Social Work Practicum II	7	C
		Elective	2	

Total Credits	15
Cumulative Total	120

Recommended Elective List: Students may choose any course not already required for the degree. However, selecting from the following course list is recommended.

- HSRV 16900 Introduction to Wellness and Stress Management
- PSY 25100 Health Psychology
- PSY 37100 Death and Dying
- PSY 44400 Human Sexual Behavior
- SOC 31400 Social Aspects of Health and Medicine
- PSY 31700 Addictions: Biology, Psychology and Society
- PSY 36700 Adult Development and Aging
- RADX-R185 Medical Terminology

Courses

Undergraduate

SWK-S 102 UNDERSTANDING DIVERSITY IN A PLURALISTIC SOCIETY (1-4 cr.)

This course covers theories and models, which enhance understanding of our diverse society. It provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group. These groups include, but are not limited to, people of color, women, and gay, lesbian, and bisexual persons. This course addresses self-socialization and analyses the working relationship and interrelationship of race, class, age, ethnicity and gender and how these factors influence social values regarding economic and social justice. Course content will be integrated through student writing and experiential exercises.

SWK-S 141 INTRODUCTION TO SOCIAL WORK (3 cr.)

This course is an introduction to the profession of social work and the philosophical, societal, and organizational contexts within which professional social work activities are conducted. This course provides the opportunity for students to explore their interest in and potential for a career in social work. It introduces the knowledge, skills and values of social work as a profession and explores the role of social workers within the broad area of social welfare and social services. Social work practice requires extensive knowledge about the human condition, problems in living, problem solving, the delivery of human services, and the institutions that comprise today's social welfare system. Cognitive and interaction skills necessary for competent practice are introduced in this course. This course emphasizes the value base of social work practice and its commitment to social and economic justice. It assists students in assessing the congruence between their own values and those of the profession.

The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational

Policy and Accreditation Standards (EPAS). This course contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: EPAS 2.1.1 (identify as a professional social worker and conduct oneself accordingly), EPAS 2.1.2 (values and ethics), EPAS 2.1.3 (critical thinking), EPAS 2.1.4 (engage diversity and difference in practice), EPAS 2.1.5 (advance human rights and social and economic justice), EPAS 2.1.6 (research informed practice) and EPAS 2.1.9 (respond to contexts that shape practice). Introduction to Social Work (S141) is one of seventeen social work courses required for the Bachelor of Social Work (BSW) degree. Students who seek admission to the BSW degree program must complete this course prior to applying to the Indiana University School of Social Work. As this course introduces students to knowledge pertaining to the characteristics, functions, and requirements of the social work profession, it prepares those formally admitted to the BSW degree program for further study in the knowledge, skills, and competencies necessary for effective generalist social work practice.

SWK-S 180 SEL TOPICS IN HUMAN WELFARE 1 (3 cr.)

The analysis of issues and application of principles in specific areas of human services. Focus varies with the educational needs of special groups. An introductory level course.

SWK-S 201 INTRODUCTION TO CASE MANAGEMENT (3 cr.)

Given current changing demographics, complex social problems, human service providers will serve a more diverse and perhaps more vulnerable population. A large number of clients will find it challenging to access the maze of increasingly decentralized social services. Case management may help to address some of these issues. This course will introduce various case management models and the roles and functions of case managers. It will highlight the nature of client participation and the mutuality of the helping process. Ethics and ethical dilemmas will be addressed. Skills for client centered, culturally competent case management will be explored.

SWK-S 221 HUMAN GROWTH AND DEVELOPMENT IN THE SOCIAL ENVIRONMENT (3 cr.)

This course assists the undergraduate social work student in building a foundation for understanding human behavior and development in diverse contexts across the life course. The course emphasizes the interdependence of dynamic interactions between a person and that individual's environment, and thus introduces students to implications for human development through a person-in-environment lens. S221 Human Growth and Development in the Social Environment explores influences of the biological, social, cultural, psychological and spiritual dimensions on individual human development and behavior. Students examine how the diverse contexts in which individuals live impact the range of human development and behavior in themselves and others. Understanding human behavior and development from a multidimensional perspective builds a strong foundation for development of skills later in the curriculum. Specifically, foundational concepts presented in this course help students apply critical thinking to an understanding of the diversity of human functioning and implications for the processes of social work assessment, evaluation and intervention. The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires

Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate EP 2.1.2 (apply social work ethical principles to guide professional practice); EP 2.1.4 (engage difference and diversity in practice); and, EP 2.1.7 (apply knowledge of human behavior and the social environment. S221 Human Growth and Development in the Social Environment serves as the first of three courses in the Human Behavior in the Social Environment sequence within the curriculum. The courses should be taken in sequence or concurrently.

SWK-S 251 HISTORY AND ANALYSIS OF SOCIAL WELFARE POLICY (3 cr.)

This course is designed to provide a historical perspective on the evolution of social welfare policies and programs and allow students to develop beginning policy analysis skills so that students will be able to identify gaps in the service delivery system and inequitable or oppressive aspects of current policy delivery. Students acquire knowledge of the prevailing social, political, ideological, and economic contexts that gave rise to the various social welfare policies and programs and have influenced how programs and policies have changed over time. In addition, the students acquire knowledge of manifest and latent functions of social welfare organizations' activities, their relationship to each other. In addition, the interrelationship and sources of conflict between the evolving profession of social work and social welfare services are explored. In this class students will build critical thinking skills as they consider forces and influences that have lead to the social service delivery system that exist today which will allow them to explore practical methods to influence policy in S 352. A particular emphasis in this course is to increase students understanding of how social welfare policies impact vulnerable people and build a passion for advocating for social and economic justice. The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: EP 2.1.1 Identify with the social work profession; EP 2.1.2 Apply social work ethical principles to guide professional practice; EP 2.1.3 Apply critical thinking; EP 2.1.4 Engage diversity and difference in practice; EP 2.1.5 Promote human rights and social justice; EP 2.1.7 Apply knowledge of human behavior; EP 2.1.8 Engage in policy practice to deliver effective social work services.

SWK-S 300 SELECTED TOPICS IN SOCIAL WORK (1-6 cr.)

Study of selected topics in social work.

SWK-S 302 LAW, INEQUALITY AND POVERTY (3 cr.)

In 1996, Congress passed and President Clinton signed a welfare reform bill that represented a sharp break from the past. This course analyzes the origins of the law and its initial outcomes. The course will review social science and legal thinking about welfare programs and policies, emphasizing how they are influenced by and how they affect trends in the labor market and family structure. The beginning of the course will be devoted to learning the current state of public assistance eligibility, requirements to continue receiving benefits, and the result of welfare eligibility limits on families. We will also consider articles by two of the most prominent poverty researchers, and how differently the two explain poverty. Particular attention will be given to how several new laws are being implemented and to their consequences for recipients. Are employers willing to hire welfare recipients? Are recipients finding and holding on to jobs? What are the consequences of the new laws for welfare recipients, their children, and the absent parents of their children? More recently, poverty and financial strain has taken on a new look during the credit and housing crisis. What has been the impact of the crisis and what policy reforms have been passed to address these issues? The final part of the course will look at the intersection of poverty and several specific substantive issues. For example, we will discuss how poverty impacts the availability of education resources. At the conclusion of the course, students should have an extensive understanding of the 1996 welfare reform law and its impact on persons receiving welfare. Students should also have a broad understanding of ways in which poverty impacts other social systems, such as the justice system, the housing market, and education.

SWK-S 305 INTRODUCTION TO CHILD PROTECTION (3 cr.)

This course is designed to provide a comprehensive introduction to child abuse and neglect from psychological, social, cultural, legal, and economic perspectives. Social workers in all professional work settings must know how to identify child maltreatment and family violence. Students must also be able to practice without discrimination and with respect, knowledge, and skills related to the clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Students will learn the family dynamics and indicators of maltreatment and effective interventions at the micro, mezzo, and macro level, with an emphasis on strengths based, family-centered intervention strategies.

Additionally, students will learn the extent of reported maltreatment of children, effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, how to advocate for individuals and families, and will be introduced to the concept of personal accountability for outcomes. This course will also introduce to students the values and ethics of the social work profession in the child welfare arena, specifically the right of children to appropriate care, to be free of abuse and neglect, and to grow up in a safe environment. This course is available as an elective but is also the first of two specific course requirements for the child services certification available through public universities in Indiana and the Indiana Department of Child Services. These two courses include components of the Core Training curriculum for all new employees of the Department of Child Services.

SWK-S 306 CRISIS INTERVENTION (3 cr.) This is an elective, issue-oriented course at the undergraduate level offered as part of the Certificate in Case Management. This course focuses on the increasing number of complex and painful personal, couple and family crisis situations encountered by professional social workers in the course of service delivery. Crisis events are characterized by high stress responses in one or more persons within a short period of time, usually in response to some difficult social, interpersonal, intrapsychic, medical or developmental triggering events. In some instances, stressful forces may have been present over a substantial period of time and an overt crisis has suddenly been triggered by some precipitating event (i.e., a lengthy distressed marriage that ends destructively and suddenly after the children are grown). In other instances, a crisis may be unexpectedly precipitated in the ordinary life of an individual, couple or family by an intense life stressing and/or threatening event such as a death of a loved one or catastrophic event. Students will learn the various theories and practice approaches that inform practice in crisis situations. Attention will be given to budget cuts of programs and staffing of social agencies with the resultant contraction in resources available to professionals. Since many forms of social stress are becoming increasingly compelling among the poor, ethnic, racial minorities, and gay and lesbian people the course will focus on the required competency to quickly establish an effective helping relationship and meaningful communication across these groups. Similarly, the course will address the new evolving roles of women and men in modern society and its implications intervening in crisis situations, current trends, and cultural forces. This course encourages students to use the classroom process and written assignments in conjunction with the assigned readings to develop a working, professional helping approach selected from the available theoretical formulations about crisis and therapeutic crisis intervention which appear most appropriate for their practice. Based on the nature of the crisis, the kind of agency setting, the program within which they function, and the characteristics of their "professional style" in crisis intervention.

SWK-S 307 GRIEF & LOSS ACROSS THE LIFE SPAN (3 cr.)

This is an elective web-based course that will explore the complex components of grief and loss throughout the life span from an ecological and strength based theoretical perspective. The focus of the course will be to increase understanding, knowledge and compassion related to the impact of grief and loss on individuals, families, and communities at large. In addition, the course gives students an opportunity to explore and understand their perceptions and beliefs on death and dying, and how individual cultural differences influence that experience. The course also prepares students to work with clients dealing with feelings of grief and loss. Throughout the course, students will be challenged to apply critical thinking skills related to ethical dilemmas surrounding decision making as related to advance directives. A portion of the class will investigate the issues associated with disenfranchised grief as it relates to divorce, suicide, unfinished business, and relationships not accepted by society, i.e. same sex partners or extramarital affairs. In addition the course will explore environmental aspects of grief and loss as they relate to unemployment, natural disasters and chronic illness. Societal values of this country impose a belief system that suggests one's

grief should be contained within a minimal time frame. This worldview only increases a mourner's emotional turmoil, and lengthens the time in which a mourner may experience turmoil, behavioral changes, mood swings, forgetfulness, and loss of concentration. Connecting these personality changes to the events, whether psychosocial or symbolic, is often complicated by the time frame associated with the loss. Throughout the class an in-depth review of the current research as it relates to grief and loss will be examined. Examining the issues associated with unresolved or complicated grief can be an underlying force for a grieving person's current behavior. A well-trained professional's ability in making the connection between current behavior and unresolved grief is a delicate balance of understanding grief and possessing the skill to decipher the hidden challenge to a grieving person's return to emotional stability. Students will experience an opportunity to enhance their knowledge and proficiency in the area of grief and loss.

SWK-S 308 FAMILY LIFE EDUCATION (3 cr.) Family life education has as its primary purpose to help individuals and families learn about human growth, development, and behavior in the family setting and throughout the life cycle. Learning experiences are aimed at developing the potential of individuals in their present and future roles as family members...Family life education includes facts, attitudes, and skills related to improving family living. Family educators are expected to possess an integrated, interdisciplinary knowledge base that includes understanding child development, family studies, group process, and adult education. They should have the skills to address a wide range of family needs in a caring and respectful manner. This course is designed to introduce students to the general philosophy and broad principles of family life education. In addition, the course will integrate liberal arts and social science knowledge to plan, implement, and evaluate educational programs that are sensitive to the needs of diverse populations of contemporary families.

SWK-S 322 SMALL GROUP THEORY AND PRACTICE (3 cr.) The course examines the significance of the small group as both the context and means for social development of individuals and as a vehicle for generalist practice. It includes discussion of the individual as a member of a variety of groups, including the family. The course covers group theories as well as mezzo practice strategies. Generalist social work practice recognizes the importance of groups in the life of individuals and societies. Groups are one of the most important vehicles for the social development of the individual as well as one of the basic structures by which a society organizes itself. They are often the means in which both individual and collective empowerment can occur, enabling the parties involved to effect change in their environment. Because of this significance, the study of group process and group practice is essential for social work. S322 Human Behavior and Social Environment II: Small Group Functioning serves as a linkage between the HBSE I and III courses. It is based on the strengths and empowerment perspectives and uses a systems analysis for understanding the impact of the small group on both the individual and society. This course focuses on group dynamics and practice, with an emphasis on the small group. In addition, the course is designed to enhance students' effectiveness for group participation

and leadership. The course analyzes different social work roles and the various interventions used in working with groups. It offers a discourse on the individual as a member of a variety of groups, including the family and the formal organization as a composite of groups. The course activities include student participation in a small group experience where they will have the opportunity to learn selected skills for practice with small groups while studying the specifics of group theory and group dynamics. BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on social work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate EP 2.1.4 (engage difference and diversity in practice), EP 2.1.5 (advance human rights and social and economic justice), EP 2.1.7 (apply knowledge of human behavior and the social environment), EP 2.1.9 (respond to contexts that shape practice) and EP 2.1.10 (engage, assess, intervene and evaluate practice with groups). S322 Human Behavior and Social Environment II: Small Group Functioning serves as a linkage between the HBSE I and III courses. The courses should be taken in sequence or concurrently.

SWK-S 331 GENERALIST SOCIAL WORK PRACTICE I: THEORY AND SKILL (3 cr.) This course focuses primarily on the application of basic generalist social work skills that demonstrate an understanding and application of the continuum of social work practice in the helping relationship. The course focuses on the beginning phase of the problem-solving process and related skills. This course is designed to provide students with a beginning understanding of generalist social work practice. This course uses a range of perspectives including strengths perspective, empowerment perspective and person-in-environment perspective. Theory and Skills I is the first course in the Social Work practice professional foundation area. The course is based on the assumption that professional practice is built on a combination of knowledge, skills, and values. Integration of these Social Work concepts is accomplished mainly by lectures, role playing, and exercises. BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly, EP 2.1.2 - Apply social work ethical principles to guide professional practice, EP 2.1.3 Apply critical thinking to inform and communicate professional judgments, EP 2.1.4 Engage diversity and difference in practice, 2.1.6 Engage in research-informed practice and practice-informed

research- analysis, EP 2.1.10 a, b Engage and assess with individuals.

SWK-S 332 GENERALIST SOCIAL WORK PRACTICE II: THEORIES AND SKILLS (3 cr.) This practice course examines the middle and ending phases of the helping process and related skills. Students explore the helping relationship with various client system sizes, impact of agency policies and procedures upon practice and resolution of clients' problems; practice evaluation. Generalist Social Work Practice II: Theory and Skills focuses primarily on application of basic social work skills that demonstrate understanding and application of the continuum of social work practice at the middle and ending phases of the helping relationship. Through role play, case study analysis, application of a values framework, practice knowledge, and skills gained in previous courses students conduct assessment, identify interventions, apply theory, and develop and implement measurable goals and specific action steps to resolve client problems. Students demonstrate understanding and illustrate application of the basic social work skills and core interpersonal qualities in resolving the interrelationship between social conditions, the individual, family, group, and organization functioning while examining diversity. BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate EPAS (CSWE, 2008) competencies 2.1.1 - 2.1.10 -- professional use of self, values and ethics, critical thinking, diversity, human rights and economic and social justice, research informed practice, human behavior, policy practice, response to practice context, and engagement, assessment, intervention and evaluation. This course is to be taken during the spring semester of the junior year in the BSW curriculum. The course draws upon basic social work practice skill knowledge from S331 (Generalist Social Work Practice I: Theory and Skills) and S251 (Emergence of Social Services).

SWK-S 352 SOCIAL WELFARE POLICY AND PRACTICE (3 cr.) This second course in social welfare policy builds on S251 by exploring in depth the current social welfare delivery system through policy analysis using a variety of frameworks and developing policy practice skills. The course also develops beginning policy practice skills so that students will know how to work toward social change congruent with social work ethics and the profession's commitment to social and economic justice. The course emphasizes critical thinking and beginning policy practice skills to help students both understand and influence global, national, state, local, and agency policies that affect delivery of social services in local communities. The course develops policy analysis and policy practice skills within the context of social work ethics and the profession's commitment to social and economic justice. The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how

each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: EPAS 2.1.2 Apply social work ethical principles to guide professional practice; EPAS 2.1.4 Engage diversity and difference in practice; EPAS 2.1.5 Promote human rights and social justice; EPAS 2.1.8 Engage in policy practice to deliver effective social work services; and EPAS 2.1.9 Respond to and shape an ever-changing professional context.

SWK-S 371 SOCIAL WORK RESEARCH (3 cr.) The general goal of this basic social science research methods course is to introduce and develop skills needed to conceptualize a problem, make use of available literature, design a research strategy, evaluate, organize, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues. The attainment of this goal will prepare students to continue their own professional education, contribute to the development of the profession as a whole, and maintain their service to clients at a standard commensurate with the current level of knowledge. This is the first course in the research professional content area and provides basic knowledge about research methodology as it applies to social work. Social work practice and research share common features and processes as both are fundamentally problem-solving enterprises. Students are encouraged to generalize the basic concepts and principles of science presented within this course for use in the knowledge building activities that take place throughout the broader curriculum. Underlying principles of science and logic are emphasized and special attention is directed toward the recognition of common sources of error and bias in the implementation and interpretation of research studies as it affects the outcomes of research utilization. Students will be better able to recognize the impact of race, gender, age, and sexual orientation on the research process.

BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate EPAS: 2.1.3 critical thinking; 2.1.2 values and ethics; 2.1.4 diversity and difference; 2.1.5 Social Justice; 2.1.6 research-informed practice and practice-informed research; 2.1.10(d) evaluation of practice.

SWK-S 372 STATISTICAL REASONING IN SOCIAL WORK (3 cr.) This introductory statistics course is designed for students who wish to master some very important tools used by contemporary social work practitioners to better understand the world of practice. The primary purpose of the course is to enable students

to gain an understanding of the basic principles that guide statistical reasoning, especially as they relate to making informed decisions about the quantitative aspects of their practice. Students will learn how to collect and organize data, examine it for patterns and relationships, and analyze it for purposes of drawing plausible and defensible conclusions. We do not "prove" in social work research, but look for relationships between variables. The basic philosophy upon which this course is grounded is the belief that statistical reasoning (i.e., thinking, meaning, and interpretation) should precede statistical methods. It is assumed that, for most beginning students, many of the concepts and principles used by statisticians are likely to be experiences as foreign and confusing. Complex computational formulas and mathematical notations have been known to intimidate many students, and when that occurs, it can interfere with learning. Therefore, the course is based on pedagogy of active learning that engages students in a problem solving process that enables them to gain an understanding of the kinds of questions in relation to which statistics can help. It emphasizes the use of statistics in the real life situations. It attempts to engender in students an understanding of basic statistical concepts and the ability to synthesize the components of their statistical efforts in ways that will enable them to communicate their results in a clear and convincing manner. It should be noted that this course meets the prerequisite requirement for students wishing to apply for admission to the IU MSW program. It is classified as a BSW elective, and as such, it may be taken as either a graded or as a pass/fail option. If this course is taken for the BSW Math/Physical Science requirement, it should be taken as a graded course.

SWK-S 423 ORGANIZATIONAL THEORY AND PRACTICE (3 cr.) This course provides the theoretical and conceptual foundation for understanding organizational functioning and behavior, and introduces the knowledge and skills necessary for generalist social work practice and leadership within an organizational context. The course assists the undergraduate social work student in building a knowledge base about organizations and organizational life from the perspective of consumers, practitioners, and leaders. It also aims at developing students' ability to work differentially with selected organizations and systems recognizing the unique characteristics, capabilities and needs of modern organizations and the clients they serve. The course focuses on the relationship between service ideology, organizational structure, processes, and culture and how these facets of an organization enhance or inhibit the well being of consumers and practitioners.

The course devotes discrete attention to practical skills in organizational survival for the social worker, theory and practice of leadership within human service organizations, managing staff and volunteers in human service organizations, particularly non-profit organizations, organizational change and innovation, fundraising and budgeting, developing and sustaining culturally-competent and client-centered organizations, and the relationship of organizations to communities, community stakeholders and the political process. It also addresses the impact of globalization and technology at the agency level.

This course builds on the knowledge and skills of generalist practice gained from S322, S331, and S332. The orientation of this class is informed by systems theory, the ecological and strengths perspectives, theories on

innovation and organizational change, and the concepts of power, empowerment, and culturally competent practice.

The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: 2.1.4 (Engage diversity and difference in practice.); 2.1.5 (Advance human rights and social and economic justice.); 2.1.7 (Apply knowledge of human behavior and the social environment.); 2.1.9 (Respond to contexts that shape practice.); 2.1.10 a (Engage with individuals, families, groups, organizations and communities.); 2.1.10 b (Assess with individuals, families, groups, organizations and communities.); 2.1.10 c (Intervene with individuals, families, groups, organizations and communities.); 2.1.10d (Evaluate with individuals, families, groups, organizations and communities.)

SWK-S 433 COMMUNITY BEHAVIOR AND PRACTICE WITHIN A GENERALIST PERSPECTIVE (3 cr.) Course provides the theoretical foundation about community functioning and behavior and the knowledge and skills of community interventions geared to mitigate social, political and economic injustice and bring social change.

SWK-S 442 INTEGRATED PRACTICE-POLICY SEMINAR IN SELECTED FIELDS OF PRACTICE (3 cr.) Generalization and syntheses of learnings from the liberal arts and social work courses applied to specific areas of social work practice.

SWK-S 472 PRACTICE EVALUATION (3 cr.) The purpose of this course is to educate students to evaluate systematically their own practice within the context of generalist practice. The course covers the knowledge and skills necessary to evaluate practice with individuals, groups and communities and organizations.

SWK-S 481 SOCIAL WORK PRACTICUM I (2-7 cr.) Field education provides the opportunity for social work students to demonstrate competency in practice, integrating knowledge, values and skills gained in the professional education curriculum. The practicum experience in the Bachelor of Social Work program allows the student to develop and demonstrate beginning practice competency, culminating the S482 field experience. S481 Social Work Practicum I builds upon the theoretical and experiential learning of both S331 Generalist Social Work Practice I: Theory and Skills and S332 Generalist Social Work Practice II: Theory and Skills both taught during the Junior year. S481 Social Work Practicum I and S482 Social Work Practicum II afford the student an opportunity to make application of practice knowledge, values, and skills within seminar facilitation in conjunction with the organizational structure of a human service agency. The seminar is designed to facilitate the integration of material gained from practice and theory courses within the realities of practice as they occur in practicum. In the agency settings, students are expected to demonstrate beginning competency in working with

clients, utilizing community resources, interacting with other professionals, and in functioning effectively within an organization. Furthermore, students are expected to identify and work to alleviate oppressive conditions in the lives of their clients. As a component of S481 Social Work Practicum I, each student will participate in an integrative seminar, designed to assist the student to conceptualize his/her practice with the projected aim of professional integration. The seminar activities are designed to be compatible with and supportive of the development of practice behaviors outlined in the competencies defined by the Council on Social Work Education (CSWE). If students fail S481 they are not allowed to enroll in S482, students must complete both courses consecutively. The practicum experience in the agency is developed according to the student's educational needs, practice preferences, and CSWE requirements. The student is at the practicum agency for a minimum of 15 hours a week for the 16-week semester. A formal learning plan (S481/S482 LET) is developed by the student and agency field instructor, and approved by the faculty liaison, to provide opportunity for students to demonstrate the CSWE practice behaviors. Students complete a minimum of 240 hours of supervised practice in the agency.

SWK-S 482 SOCIAL WORK PRACTICUM II (2-7 cr.)

Field education provides the opportunity for social work students to demonstrate competency in practice, integrating knowledge, values and skills gained in the professional education curriculum. The practicum experience in the Bachelor of Social Work program allows the student to develop and demonstrate beginning practice competency, culminating the S482 field experience. S481 Social Work Practicum I and S482 Social Work Practicum II afford the student an opportunity to make application of practice knowledge, values, and skills within seminar facilitation in conjunction with the organizational structure of a human service agency. The seminar is designed to facilitate the integration of material gained from practice and theory courses within the realities of practice as they occur in practicum. In the agency settings, students are expected to demonstrate beginning competency in working with clients, utilizing community resources, interacting with other professionals, and in functioning effectively within an organization. Furthermore, students are expected to identify and work to alleviate oppressive conditions in the lives of their clients.

As a component of S482 Social Work Practicum II, each student will participate in an integrative seminar, designed to assist the student to conceptualize his/her practice with the projected aim of professional integration. The seminar activities are designed to be compatible with and supportive of the development of practice behaviors outlined in the competencies defined by the Council on Social Work Education (CSWE). The practicum experience in the agency is developed according to the student's educational needs, practice preferences, and CSWE requirements. The student is at the practicum agency for a minimum of 15 hours a week for the 16-week semester. A formal learning plan (S481/S482 LET) is developed by the student and agency field instructor, and approved by the faculty liaison, to provide opportunity for students to demonstrate the CSWE practice behaviors. By the end of S481/S482, students complete 560 hours of supervised practice in the agency.