

School of Social Work

Welcome to the School of Social Work!

Graduates of the Indiana University School of Social Work (IUSSW) go on to promote social and economic justice at every level—from providing for the well-being of others to shaping social and economic policies. Since 1911, the school has been dedicated to developing competent, caring professionals who are qualified to assume leadership roles in social work practice, and who strive to enrich the lives of the people they touch. The Council on Social Work Education (CSWE) accredits the Master of Social Work program at Indiana University (continuously since 1923).

Whether you want to begin a career in social work, or are preparing for an advanced leadership role in practice, research, or policy development—Indiana University School of Social Work sets the standards for innovative and inspired social work education. In addition to social work, the School also serves as the home of the university's Labor Studies Program. With more than 60 years of leadership in the field of Labor Studies and labor education, Indiana University continues to pioneer innovative and quality educational opportunities in this field.

Mission Statement

Guided by an authentic commitment to diversity, equity, and inclusion, the Indiana University School of Social Work is nationally and internationally recognized for educating leaders of tomorrow through community-engaged practice, research, and partnerships to positively impact individuals and society.

Vision

The Indiana University School of Social Work, across its multiple campuses and online communities, provides a rich array of quality, accessible, and affordable educational opportunities to prepare graduates for practice and research in an increasingly diverse world. The School contributes to creating a fair, just, and equitable society by educating competent and ethical professionals to address complex social, environmental, and economic challenges on local, state, national, and global levels. Establishing dynamic partnerships, the School enhances the health and wellbeing of individuals, families, groups, organizations, and communities, leading innovative and translational solutions through community-engaged practice, advocacy, policy, research, and service.

Overview

Build a career that makes a difference

Across our nation and around the world, social workers make life-changing impacts. Gain the knowledge and skills at the [Indiana University School of Social Work](#) to make a difference for individuals, families, organizations, and communities. Inspired by our faculty, who are leaders in the field, and motivated by robust degree programs and

relevant real-world experiences, you'll be prepared to make your mark.

Focus on your future

Whether you're pursuing your first college degree or interested in graduate study, IU School of Social Work offers degree programs that help you meet your goals. Learn the foundations of social work as an undergraduate or elevate your expertise with a graduate degree. Our programs are designed to meet you where you are.

Did you know?

- Social workers are the #1 mental health providers in the United States.
- The Social Work field is anticipated to grow by 12% from 2020 - 2030.
- We have over 11,000 alumni helping communities worldwide.
- We have over 1,800 students pursuing degrees on multiple campuses and online.
- We offer a 100% online Master of Social Work degree called MSW Direct.
- We have strong study-abroad partnerships.
- We offer a Certificate, Associate, and Bachelor's Degree in Labor Studies.
- We are one of the first social work schools to offer an e-Social Work Education and Practice.
- We offer field practicums to enhance student experience.

To learn more about our nationally ranked IU School of Social Work programs, please visit our website, sww.iu.edu, or follow us on social media: IUSocialWork (Facebook, Twitter, Instagram, LinkedIn).

Our History

Indiana University has a distinguished history of preparing graduates for entry into social work practice. Courses in this area began to be offered in 1911 through the Department of Economics and Sociology. Between 1911 and 1944, various administrative and curricular changes were implemented, 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 the School of Social Service to recognize the extent and professional nature of the School's graduate and undergraduate offerings. In 1977, the name evolved again into the School of Social Work to reflect more clearly its identification with the profession.

The IU School of Social Work has degree opportunities, including:

- Associate
- Baccalaureate
- Master's
- Doctoral

- Certificates

In addition, the Department of Labor Studies, within the School of Social Work, offers programs to prepare students for leadership roles within the workplace, including:

- Bachelor of Science in Labor Studies
- Associate of Science in Labor Studies
- Certificate in Labor Studies
- Minor in Labor Studies

The Bachelor of Social Work (BSW) program prepares students for generalist social work practice. The Master of Social Work (MSW) program prepares graduate students for advanced social work practice in an area of specialization, and the Ph.D. program in social work prepares 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 at the undergraduate and graduate levels are a continuum in education for social service. For example:

- Opportunities provided for a range of experiences in substantive areas of interest to students and of importance to society.
- The curriculum focuses on problem-solving and strength-enhancing experiences that involve the classroom, lab, and field experience.
- An exploration of educational procedures and arrangements optimizes effective training, including institutional self-study of the entire curriculum as well as the exploration of specific educational tools.

While the headquarters for the IU School of Social Work is located in Indianapolis, the School has campuses throughout the state of Indiana: Bloomington, New Albany (IUS), Richmond (East), Fort Wayne (IPFW), Gary (Northwest), and South Bend (IUSB). In addition, an MSW online program called MSW Direct.

Graduates of the school are interested in a vast array of social service settings, including those concerned with aging, family and child welfare, corrections, mental and physical health, and adjustment in schools, agency management, administration, and legislature. In anticipation of such professional activities, the school provides field instruction placements throughout the state where students serve individuals, groups, families, communities, and organizations or function in leadership roles.

The Bachelor of Social Work and Master of Social Work programs are accredited by the Council on Social Work Education (CSWE). The MSW Program has been continuously accredited since 1923. The school is a member of 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

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Vision Statement

The Indiana University School of Social Work, across its multiple campuses and online communities, provides a rich array of quality, accessible, and affordable educational opportunities to prepare graduates for practice and research in an increasingly diverse world. The School contributes to creating a fair, just, and equitable society by educating competent and ethical professionals to address complex social, environmental, and economic challenges on local, state, national, and global levels. Establishing dynamic partnerships, the School enhances the health and well-being of individuals, families, groups, organizations, and communities, leading innovative and translational solutions through community-engaged practice, advocacy, policy, research, and service.

Our dynamic and diverse community, founded on ethics, inclusivity, transparency, respect, and collaboration.

We live this value by:

- Demonstrating equity and inclusion through ethical practice to ensure that all voices are heard, respected, and considered.
- Practicing collaborative and transparent decision-making that engages and responds to all individuals regardless of rank or status.
- Emphasizing diversity as a critical value in implementing collaborative community-wide system initiatives.
- Providing educational experiences that equip our students to promote well-being for individuals, families, communities, and organizations.

Engaged, inclusive leadership committed to supporting IUSSW now and in the future.

We live this value by:

- Modeling formal and informal leadership through education, scholarship, and service.
- Fostering engagement and communications within and across our systems with transparency, collaboration, and strong interpersonal relationships.
- Being stewards of a well-defined and transparent infrastructure to support students and all constituents.
- Providing educational experiences that equip our students to promote well-being for individuals, families, communities, and organizations.

Our profession and its ideals

We live this value by:

- Ensuring the ideals of the profession are apparent in all of our interactions with one another and the community.
- Engaging meaningfully with our alumni throughout their professional careers.
- Adhering to the profession's Code of Ethics and Standards of Technology in social work education and practice.
- Maintaining the standards of professional practice, including but not limited to, licensure requirements, continuing education, certifications, and professional development.
- Developing dynamic partnerships and innovative solutions with the community at large.

All faculty and staff appreciate their contributions to our programs, culture, and community.

We live this value by:

- Supporting faculty and staff by creating multiple pathways for success, recognition, compensation, and opportunities to contribute and grow.
- Demonstrating a commitment to clear, fair, and effective hiring and retention practices.

Our students

We live this value by:

- Demonstrating integrity in the admissions process by welcoming students who are committed to advocating for social justice.
- Providing quality education that inspires future social work practitioners to be curious lifelong learners that seek the best and evidence-based practices for a diverse world.
- Providing our students with consistent, high-quality principle-based education responsive to emerging social, environmental, and economic needs.
- Employing an experiential and effective learning platform in class and field education.
- Seeking and supporting an inclusive and diverse student body by providing fair, transparent, consistent, and efficient recruitment, admissions, and retention processes.
- Relying on rigorous academic standards, a supportive environment to enhance student well-being and incorporation of student voices throughout their time at IUSSW.

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 based on 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; by its selection of field practicum sites; and by school policies.

Contact Information

Bachelor of Social Work

IU School of Social Work
Education/Social Work Building, ES 4138
902 W. New York St.
Indianapolis, IN 46202-5154
Telephone: 317-274-6705
Website: sww.iu.edu/bsw/
Social Media: IUSocialWork (Facebook, Twitter, Instagram, LinkedIn)

Bachelor of Labor Studies

Department of Labor Studies
University Hall, AD 2020
301 University Blvd. Indianapolis, IN 46202-5156
Telephone: 317-274-6745
Website: sww.iu.edu/labor/
Social Media: IUSocialWork (Facebook, Twitter, Instagram, LinkedIn)

Master of Social Work

IU School of Social Work
Education/Social Work Building, ES 4138
902 West New York Street
Indianapolis, IN 46202
Telephone: 317-274-6705
Website: sww.iu.edu/msw/
Social Media: IUSocialWork (Facebook, Twitter, Instagram, LinkedIn)

Ph.D. in Social Work

IU School of Social Work
Education/Social Work Building, ES 4138
902 West New York St
Indianapolis, IN 46202
Telephone: 317-274-6705
Website: sww.iu.edu/phd/
Social Media: IUSocialWork (Facebook, Twitter, Instagram, LinkedIn)

Contact: Dr. Margaret Adamek
Email: madamek@iu.edu

Requirements

Undergraduate Social Work

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

- Regular admission to the university.
- Completion of a minimum of 12 credit hours.
- Satisfactory completion (grade of C or higher) of the required course SWK S141 Introduction to Social Work
- A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale.
- 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 S 141 Introduction to Social Work.

The most up-to-date admission information may be found online at socialwork.iu.edu.

Labor Studies

Eligibility:

- High school graduates (diploma, GED, HISET)
- Students admitted to Indiana University (IU)
- Students who have completed at least 12 college credits of coursework
- International students

Enrollment to the DLS requires formal admission to IU and an application to DLS. Online application forms for DLS are available at ssw.iu.edu/labor/.

For information about Labor Studies,
Email: Patrick Hill, pahill@iu.edu or marqwalk@iupui.edu Website: ssw.iu.edu/labor/

Graduate Master of Social Work

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 through 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 MSW programs may be obtained from the following:

Master of Social Work
IU School of Social Work
Education/Social Work Building, ES 4134
902 W. New York St.
Indianapolis, IN 46202-5154

Website:

Email: Mo Cambridge- mtcambri@iu.edu

Ph.D.

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. an online application
2. a professional resume
3. undergraduate and graduate transcripts
4. three letters of reference
5. an example of the applicant's scholarly writing
6. a 750-word statement of purpose
7. TOEFL scores for international applicants

Application Deadline

Applications for the full-time Ph.D. program are due December 1 for admission in the following fall semester.

For questions or to receive application materials, please contact the Ph.D. Office:

Ph.D. Admissions
IU School of Social Work
Education/Social Work Building, ES 4138
902 W. New York Street
Indianapolis, IN 46202-5154

Telephone: (317) 274-6730
E-mail: Margaret Adamek, madamek@iu.edu
Website: www.socialwork.iu.edu/phd

Policies & Procedures

Policies & Procedures

Bachelor in Social Work

Academic Policies

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

Incompletes

A grade of Incomplete can be granted and noted on the final grade report by the instructor when

1. a substantial portion of the course work has been satisfactorily completed,
 2. the course work is of passing quality, and
 3. the student is experiencing some hardship that would render the completion of coursework 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

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

1. BSW Students with a semester GPA of 3.75 or better will be named to the Dean's List.
2. The IU School of Social Work BSW Recorder will forward the names of the eligible students to the Office of the Dean. This information should be forwarded within two weeks following the posting of semester grades.
3. The Dean of the School will notify students of their achievement by email.
4. A program director/coordinator may post the Dean's List on the webpage within the School. Only students taking a full course load (12 hours or more) in either the Fall or Spring semesters will be eligible.
5. The Dean's List will be compiled twice a year.

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).

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 are automatically placed on academic probation when their cumulative GPA falls below a 2.5 for 12 consecutive credit hours. Students are removed from probationary status when their GPA, for 12 credit hours, increases to at least 2.5. If the cumulative GPA continues to be below 2.5, students will remain in probationary status. They remain in this status for another 12 consecutive credit hours of coursework, during which time the GPA must be raised to at least 2.5. If, after two consecutive semesters, a student's GPA is still below 2.5, the student will be dismissed from the university.

Students admitted on a provisional basis may be dismissed if they fail to achieve a minimum GPA of 2.5 during the first 12 credit hours of coursework. Students may also be dismissed from the program for failure to

comply with any other academic requirements stipulated by the program to remove the probational status.

BS in Labor Studies Academic Policies

It is the responsibility of the student to be aware of all published academic regulations online or in the School of Social Work and LS bulletin.

Incompletes

A grade of Incomplete can be granted and noted on the final grade report by the instructor when:

1. a substantial portion of the coursework has been satisfactorily completed,
2. the coursework is of passing quality, and
3. the student is experiencing some hardship that would render the completion of coursework 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 LS and achieving a 3.5-grade point average (GPA) or higher during a fall or spring semester are placed on the Dean's List. Part-time students will be placed on the list if they achieve a 3.5 GPA or higher for at least six consecutive credit hours. These honor students will receive letters from the dean recognizing their meritorious efforts.

Graduation with Honors

Participants who complete a minimum of 60 credit hours for the Associate of Science in LS or 120 credit hours for the Bachelor of Science in LS at Indiana University will graduate with honors if they attain the appropriate grade point averages. On most campuses, an average GPA of 3.90 or higher is recognized with highest distinction, 3.75 to 3.89 with high distinction, and 3.50 to 3.74 with distinction. No more than 10 percent of a class can graduate with honors.

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 are automatically placed on academic probation when their cumulative GPA falls below a 2.0 for 12 consecutive credit hours. Students are removed from probationary status when their GPA, for 12 credit hours, increases to at least 2.0. If the cumulative GPA continues to be below 2.0, students will remain in probationary status. They remain in this status for another 12 consecutive credit hours of coursework, during which time the GPA must be raised to at least 2.0. If, after two consecutive semesters, a student's GPA is still below 2.0, the student will be dismissed from the university.

Students admitted on a provisional basis may be dismissed if they fail to achieve a minimum GPA of 2.0 during the first 12 credit hours of coursework. Students may also be dismissed from the program for failure to comply with any other academic requirements stipulated by the program to remove the probational status.

BSW in Social Work Selected Educational Policies

For continuance in and graduation from the program, students are required to: (1) earn at least a "C" in each Social Work course, (2) to earn a "Satisfactory" in S481 Social Work Practicum I and S482 Social Work Practicum II (3) maintain a minimum of 2.5 cumulative GPA in required Social Work courses and a minimum 2.5 overall GPA; (4) to carry out professional activity in conformity with the values and ethics of the profession, and to comply with any contract which might have been entered into under either a Provisional Admission or a Student Performance Review.

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 or on the Web at socialwork.iu.edu.

Repeated Courses

Required social work courses may be repeated only after the student is officially reinstated in the program with permission.

Incompletes

A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness,

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

The instructor, on a case-by-case basis, evaluates incompletes. The grade of Incomplete (I) will be changed to a grade by the instructor of record, based upon the contract devised by the course instructor and approved by the B.S.W. Program Director.

If the student does not meet the terms of the Incomplete contract, the instructor will assign the original grade.

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 S481 and S482 Social Work Practicum I and II, which are graded as Satisfactory/Fail.

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 previous life and work experience is not given in whole or in part toward the social work degree.

Criminal History

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

Professional & Academic Integrity Students' Rights and Responsibilities

IUSSW students in the BSW, MSW, and Ph.D. programs have a right to participate in decision-making activities about the school. Students regularly contribute to the continued development and growth of our programs.

Indeed, the school values students' input in several critical areas: faculty and course evaluation, school committee work, student field placements, and others.

All students enrolled at the School of Social Work 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 strengthen content, teaching, and learning methods to improve instruction.

Through their elected and/or volunteer representatives, students provide input to and learn from BSW, MSW, and Ph.D. program committees and various others that might be convened throughout the year. Student representatives are viewed as valuable members of these committees.

Each student can have input into selecting his or her field practicum assignments. The field practicum coordinator in each program works closely with students to negotiate suitable placements.

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, students who believe that a faculty or staff member's behavior is discourteous or ineffective should discuss the concern directly with the person or people in question.

Students who have reason to believe addressing the person directly would place them in some jeopardy should register the concern with the director or campus coordinator of the program, who will address and respond to the issue.

Students who believe that they have been treated unfairly or unprofessionally by a faculty or staff member, or that a policy or procedure is unjust or unwise, may submit in writing a formal grievance petition to the school's dean. 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 the Indiana University School of Social Work have already demonstrated potential for superior academic work. Most students are therefore very familiar and comfortable with high academic and scholarly standards. Obviously, students are expected to

attend face-to-face, online, and classroom and practicum course meetings. Regular attendance is viewed as the responsibility of each social work student. Active participation in course activities is the expected norm. In participating, it is expected that students reflect an interest in, and respect for, their colleagues in a manner that is congruent with the values, ethics, and skills of the profession, and those of the Student Code of Conduct. In written assignments, students are expected to prepare documents in a scholarly and professional manner. Submissions should be typewritten in double-spaced format and carefully edited for spelling and grammar. All direct quotations, paraphrases, empirical research findings, and other restatements of the research, scholarship, or creative work of others must be appropriately annotated using the standard bibliographic citation methods set out in the most recent edition of the Publication Manual of the American Psychological Association (APA). The APA manual serves as the guide for the style and format of all papers submitted to the School of Social Work.

Both LS and social work graduates require well-developed and refined communication skills, including using the written word. Writing well helps graduates communicate information accurately and concisely. For this reason, formal writing assignments in social work courses are evaluated on the basis of both the quality of the scholarly content and 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 e-mail will be grounds for student review. For specific guidelines, please visit informationpolicy.iu.edu/.

Student Misconduct

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:

Cheating

- A student must not use external assistance on any "in-class" or "take home" examination unless the instructor specifically has authorized such. 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 done. 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
- A student must not submit substantial portions of the same academic work for credit or honors more than once without permission from the instructor to whom the work is being submitted.
- A student must not alter a grade or score in any way.

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.

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

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.

Violation of Course Rules

A student must not violate course rules as contained in a course syllabus or other information provided to the student.

Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

Sex Offender Screening Policy 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 matriculation into the BSW, MSW, or Ph.D. programs.

Procedure

1. **Responsible Office.** The Office of Student Services, in conjunction with the Admissions Committee of each program, shall administer the Sex Offenders Screening Policy as it relates to student admissions and transfers.
2. **Periodic** Periodically, the Student Services Committee will review the policy and will make recommendations to the dean of the school regarding any possible changes to the policy and procedures for implementation.
3. **Preadmission and Transfer Screening.** Applicants will be asked to self-report any history of convictions of sexual offenses against children. As well, once students are accepted into the program, their names will be forwarded to the Office of the Registrar for screening against the registry. Any applicant or new admit whose name is on the registry will be ineligible for admission or transfer and shall be notified of nonacceptance or termination from the respective.
4. **Students in Affected Programs.** Any student who is already in an IU School of Social Work Program and whose name appears on the registry during the time of matriculation, or who has been convicted of an offense for which the student can be listed on the registry, shall be ineligible for continuation or completion of the affected program. Any faculty member, student, field instructor, or other people within the school who becomes aware of such a situation should bring it to the attention of the respective program director for appropriate action.
5. **Notice.** The school bulletin shall include a statement giving notice to potential applicants that criminal convictions may render persons ineligible for certain practica.
6. **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.
7. **Right to** Any applicant or student already admitted to an IU School of Social Work program 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 he or she 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 that shall be considered final.

Undergraduate

- Social Work BSW
- Labor Studies BS
- Labor Studies AS
- Labor Studies CT

- Child Abuse and Neglect CT

Social Work BSW BSW in Social Work

The BSW program's mission statement speaks to the commitment to preparing generalist social work practitioners. The BSW Program defines generalist practice as follows:

- Generalist social work practice focuses on improving the well-being of individuals, families, groups, organizations, communities and society by creating social change both within and among these social systems in a global context.
- Grounded in the liberal arts, generalist social work practice utilizes research informed knowledge, professional social work values and ethics, and a core set of competencies transferable across a variety of social service practice settings. Generalist practitioners are educated to think critically as they engage, assess, intervene, evaluate practice outcomes, and engage in practice informed research. Generalist social workers respond to a variety of context and strive to protect human rights, promote social and economic justice and provide culturally competent services.

BSW graduates of Indiana University are eligible to apply for legal licensure by the State of Indiana. Upon receipt of a complete application and a passing score on a standardized examination, the Indiana State Professional Licensing Agency designates the BSW graduate a Licensed Social Worker (LSW). You can visit the Bureau at [Indiana Professional Licensing Agency](#)

The BSW program is offered on six IU campuses: Bloomington, East, Fort Wayne, Gary, Indianapolis and South Bend. Students come in through application to the School of Social Work. Application deadlines vary by campus. Students in the BSW program must have at least a "C" in core social work courses and complete all required 100, 200, 300-level social work courses, before enrolling in the 400-level course work. Students must be accepted into the BSW Program before taking 331, 332, 322, and 352.

Admission

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

- Regular admission to the university.
- Completion of a minimum of 12 credit hours.
- Satisfactory completion (grade of C or higher) of the required course SWK S141 Introduction to Social Work
- A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale.
- 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.

Degree Requirements Educational Requirements

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

Credit for Life Experience

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

General Education Requirements

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 their campus.

The BSW course requirements 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 ENG W231
- Public Speaking
- Modern American History
- Human Biological Science
- American Government
- Introductory Psychology
- Introduction to Sociology
- A 3 credit 300 level psychology, sociology, or social work elective.

Social Work Required Courses (15 courses)

It is essential that you consult your advisor for educational planning to ensure timely completion of the BSW program.

- S102 Understanding Diversity in a Pluralistic Society (3 cr.)
- S141 Introduction to Social Work (3 cr.)
- S221 Human Growth and Development in the Social Environment (2 cr.)
- S251 History and Analysis of Social Welfare Policy (3 cr.)
- S322 Small Group Theory and Practice (3 cr.)
- S331 Generalist Social Work Practice I: Theory and Skills (3 cr.)
- S332 Generalist Social Work Practice II Theory and Skills (3 cr.)
- S352 Social Welfare Policy and Practice (3 cr.)
- S371 Social Work Research (3 cr.)
- S423 Organizational Theory and Practice (3 cr.)
- S433 Community Behavior and Practice with a Generalist Perspective (3 cr.)
- S442 Integrated Practice-Policy Seminar (3 cr.)
- S472 Social Work Practice Evaluation (3 cr.)
- S481 Social Work Practicum 1 (6 cr.)
- S482 Social Work Practicum II (7 cr.)

Social Work Electives

- S180 Exploring Child Welfare in Indiana (3 cr.)
- S201 Introduction to Case Management (3 cr.)
- S202 Introduction to Alcohol and Drug Abuse Counseling (3 cr.)
- S305 Introduction to Child protection (3 cr.)
- S306 Crisis Intervention (3 cr.)
- S307 Grief and Loss Across the Life Span (3 cr.)
- S311 Aspects of Alcohol and Drug Use: The individual (3 cr.)
- S324 Social Systems Aspects of Alcohol and Drug Abuse (3 cr.)
- S372 Statistical Reasoning in Social Work (3 cr.)
- S403 Alcohol and Drug Abuse Treatment Seminar (3 cr.)
- S490 Independent Study (1-3 cr.) (with permission)

Labor Studies BS

Labor Studies (LS)

The Department of LS (DLS) offers online courses and degrees to meet the needs of students seeking distance education opportunities. The wide array of online course offerings is designed to be flexible and are offered on all IU campuses. Enrollment through our online application is easy. The tuition and fees for LS courses can be found at <https://online.iu.edu/degrees/labor-studies-bs-undergraduate.html>

Introduction

With 160 years of leadership in LS and labor education, Indiana University continues to pioneer innovative and quality educational opportunities in this field. The program caters to students with diverse backgrounds and educational needs -- from adult learners to traditional students -- in the areas of work, the workplace, organized labor, labor and social movements, the impact of global markets, and changing institutions.

The DLS prepares students to assume leadership roles in the workplace and in communities. The program is designed as an interdisciplinary major for college students and working adults seeking a university-level education. Online LS classes are offered on all Indiana University campuses. The mission of the LS Program is to:

- Provide credit and non-credit university-level education for current and future workers to increase knowledge, understanding, and critical thinking about work and labor organizations within today's global context
- Broaden access to the university for working-class and other underserved constituencies and provide opportunities for life-long learning and college degrees.
- Collect, systematize, and create new knowledge in collaboration with our students.
- Examine the global socio-economic system and the impact of its inequalities on working people.
- Promote respect for workers and understanding of working-class histories, experiences, perspectives, and knowledge.
- Empower our constituents to be engaged citizens and social and political agents of change who will create a more just and equitable world of work.

The vision of the Department of Labor states:

- *Indiana University LS will be the leading, collaborative program in labor and work issues in interdisciplinary scholarship, education, training, and empowerment nationally and internationally.*

It is within the parameters of this mission that we devote our energies to excel in education, research, and service. We offer online courses for the Minor, Certificate, Associate of Science (AS), and Bachelor of Science (BS) in LS degrees.

Admission

Eligibility:

- High school graduates (diploma, GED, HISET)
- Students admitted to Indiana University (IU)
- Students who have completed at least 12 college credits of course work
- International students

Enrollment to the DLS requires formal admission to IU and an application to DLS. Online application forms to DLS are available at <https://labor.iu.edu/admission/app.php>

For more information, please contact the LS Student Services Coordinator via our toll-free number: **800-822-4743** or email pahill@iupui.edu.

Grades

An overall minimum grade point average of 2.0 (C average) must be maintained. Course grades of D or lower in LS courses or in courses under "Required Areas of Learning" do not count toward the LS degree but are accepted as electives.

LS Required Areas of Learning

The following list includes representative disciplines in the three major required areas of learning:

Arts and Humanities

African American Studies

Classical Studies

Comparative Literature

English

Fine Arts

Folklore and Ethnomusicology History

History and Philosophy of Science

Journalism

Languages

Music

Philosophy

Religious Studies

Speech and Communication

Theatre and Drama

Physical Science and Mathematics

Astronomy
Biology
Chemistry
Computer Science
Geological Sciences
Mathematics
Physics
Psychology
Zoology

Social and Behavioral Sciences

Anthropology
Economics
Geography
Linguistics
Political Science
Psychology
Social Work
Sociology

For the AS and BS in LS, courses within each major area must include at least two different disciplines.

Degree Requirements Degrees and Minor

Bachelor of Science in LS (BS-LS) 120 cr.

A major in LS requires completion of general education requirements with a grade of C- in each course.

- The IU Indianapolis campus wide general-education curriculum (30 cr.)
- LS Required Areas of Learning/additional general education courses (21 cr.)

LS Required Areas of Learning (12 credit hours)

- To be completed within the General Education core courses (30 cr.) or in the remaining general education courses (21 cr.).
 - ENG-W 131 Reading, Writing, and Inquiry 1
 - One additional 200/300 level writing course (Visual Literacy: Eng-W-231 or W-270)
 - One economics course (LSTU-L-230 Labor and Economy meets this requirement)
 - One computer course

- **Major concentration (42 cr.)**
- **LS 100/200 level courses (15 cr.) except L190, L199, L290, and L299**
- **LS 200/300/400 level courses (27 cr.)**

There are no pre-requisite or co-requisite LS courses. Students may take LS courses in any order, although, we do suggest a logical progression (100 level, 200 level, 300 level, etc.) and in consultation with the DLS advisor to desired degree goals.

- Electives (27 cr.)

Please note: Within the 120 credit hours required for the BS- LS degree, students must have a minimum of 30 credit hours at the 300 or 400 level. In addition, concentration requirements must be completed with a grade of C- or higher.

Labor Studies AS Associate of Science in LS (AS- LS)

The associate degree in LS provides a solid beginning career foundation in the field of work. Students may use the degree to jumpstart their college education, combine it with another major, and earn higher incomes and promotions.

- General education course requirements (33 cr.)
- LS concentration (27 cr.)

Students seeking an AS-LS must take 30 credit hours from the IU Indianapolis General Education Core courses and 3 credit hours from the list of IU Indianapolis general education courses. As a part of these 33 credit hours, all students must successfully complete 12 credit hours from the LS Required Areas of Learning. These courses can count toward the General Education core (30 cr.) or as general education courses (3 cr.).

At least 12 credit hours must be earned from Indiana University. No more than 15 credit hours may be earned within a single subject other than LS.

LS Required Areas of Learning (12 cr.)

To be completed within the General Education core courses (30 cr.), or in the remaining general education courses (21cr.).

- ENG W230 or ENG W131
- One additional 200/300 level writing course (Visual Literacy: ENG W231 or W 270)
- One economics course (LSTU-L 230 Labor and the Economy meets this requirement)
- One computer course

Labor Studies CT Certificate in LS

Requirements (30 cr.)

- 18 credit hours (LSTU-L)*
- 3 cr. in Arts and Humanities (A&H)
- 3 cr. in Science and Math (S&M)
- 3 cr. in Social and Behavioral Science (S&B)
- 3 cr. in one of the A&H, S&M or S&B areas

*except L190, L199, L290 and L299

Child Abuse and Neglect CT Child Abuse and Neglect Certificate

The School of Social Work at IU Indianapolis offers a certificate in Child Abuse and Neglect at the undergraduate level. The certificate is open to social work and non-social work students.

- Theoretical Foundation: 9 credit hours required - 3 hours must be from the Diversity Course.
- Specific Content: 12 credit hours required; one course on substance abuse and one course on families is required.
- Additional course with service learning component elective for non BSW majors: 3 credit hours

Certificate in Child Abuse and Neglect course requirements are as follows:

Theoretical Foundation

1. **S102:** Understanding Diversity in a Pluralistic Society (Required), 3 Credits, offered online
2. **Select Either:**
S221: Human Growth & Development in the Social Environment, 3 Credits, offered online
B310: Life Span Development, 3 Credits
3. **Select Either:**
S251: History and Analysis of Social Welfare Policy, 3 Credits, offered online
Y213: Introduction to Public Policy, 3 Credits

Specific Content

4. **S305:** Introduction to Child Protection (Required), 3 Credits
5. **S180:** Selected Topics in Human Welfare 3 Credits with service learning
6. **Select 1 Substance Use related course (options below)**
S202: Introduction to Drug and Alcohol Abuse, 3 Credits
B394: Drugs and Behavior, 3 credits
B396: Alcohol, Alcoholism, and Drug Abuse, 3 Credits
H318: Drug Use in American Society, 3 Credits
R410: Alcohol, Drugs, and Society, 3 Credits
S442: Practice Seminar: Addictions (3 Credits, BSW Majors Only)
7. **Select 1 Families related course (options below)**
S306: Crisis Intervention, 3 Credits
S307: Grief and Loss, 3 Credits
R314: Families and Society, 3 Credits
S442: Practice Seminar: Public Child Welfare (3 Credits – DCS Scholars Only)
Children Youth & Families (3 Credits –BSW Majors Only)

For non BSW majors, additional course with service learning component

- **S201:** Introduction to Case Management, 3 Credits, offered online

Student Learning Outcomes Bachelor of Social Work (BSW)

The BSW Program's Educational Outcomes are derived from the Council on Social Work Education's (CSWE) competencies as articulated in the Educational Policy and Accreditation Standards document (CSWE, 2015). The BSW Program is evaluated based upon students demonstrating, at the point of graduation, the ability to:

Competency #1: Demonstrate Ethical and Professional Behavior

1. Students make ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
2. Students use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Students demonstrate professional demeanor in behavior, appearance; and oral, written, and electronic communications.
4. Students use technologically ethically and appropriately to facilitate practice outcomes.
5. Students use supervision and consultation to guide professional judgement and behavior.

Competency #2: Engage Diversity and Difference in Practice

1. Students apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. Students present themselves as learners and engage clients and constituencies as experts of their own experiences.
3. Students apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice

1. Students apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
2. Students engage in practices that advance social, economic, and environmental justice.

Competency #4: Engage in Practice-informed Research and Research-informed Practice

1. Students use practice experience and theory to inform scientific inquiry and research.
2. Students apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

3. Students use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency #5: Engage in Policy Practice

1. Students Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
2. Students assess how social welfare and economic policies impact the delivery of and access to social services
3. Students apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

1. Students apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
2. Students use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

1. Students collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
2. Students apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
3. Students develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
4. Students select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

1. Students critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Students apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Students use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
4. Students negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
5. Students facilitate effective transitions and endings that advance mutually agreed-on goals.

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

1. Students select and use appropriate methods for evaluation of outcomes.
2. Students apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Students critically analyze, monitor, and evaluate intervention and program processes and outcomes.
4. Students apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Child Abuse and Neglect Certificate

Indiana University School of Social Work offers a certificate in Child Abuse and Neglect at the undergraduate level on the IU Indianapolis campus. This certificate is open to students in all majors at IU Indianapolis.

Student Learning Outcomes:

The certificate in Child Abuse and Neglect provides students with the opportunity to learn:

- Human Diversity
- Growth and Development across the Life Cycle
- Basic knowledge of the development of Public and Private Social Services
- Specific Content on Child Abuse and Neglect and Family Dynamics

The Child Abuse and Neglect Certificate is a beneficial supplement to professions closely connected with children and families (i.e. nursing, teaching, child welfare). Students will have a deeper understanding of their clients and social services, and for this reason, may become more marketable in their chosen field.

Labor Studies

These SLOs apply to all Labor Studies programs.

1. Apply knowledge of labor and working class movements from a global perspective.
2. Apply knowledge from a labor studies perspective which draws from diverse fields including history, economics, industrial relations, political science, law, sociology, communications and others.
3. Analyze the impact of globalization on working class and diverse groups.
4. Analyze how global issues affect local, regional, and national labor markets.
5. Apply strategies of advocacy and social change and related skills to strengthen the labor movement.
6. Demonstrate the values and conduct of social and economic justice.
7. Demonstrate knowledge and skills to effectively advocate for the well being of the working class and their organizations.
8. Apply critical thinking skills and the process of inquiry to advance working class and social movement causes.

9. Assess the role of liberal arts in bringing justice and equality to working people.
10. Demonstrate commitment and skills to continue education and lifelong learning in an ever-changing world of work.
11. Demonstrate commitment and skills to become agents of change to promote a just and equitable world of work.

Graduate Programs

- Social Work MSW
- Social Work PhD
- e-Social Work Practice CT

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 programs of study leading to the 60 credit hour MSW degree. The Indianapolis campus offers a two-year full-time program, a three-year part-time evening program, and Advanced Standing Program options. (The Advanced Standing Program is designed for students with a strong academic record who have earned a Bachelor of Social Work [BSW] degree from a program accredited by the Council on Social Work Education within the last five years; or, who have earned a BSW from an accredited program in the past 10 years and have social work practice experience or maintained active social work licensure during the past five years).

The general goal of the programs is preparation for advanced social work practice. In addition to generalist knowledge and skills, the programs provide an opportunity to develop special competence in children, youth and families, school social work, mental health and addictions, health, community and organizational leadership, and special practice areas in social work. 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.

International Students/International Degrees

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 or any person holding a degree obtained outside of the United States should request an international application from the following address:

International Affairs IU

902 W. New York Street, ES2126
 Indianapolis, IN 46202-5154
 Telephone: (317) 274-7000
 E-mail: uia@iu.edu

Transfer Students

Transfer students from other accredited MSW programs may be accepted into the MSW program. Master of Social Work students interested in transferring to Indiana University must complete an application for admission to the program. In addition, transfer students must submit a letter of good standing from their previous MSW program. A student who wants to have credits transferred from their previous MSW program must submit a syllabus for each class for which the student is seeking credits. If accepted, the MSW program director will review 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 Focus Area Curriculum.

Admission

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 through 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 MSW programs may be obtained from the following:

Master of Social Work
 Indiana University School of Social Work
 Education/Social Work Bldg, 4134
 902 W. New York St.
 Indianapolis, IN 46202-5154

Telephone: (317) 278-6085
 Website: <https://socialwork.iu.edu/admissions/msw/>

Email: Mo Cambridge - mtcambri@iu.edu

Enrollment in the MSW 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. Evidence of an earned bachelor's degree from a regionally accredited college or university.
2. An undergraduate record that reflects a liberal arts perspective as demonstrated by the successful completion of a minimum of six courses in social or behavioral sciences. Courses from the following disciplines are accepted: social work, psychology,

sociology, anthropology, economics, history, human services, political science, government, criminal justice, and/or languages.

- i. Note: Other social or behavioral sciences courses outside of the listed disciplines may be accepted.
3. An undergraduate record that reflects successful completion of a college-level math course or equivalent.
4. Critical thinking skills and the ability to communicate effectively in writing, as reflected in the application questions and required writing sample and statement.
5. Evidence of personal qualities is considered important for social work practice.
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.

Information pertaining to the deadlines, requirements, and program details can be found in the application packet on the School's website, socialwork.iu.edu. All applicants are encouraged to submit applications as soon as possible and well before the final application date. The MSW admissions department will make decisions as applications are submitted. Applications are evaluated based on the criteria outlined above. Admission is competitive, and the instructional resources of the school determine total enrollment.

MSW Programs of Study - Indianapolis campus

The Indiana University School of Social Work provides several programs of study leading to the MSW degree on the IU-Indianapolis campus. Each program requires 60 credit hours of graduate-level coursework.

Two-Year Full-Time Program

The two-year full-time Program consists of two years of coursework taken over four academic semesters. A limited number of courses may be taken during the summer.

Part-Time Evening Program

The part-time evening program enables students to complete the Generalist Foundation courses and a portion of the Clinical and Community Practice Concentration Curricula (the first 31 credit hours of the program) over two calendar years.

- Classroom courses are offered on weekday evenings.
- Students begin the program in the second summer session.

Part-time evening students are required to complete the remaining Clinical and Community Practice and Focus Area Curricula (the final 29 credit hours of the program) as full-time students, with most classes and internships held during the week (usually Monday through Thursday during standard business hours).

Advanced Standing Programs

Students holding undergraduate social work degrees may be eligible for this program, which begins at various times based on the cohort chosen.

Advanced Standing students receive credit for the first 19 credit hours of coursework. The following are specific requirements for consideration for admission:

1. Graduation within five years from a baccalaureate social work program (BSW) accredited by the Council on Social Work Education; or, received a BSW from an accredited program in the past ten years and have social work practice experience or maintained active social work licensure during the past five years
2. Successful completion of a college-level math course.
3. A cumulative grade point average of at least 3.0 on a 4.0 scale. Students with a GPA below 3.0 are still eligible for admission into the program. The student must provide an explanation for their low GPA and how they will be able to engage in graduate-level work.
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 BSW students must provide a transcript including the fall semester (or winter quarter) grades of their senior year. BSW graduates from IU do not need to submit grades.
5. Evidence of characteristics and/or potential 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. Advanced Standing students have three options from which to select.

Accelerated Program

Students with a strong BSW academic record may apply for the Advanced Standing Accelerated Program on the IU-Indianapolis campus. Students who are accepted into this program receive special credit for the foundation courses required. Then they complete the Clinical and Community Practice Concentration coursework through intensive study and practicum during the summer sessions. This program begins in May and is full-time for one calendar year.

Part-time Advanced Standing Program

Students with a strong BSW academic record but are unable to attend the MSW Program on a full-time basis, are eligible to apply to one of the other part-time programs offered on the IU-Indianapolis campus, while receiving special credit for the foundation courses required. Students are allowed to apply for one of the other IU-Indianapolis cohorts and will request IV-E status and funding. The schedule will then match the identified cohort.

Child Welfare and Training Partnership

The MSW Child Welfare Scholars Program is a part of the Child Welfare Education and Training Partnership. This program is funded through a contract with the Department of Child Services (DCS), and support is limited to current DCS employees. The program supports the completion of the MSW degree on any IU campus offering the MSW option.

The Behavioral Health Academy™ in Mental Health and Addictions

The Behavioral Health Academy™ is an ongoing partnership between the Community Health Network and the Indiana University School of Social Work (IUSSW) to prepare students for practice with mental health, substance use, and co-occurring disorders, and to become dually-licensed as both a Licensed Clinical Social Worker (LCSW) and Licensed Clinical Addiction Counselor (LCAC) in Indiana.

Beginning with the first Academy™ cohort in the Fall of 2019, the program has expanded to include IU-Indiapolis, Fort Wayne, South Bend, and MSW Direct. The Academy is available to students living in areas supported by collaborating Community Mental Health Center (CMHC). Currently, the IUSSW and Community Health Network collaborate with the Sandra Eskenazi Mental Health Center in Central Indiana, Oaklawn in South Bend, and Parkview Health/Park Center in Fort Wayne and receive funding from the Indiana Division of Mental Health and Addiction.

Academy™ students join the top-ranked MSW program in the state of Indiana and simultaneously gain specialized experience and training at some of the largest and most comprehensive behavioral health systems in the state. Students not only receive an exceptional social work educational experience but also receive additional training in evidence-based counseling approaches and a financial stipend while completing a two-semester practicum placement at one of the participating CMHCs during their final year in the program.

Note: stipend varies based on the CMHC. Persons will receive a priority interview for employment at the CMHC after they finish their MSW, with additional financial incentives provided for employees who earn their LCSW and LCAC after completion of the Academy™.

Curriculum

Social work is a dynamic profession concerned with the changing needs of people and society. To respond to such needs, the curriculum of the IU 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 coursework to meet the minimum requirements for the Master of Social Work degree. All students complete a common 19-credit Foundation Curriculum and 26-credit Clinical and Community Practice

Concentration Curriculum emphasizing generalist, clinical, and community perspectives for social work practice.

The Foundation Curriculum includes a one-semester practicum of a minimum of 300 clock hours, for three credits.

A Clinical and Community Practice Concentration Practicum includes of a minimum of 600 clock hours and is usually completed during the last two semesters of the student's program of study.

Then, students complete a Focus Area Curriculum that prepares them for advanced practice in children, youth and families, mental health and addictions, health, school social work, community and organizational leadership, or social work with special populations.

All Foundation and Clinical And Community Practice Concentration Curriculum coursework, with the exception of practicum, must be completed before students are eligible to enroll in any required courses in the Focus Area Curriculum.

The overall objectives of the Foundation and Clinical and Community Practice Concentration Curricula of the MSW program include the development of:

- basic, generalist competence applicable to a broad range of social work practices;
- basic competence at all levels: individual, family, groups, communities, and organizations;
- basic competence for practice in social service delivery systems.

The overall objectives of the Focus Area curriculum include the development of special competence with specific populations. Typical course arrangements for students admitted to the MSW program are:

Foundation Curriculum (19 cr.)

- SWK-S 506 Introduction to the SW Profession (1 cr.)
- SWK-S 507 Diversity, Human Rights, and Social Justice (3 cr.)
- SWK-S 502 Research I (3 cr.)
- SWK-S 505 Social Policy Analysis and Practice (3 cr.)
- SWK-S 508 Generalist Theory and Practice (3 cr.)
- SWK-S 509 SWK Practice: Organizations, Communities and Societies (3 cr.)
- SWK-S 555 Practicum I (3 cr.)

Clinical and Community Practice Concentration Curriculum (26 cr.)

- SWK-S 517 Assessment in Mental Health and Addictions (3 cr.)
- SWK-S 518 Clinical Theory and Practice (3 cr.)
- SWK-S 519 Community and Global Theory and Practice (3 cr.)
- SWK-S 661 Executive Leadership Practice (3 cr.)
- SWK-S 618 Social Policy and Services (SPA) (3 cr.)
- SWK-S 623 Practice Evaluation (3 cr.) or SWK-S624 Program Evaluation (3 cr)
- SWK-S 651 Practicum II (4 cr.)

- SWK-S 652 Practicum III (4 cr.)

Focus Area Curriculum (15cr.) Children, Youth, and Family

Students must take 3 of the four focus area courses:

- SWK-S 632 Children, Youth and Families Practice I: Working with Children Impacted by Violence in the Family (3 cr.)
- SWK-S 633 Children, Youth and Families Practice II: Working with Diverse and Transitioning Families (3 cr.)
- SWK-S 634 Group and Community-Based Practice with Children and Families (3 cr.)
- SWK-S 636 Social Work Practice with Children and Families: Involuntary Populations, Addictions and Domestic Violence (3 cr.)
- Two additional 600-level electives

School Social Work

- SWK-S 613 – Special Instruction and Support Services for Diverse Populations (3 cr.)
- SWK-S 616 Social Work Practice in Schools (3 cr.)
- SWK-S 614 School Social Work Practice with Children, Adolescents, and Families (3 cr.)

Choice of two:

- SWK-S 632 Children, Youth and Families Practice I: Working with Children Impacted by Violence in the Family (3 cr.)
- SWK-S 685 Mental Health and Addictions Practice: Individuals and Families (3 cr.)
- SWK-S 634 Group and Community-Based Practice with Children and Families (3 cr.) SWK-S 687 Mental Health and Addictions Practice with Groups (3 cr.)

Community and Organizational Leadership

- SWK-S 662 Fiscal Management and Resource Development (3 cr.)
- SWK-S 663 Leveraging Organizational, Community and Political Systems (3 cr.)
- SWK-S 664 Designing Transformational Programs (3 cr.)
- Two additional 600-level electives

Mental Health and Addictions

- SWK-S 683 Community-Based Practice in Mental Health and Addiction (3 cr.)
- SWK-S 685 Mental Health and Addictions Practice: Individuals and Families (3 cr.)
- SWK-S 687 Mental Health and Addictions Practice with Groups (3 cr.)
- SWK-S 686 Social Work Practice: Addictions (3 cr.)
- One additional 600-level elective

Health

- SWK-S 692 Practice Skills for Health Care Settings (3 cr.)

- SWK-S 693 Practice with Individuals, Families & Communities in Healthcare Settings (3 cr.)

Must take one of the following:

- SWK-S 694 Practice with Older Adults (3 cr.)
- SWK-S 696 Confronting Loss, Grief, Death and Bereavement (3 cr.)
- One additional 600-level elective

Special Practice Areas in Social Work

- Students take 15 credit hours of 600-level social work 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 MSW 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 at the end of each semester.

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 five 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.

Social Work PhD

Ph.D Admission

Admission Requirements

All applicants to the PhD program must have a master's degree in social work or a related field. Admission to the PhD program is based on evaluations of

1. an online application
2. a professional resume
3. undergraduate and graduate transcripts
4. three letters of reference
5. an example of the applicant's scholarly writing
6. a 750-word statement of purpose
7. TOEFL scores for international applicants

Application Deadline

Applications for the full-time PhD Program are due **December 1** for admission in the following fall semester. For application materials and further information, write to:

PhD Admissions

Education/Social Work Building 4138 Indiana University

School of Social Work 902 W. New York Street

Indianapolis, IN 46202-5154

Telephone: (317) 274-6730 E-mail: madamek@iu.edu

Ph.D Requirements

Course Requirements

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

- Of the 30 graduate transfer credit hours counted toward the PhD 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.).
- All 15 research transfer credits must have been successfully completed as prerequisites for the two advanced research methods courses (S 726 and S 737), the Research Internship (S 725), and the advanced statistics course (S 728).
- All students must have successfully completed a graduate-level statistics course prior to enrolling in the required advanced statistics course.
- Any research transfer credits not completed prior to acceptance into the PhD program must be completed as part of the student's doctoral studies in accordance with the above provisions.
- Foundation research courses offered by the program include S 718, S 721, and S 790.

All courses credited toward the PhD degree must have a minimum grade of B and must receive written approval from the School of Social Work PhD Program Committee and the Dean of the University Graduate School Indianapolis. Specific program requirements include:

- professional social work component (33 cr.)
- specialization component (18 cr.)
- research component (21 cr.)
- research internship (6 cr.)
- dissertation (12 cr.)

All students in the PhD program, with the approval of the program director, will select 3 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 PhD 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 sign off on a Nomination to Candidacy edoc submitted to the University Graduate School Indianapolis. 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 one 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.

e-Social Work Practice CT

The growth of technology innovation in social work practice is currently limited by many factors, including lack of training and lack of access. For example, more than 50% of rural areas in the United States have limited or no access to social work services. According to the Bureau of Labor Statistics, social work, including the delivery of tele-behavioral health services, is one of the fastest growing and demanded professions in the US, with a job outlook increase of 12% over the next ten years. The job outlook may very well increase beyond 12% due to the recent widening of telehealth acceptance and usage due to COVID – 19.

Prepares you to deliver technology-mediated social work practice in such careers as:

Geriatric case manager
 Family service worker
 Child protective services (CPS) social worker
 Foster care social worker
 Adult protective services agent
 Youth services specialist
 Developmental disabilities specialist
 Clinical social worker
 Alcohol and drug abuse specialist

Student Learning Outcomes

Ph.D. in Social Work

Five major curriculum components comprise the structure of the Ph.D. program. These components are designed both individually and as a strategically integrated course of study to challenge and extend the knowledge and skills of doctoral students to the highest level.

- **Core Social Work Courses:** exploration and critical assessment of current knowledge and values
- **External Minor:** intensive and focused study through an academic discipline other than social work
- **Research Courses:** designed to build a mastery of quantitative and qualitative methods, measurement, and statistics
- **Research Internship:** investigation of viable research questions, typically tied to an on-going faculty research project
- **Dissertation:** the design, implementation and completion of an independent empirical study that

extends the knowledge base of the social work profession

Master of Social Work

The MSW program prepares graduates for:

- Providing counseling and support to individuals, families, groups and communities.
- Helping people with serious problems, such as those confronted with violence, financial hardship, social or emotional problems, substance abuse, legal matters, or health and disability challenges.
- Making connections with community resources and services.
- Conducting research, advocating for improved services, planning and policy development, or managing organizations.

e-Social Work Practice Certificate

The e-Social Work Practice Certificate prepares graduates to:

- Respond to the specific challenges that e-social work poses, including ethical, legal, privacy, and other risk-management issues, to protect their clients and practice ethically
- Evaluate and analyze secure, HIPAA compliant video conferencing platforms used in e-social work and develop a practice model that includes a plan for managing privacy, information security, and mediating social presence through technology in social work.
- Gain familiarity with different online mediums through practice role-plays and online simulation-based learning opportunities.

Courses

Bachelor of Social Work

SWK-S 102 Understanding Diversity in a Pluralistic Society (3 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 Exploring Child Welfare in Indiana (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 202 Intro to Alcohol & Drug Abuse Counseling (3 cr.)

This course provides students with a basic overview of the physiological, psychological, and sociological aspects of substance abuse. Further, the course explores the effects of substance use and abuse on the body.

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 Sel Topics in Social Work (3 cr.) Study of selected topics in social work.

SWK-S 305 Intro 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 311 Alcohol and Drug Use: The individual (3 cr.) P: swk-s202 C: swk-s202 This course explores theories, principles, terms, procedures, and techniques related to the biopsychosocial dynamics that contribute to and maintain addictive behaviors. Because the focus is on biopsychosocial dynamics, emphasis is on the individual. The course will include discussions on assessment, recovery, and relapse.

SWK-S 314 Basic Counseling Skills (3 cr.) This course design introduces students to basic counseling skills and techniques. Skills such as listening, attending, interviewing and treatment planning will be discussed and practiced by students. Students will be introduced to motivational interviewing techniques. The course utilizes didactic and experiential teaching methods to enhance students' learning.

SWK-S 322 Small Group Theory and Practice (3 cr.) This course design introduces students to basic counseling skills and techniques. Skills such as listening, attending, interviewing and treatment planning will be discussed and practiced by students. Students will be introduced to motivational interviewing techniques. The course utilizes didactic and experiential teaching methods to enhance students' learning.

SWK-S 324 Social Systems of Alcohol and Drug Abuse (3 cr.) P: swk-s202 This course explores social systems that frame cultures of addiction and recovery. Discussions will include family, peer groups, and cultural systems as they interrelate with substance abuse and recovery.

SWK-S 331 Generalist Social Work Practice I: Theory and Skills (3 cr.) This course focuses on the beginning phase of the problem-solving process and the application of basic generalist social work skills that demonstrate an understanding of the continuum of social work practice. The course is based on the assumption that professional practice is built on knowledge, skills, and values.

SWK-S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.) P: SWK-S331 This course examines the middle and ending phases of the helping process and focuses on the application of related generalist social work practice skills. Students learn to conduct assessment, identify interventions, apply theory, and develop and implement measurable goals and specific action steps to resolve client problems.

SWK-S 352 Social Welfare Policy and Practice (3 cr.) P: SWK-S251 This course explores social welfare delivery systems and the impact on people through an emphasis on critical thinking, policy analysis, policy-practice skills, and social work values. Students learn how to influence social welfare policies at all levels, while centering a commitment to social, economic, and environmental justice.

SWK-S 371 Social Work Research (3 cr.) The goal of this course is to introduce skills to conceptualize a research problem, find and integrate new and existing research literature, and derive solutions based on empirical evidence. Attainment of this goal prepares

students to engage in practice-informed research as social workers.

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 400 Special Topics in Fields of Practice

(1-6 cr.) In-depth study of a special field of social work practice, such as family and child welfare, health care, mental health.

SWK-S 403 Alcohol and Drug Abuse Treatment

Seminar (3 cr.) P: swk-s202; swk-s311; swk-s324; swk-s332 or swk-s314 This capstone course merges objectives from each of the four prerequisite courses. Students develop and complete a case study to demonstrate

SWK-S 423 Organizational Theory and Practice (3 cr.)

This course provides an overview of organizational structure, processes, culture and outcomes necessary for generalist social work practice and leadership within organizations. The theoretical foundation is informed by systems theory, the ecological and strengths perspectives, organizational change and leadership theories and the concepts of power, empowerment, and culturally competent practice.

SWK-S 433 Community Behavior and Practice within a Generalist Perspective (3 cr.) This course helps students build a theoretical foundation for community practice and competencies needed to promote social change and

mitigate socio-political and economic injustice. The course orientation is primarily based on sociological theories, the ecological and strengths perspectives and concepts of conflict, power, empowerment, corporate domination, global interconnections, and advocacy.

SWK-S 442 Integrated Practice-Policy Seminar in Fields of Practice (3 cr.)

This course focuses the student upon a specific field of social work practice in increased depth. It provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice.

SWK-S 472 Social Work Practice Evaluation (3 cr.)

This course provides students with the knowledge and skills needed to evaluate their own practice and the effectiveness of social service programs within which they work, as well as to become critical consumers of the professional literature to guide their practice.

SWK-S 481 Social Work Practicum I (6 cr.)

Field education provides the opportunity to demonstrate competency in practice, integrating knowledge, values, and skills gained in the BSW curriculum. Social Work Practicum I allows the student to develop and demonstrate beginning practice competency. Students complete 240 hours in the agency and receive weekly supervision from a field instructor.

SWK-S 482 Social Work Practicum II (7 cr.)

Social Work Practicum II allows the student to demonstrate proficiency in practice competency integrating knowledge, values, and skills gained in the BSW curriculum. Students complete 320 hours in the agency, receive weekly supervision from a field instructor, and present a Case Analysis as a capstone assignment.

SWK-S 490 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

SWK-S 502 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.

SWK-S 505 Social Policy Analysis and Practice (3 cr.)

This course examines the processes that influence the development of social policy and social services. Included are legislative and political processes, models of policy analysis, service delivery and policy implementation. Effects of these on people are considered from global, political, economic and social policy perspectives. This course is developed around the general proposition that social workers utilize knowledge and skills to carry out roles and functions critical for practice. Such knowledge and skills include the application of social policy analysis, the legislative process, the role and impact of politics and political choice on the quality of life of people, and the effect of economic-social policy decision and

judicial actions on social services. In addition, the course examines the variability of the common and uncommon attributes of service delivery systems.

SWK-S 506 Introduction to the Social Work Profession (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.

SWK-S 507 Diversity, Human Rights, and Social Justice (3 cr.)

This course will introduce MSW students to human rights and social justice perspectives in order to examine the shifting landscape of diversity, oppression, power, and privilege. The fundamental goal of the course is for students to develop critical consciousness in order to gain competencies to address diversity, privilege and oppression in social work practice. The importance of power and the dynamics of domination and subordination in multiple manifestations of oppression, particularly among historically oppressed groups, will be explored. An understanding of these concepts integrated with an understanding of one's self within these systems is essential for social work practice.

SWK-S 508 Generalist Theory and Practice (3 cr.)

This course focuses on reciprocal relationships between human behavior and the social environment with selected theoretical perspectives and their associated empirically-based theories, including strengths/empowerment, ecological/systems, behavioral, critical, and developmental perspectives and theories. Learners will use micro interviewing skills to apply these perspectives and theories throughout the planned change process to service diverse client needs and experiences. The integration of theory and practice through the planned change process will be guided by the biopsychosocial and spiritual perspective.

SWK-S 509 SWK Practice: Organizations, Communities and Societies (3 cr.) This course provides students with knowledge, values and cognitive skills focused on social work practice at organizational, community and societal levels. Social work interventions at these levels include involvement of relevant stakeholders in the development and/or modifications of organizational, community and societal policies, programs and practices.

SWK-S 517 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-psycho-social 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.

SWK-S 518 Clinical Theory and Practice (3 cr.)

This course builds on Generalist Theory & practice; Practice and focuses on developing further knowledge of clinical practice theory and its application to prepare students for competent social work practice with individuals and groups. A transtheoretical model of change is emphasized, and motivational interviewing methods and interventions are the focus for practice. Underlying theory, including behaviorism and person-centered therapy, are introduced to provide a foundation for the skills necessary for implementation of motivational interviewing techniques. Solution focused brief therapy (SFBT) is also introduced to students, which stresses a strengths based approach to practice and client empowerment. SFBT has roots in cognitive theory and this is reviewed to strengthen student understanding of both theory and practice skills. Students will be prepared to use intervention skills that can serve diverse populations and gain an understanding of how theory influences interventions with individuals and groups.

SWK-S 519 Community and Global Theory and Practice (3 cr.)

This course aims to build competencies in the areas of theory and practice, preparing students to work with communities in a global context. With local communities facing increased global socio-economic and political forces, community constituents, especially marginalized groups, are facing unprecedented challenges ranging from widespread increases in refugee migration, poverty, human trafficking, substance abuse, natural disasters, gender violence, civil conflict and wars, and environmental social injustices. More than ever, social work professionals need to understand global issues and their impact on local communities, and be ready to design appropriate and effective interventions for community and global practice. Building on the core values of the social work profession, this course consists of five major topics: 1) Macro-practice and international social development; 2) Civil society and local capacity building; 3) Local and international agencies and legal frameworks; and 4) International social work community practice in different contexts (from global to local); and 5) Cultural relativism and the power of a rights-based discourse to affect positive change in global communities.

SWK-S 555 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.

SWK-S 600 Elective (3 cr.) Electives Vary in subject matter. Scheduling of these courses will be announced prior to semester registration.

SWK-S 613 Special Instruction and Support Services for Diverse Populations (3 cr.)

This course introduces students to the school social worker's role as a specialized instructional support personnel (SISP), whose task is to enhance the ability of every school child to learn to his or her capacity. Through the study of research, practice, and policy issues facing school children, especially those with exceptionalities, students in this course will learn to promote educational services and expand educational success for children with exceptionalities, their families, schools, and communities.

Students will learn the imperative for multidisciplinary collaboration that advances student well-being and supportive school environments. Recognizing the influence of historical and cultural contexts, diversity and oppression as well as social and economic forces shaping educational experiences are examined, specifically focusing on the occurrence of educational disparities and academic outcomes.

SWK-S 614 School Social Work Practice with Children, Adolescents, and Families (3 cr.)

This course is designed to build individual and family practice skills for school social work with children, adolescents, and families, with an emphasis on the impact of traumatic life events, including poverty, homelessness, child physical abuse, sexual abuse, neglect and/or family violence. Students will learn how to engage with community partners and various child-serving systems to meet the needs of children, adolescents, and families. A primary focus of the course will be acquiring knowledge and skills for culturally responsive practice, including assessment, interviewing, and engagement with children, adolescents and families in a school-based context.

SWK-S 616 Social Work Practice in Schools (3 cr.)

This advanced level practice course is designed to provide students with an overview of contemporary social work practice in school settings. Specific topical areas include the historical and contemporary contexts of social work service in school settings, legal mandates for social work practice in schools, social policies and trends in education affecting school settings and social work practice in schools, preventive and intervention methods and roles applicable to diverse populations in school

settings, research issues and practice effectiveness, and multiculturalism and diversity issues in social work practice in schools.

SWK-S 618 Social Policy and Services (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.

SWK-S 619 Social Work Practice with Children and Adolescents (3 cr.)

This course is designed to develop and broaden student knowledge and skill in direct practice with children and adolescents. Social work practice will be examined within the context of meta-frameworks that include developmental stages/tasks, sexual development and orientation, gender issues, family context, culture, larger environmental systems, discrimination/oppression, and legal rights and responsibilities. Emphasis will be placed on practice methods including assessment, interviewing, comparative treatment models, and practice with special populations.

SWK-S 623 Practice Evaluation (3 cr.)

This course examines a number of single-system designs that can be used to evaluate practice or practice interventions with clients. The designs, which are $n = 1$ types of studies, can be used with any size system, e.g., individuals, couples, families, groups, or organizational (agency) units. Students in this course will learn a variety of single-system designs, the descriptive statistics that are used with such designs, graphing and plotting data, content on binomial and normal distributions, and tests of hypotheses with single-system designs. In addition, important issues for this course are the values and ethics that relate to the design selection, baseline and withdrawal phases, and appropriate analyses and reports of results. 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, gender identity, and additional aspects important to effective and ethical research.

SWK-S 624 Program Evaluation (3 cr.)

This course examines different types of program evaluation, including needs assessment, process evaluation, impact and outcome evaluation, and cost analysis. The course has two major parts: 1) Students will develop a program evaluation plan that identifies appropriate program evaluation questions, develops designs suitable for addressing the program evaluation questions, 2) Students will carry out the evaluation plan that collects the necessary information (data), accurately analyzes the information, and effectively presents the findings in written and oral forms, while being sensitive to the political and interpersonal contexts in which the evaluation takes place. In addition, students will explore the role of evaluators, funders, program staff, and stakeholders in planning, implementing and responding to program evaluation. This course furthers the knowledge, skills, and values students develop in the earlier practice and research courses. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness, using research methods that are sensitive to programs' needs and clients' race, ethnicity, gender,

sexual orientation, and additional aspects important to effective and ethical research.

SWK-S 632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family (3 cr.)

This course is designed to build individual and group practice skills for work with children and families impacted by child physical abuse, sexual abuse, neglect and/or family violence. Emphasis will be placed on practice skills with children. Students will practice assessment and intervention skills guided by theories of child development, attachment and bonding, grief, and trauma. The goals of safety, permanency and well-being will be emphasized when assessing risk and trauma and intervening within the child welfare and school systems. Students will explore cultural differences and issues impacting particular oppressed and underserved populations.

SWK-S 633 Children, Youth and Families 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, multi-generational, 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.

SWK-S 634 Group and Community Based Practice with Children and Families (3 cr.)

This course will examine the development of and build skills for the implementation of a wide range of prevention and intervention strategies to support child well-being provided at the community level. Special attention will be given to the philosophy of empowerment-oriented and client-driven service models. This course will provide content to build skills in developing and implementing mutual aid and self-help groups to support and educate children and families on issues such as parenting, domestic violence, grief/loss, conflict mediation and child abuse issues. The course will explore the community as a resource and discuss strategies of collaboration and advocacy 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. The course also provides frameworks for identifying and analyzing best practices in group and community-based services for children and families.

SWK-S 636 Social Work Practice with Children and Families: Involuntary Populations, Addictions and Domestic Violence (3 cr.)

This course is designed to teach strategies and skills for working with families impacted by the challenges of addictions, domestic violence and mental illness. Building upon knowledge of assessment and intervention with diagnosed mental illnesses, students will analyze the relationships between and among the social problems of addictions, mental illness and domestic violence in relation to socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, gender identity, age, physical and mental ability, and other socio-environmental factors of vulnerability. The class will provide students with the opportunities to describe and demonstrate a theoretical understanding of both the dynamics of being an involuntary client and the legal and ethical dilemmas that abound for social work practitioners working with them. The class will provide students with the opportunities to describe and analyze power differentials between the client and worker, as well as, devise, assess and implement strategies to minimize the behaviors that have been identified as "resistance". The class will provide students with the opportunities to demonstrate knowledge, skills, judgment, sensitivity, and self-awareness necessary to resolve the challenges of social work practice with involuntary populations when utilizing strengths-based, empowerment and eco-systems perspectives.

SWK-S 651 Concentration Practicum II (4 cr.)

Taken with S652, Practicum III. 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.

SWK-S 652 Practicum III (5 cr.)

Taken with S651, Concentration Practicum II. 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.

SWK-S 661 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.

SWK-S 662 Fiscal Management, Marketing, and Resource Development (3 cr.)

This course focuses on knowledge and skills essential for developing core skills in fiscal management (which will include issues of budgeting, understanding balance sheets, audits, and theories of accounting) and resource development (including fund raising, grant writing and personnel policies) for social work leaders.

SWK-S 663 Leveraging Organizational, Community and Political Systems (3 cr.)

This course focuses on 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, understand and involvement in political, social action and social change interventions and empowerment practices.

SWK-S 664 Designing Transformational Programs (3 cr.)

This course focuses on knowledge and skills essential for understanding, applying, and analyzing alternative,

transformational models of program, organizational, and community planning. It is designed to enable students to achieve advanced mastery of the models, skills, and techniques of program planning. There is particular emphasis on inclusive, collaborative planning models that foster empowerment of diverse stakeholders in the planning processes. The course transcends a focus on the basic technology of program development. It is centered upon applying, analyzing, and evaluating the technology of designing transformational planning as a powerful vehicle for organizational, community, and social change. The methods, roles, functions, and values associated with this course emphasize models, themes, and practices that promote cultural competency, advocacy, ethics, and social justice. The students will master knowledge and skills including, but not limited to: creating a social work program grounded in evidence based practices; applying advanced proposal writing skills; identifying funding and other resources; and, analyzing philanthropic trends.

SWK-S 683 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.

SWK-S 685 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.

SWK-S 686 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, gender identity, 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.

SWK-S 687 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.

SWK-S 690 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.)

SWK-S 692 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.

SWK-S 693 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.

SWK-S 695 Children with Special Health Care Needs and Their Families (3 cr.)

This course will focus on the development of professional expertise relevant to children with special health care needs (CSHCN) and their families. It is designed to provide social work students with an overview of disability within the developmental, historical, cultural, policy, treatment and research paradigms. Special emphasis on assessment of the impact of illness and disability on children with special health care needs and their families will be addressed. This course also aims to socialize students to their professional role(s) utilizing patient-centered and consumer driven strategies of disability advocacy and practice. This course is an elective in the health care concentration however is open to all concentrations for students interested in focusing on children with special health care needs

Ph.D. Courses

SWK-G 901 Advanced Research (6 cr.) This dissertation course is to be used once PhD candidates have completed 12 credits of S800. Students may register for G901 up to 6 semesters.

SWK-S 710 Social Work Theories of Human and Social Behavior (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.

SWK-S 718 Introductory Statistics in Social Science (3 cr.) The intent of this course is for PhD-level students to acquire an understanding of basic and intermediate statistical analyses that are used in the social sciences, the concepts and uses related to those statistics, and to be able to use a decision-making framework for selecting and computing appropriate statistical techniques for data analysis. The course content will assist students in developing knowledge and skill in selecting appropriate statistics to compute from a variety of univariate and bivariate statistics. Students will learn selected parametric and non-parametric statistics to examine research problems. Included in the learning process are hand computations of statistics, development of skills in using a comprehensive computer statistics package, and selection of statistical techniques based on levels of measurement and analyses of the assumptions of statistics.

SWK-S 720 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.

SWK-S 721 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.

SWK-S 724 Theory, Practice, and Assessment of Social Work Teaching (3 cr.) This course prepares doctoral students to effectively and competently teach social work courses. Content includes teaching philosophies; curriculum and syllabus development; teaching methods; technology related to teaching; assessment, testing, and evaluation of students; and research related to teaching.

SWK-S 725 Social Work Research Internship (3-6 cr.) P: SWK-S 720, SWK-S 721, a foundation statistics course, and at least one of the following: SWK-S 710 or SWK-S 730. 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.

SWK-S 726 Advanced Social Work Research:

Qualitative Methods I (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.

SWK-S 727 Advanced Social Work Research:

Quantitative Methods I (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.

SWK-S 728 Multivariate Statistics in Social Science

(3 cr.) This is a course on multivariate statistics for doctoral-level students. The content of this course will include continued content on correlational and predictive statistics, including multivariate statistics. Students will learn how to select and compute statistics on the basis of a given statistic's purposes, the number of independent and dependent variables, and tests of relevant assumptions of given statistics. Included in the learning process are (1) the development of a decision-making framework for selecting statistical analyses; (2) hand computations, from results provided in computer outputs, that are a part of understanding and presenting multivariate statistical results; and, (3) furthering skills in using a comprehensive computer statistics package. Large data sets on actual research conducted in social science will be used for computer computations of statistics. In addition to assigned reading materials from the required textbook, students will have assigned readings from articles that describe the uses, computations, interpretations, and test assumptions of each multivariate statistic presented in this course.

SWK-S 730 Pro-seminar 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 under gird social problem construction, social policy creation, and social program design. Specific attention is devoted to the application of this schema for diverse populations.

SWK-S 732 Community-Engaged Participatory Research: Approaches to Implementation and

Evaluation (3 cr.) This course reviews community engaged participatory research (CEPR) approaches and models of implementation science and evaluation in order to help researchers to create and sustain evidence-based programs and practices in collaboration with agencies and communities. Major topic areas include theoretical foundations, models, ethics, and development of a CEPR compliant project.

SWK-S 737 Advanced Social Work Research: Quantitative Methods II (3 cr.)

Quantitative Methods II is the second course in the research sequence designed to further develop students' knowledge, skills, and application of research methods. Based on their research proposal developed in the first sequence class, students will conduct their own research project and learn data collection and management, statistical analysis, interpretation of data, and writing a research report. Their learning will be facilitated through demonstrations and hands-on sessions in the computer lab as well as careful examination of application of research procedures in their own project.

SWK-S 790 Independent Study (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.

SWK-S 791 Integrative Seminar I (1.5 cr.) This course acquaints incoming doctoral students with campus resources for graduate students and with the expectations for doctoral education, including the policies, procedures, and academic standards of the Graduate School and of the School of Social Work. Students register for this seminar in their first semester.

SWK-S 792 Integrative Seminar II (1.5 cr.) This course is intended to support Ph.D. students as they finish their doctoral coursework and prepare for their qualifying paper, dissertation, and subsequent professional career.

SWK-S 800 Ph.D. Dissertation Research (12 cr.)

Students must be continually registered for dissertation credits every Fall and Spring semester once they are admitted to candidacy up to a total of 12 credits of S800. Students do not need to register for dissertation credits in the summer unless they graduate in the summer. You are considered graduated when you deposit your final formatted dissertation pdf with the Graduate School.

SWK-S 805 Select Topics in Social Work (1-5 cr.)

Variable title permitted.

Labor Studies

Core Courses

LSTU-L 199 Portfolio Development Workshop (1 cr.)

Emphasis for this course is placed on developing learning portfolios as foundation documents for academic self-assessment and planning and as applications for Prior Learning Assessment.

LSTU-L 100 Survey of Unions and Collective

Bargaining (3 cr.) This course includes coverage of historical development, labor law basics, and contemporary issues. It also discusses a survey of labor unions in the United States, focusing on their organization

and their representational, economic, and political activities. (Core Course)

LSTU-L 101 US Labor History (3 cr.) This course explores the struggles of working people to achieve dignity and security from social, economic, and political perspectives. It also explores a survey of the origin and development of unions and the labor movement from colonial times to the present. (Core Course)

LSTU-L 290 Topics in Labor Studies (1-3 cr.) This is a variable-title course. L290 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. See the list below or inquire at iulabor@iupui.edu Can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken.

LSTU-L 104 Labor History (3 cr.) This course serves as an orientation for the study of labor history. It explores both critical and historical methodologies based on primary and secondary sources, biases, and interpretations. Discussion focuses on selective questions and events.

LSTU-L 110 Introduction to Labor Studies (3 cr.) This course introduces students to the interdisciplinary and advocacy approach of labor studies Exploring labor's role in society, the class will look at how unions have changed the lives of working people and contributed to better social policies. Discussions will highlight the relationship of our work lives to our non-work lives and will look at U.S. labor relations in a comparative framework

LSTU-L 200 Survey of Employment Law (3 cr.) This course explores statutes and common law actions protecting income, working conditions, and rights of workers. Topics include workers' compensation, unemployment compensation, fair labor standards, social security, retirement income protection, privacy, and other rights. (Core Course)

LSTU-L 201 Labor Law (3 cr.) A survey of the law governing labor-management relations. Topics include the legal framework of collective bargaining; problems in the administration and enforcement of agreements; protection of individual rights to representation. (Core Course)

LSTU-L 203 Labor and the Political System (3 cr.) Federal, state, and local governmental effects on workers, unions, and labor-management relations; political goals; influences on union choices of strategies and modes of political participation, past and present; relationships with community and other groups. (Core Course)

LSTU-L 205 Contemporary Labor Problems (3 cr.) This course examines some of the major problems confronting society, workers, and the labor movement. Topics may include automation, unemployment, international trade, environmental problems, minority and women's rights, community relations, and changing government policies.

LSTU-L 210 Workplace Discrimination and Fair Employment (3 cr.)

Examines policies and practices that contribute to workplace discrimination and those designed to eliminate discrimination. Explores effects of job discrimination

and occupational segregation. Analyzes Title VII, ADA, and related topics in relation to broader strategies for addressing discrimination. (Core Course)

LSTU-L 220 Grievance Representation (3 cr.) Union representation in the workplace. The use of grievance procedures to address problems and administer the collective bargaining agreement. Identification, research, presentation, and writing of grievance cases. Analysis of relevant labor law and the logic applied by arbitrators to grievance decisions. (Core Course)

LSTU-L 230 Labor and the Economy (3 cr.) Analysis of the political economy of labor and the role of organized labor within it. Emphasis on the effect of unemployment on workers, unions, and collective bargaining; investment policy and changes in technology and corporate structure. Patterns of union political and bargaining responses. (Core Course)

LSTU-L 240 Occupational Health and Safety (3 cr.) Elements and issues of occupational health and safety. Emphasis is on the union's role in the implementation of workplace health-and-safety programs, worker and union rights, hazard recognition techniques, and negotiated and statutory remedies—in particular the OSHA Act of 1970.

LSTU-L 250 Collective Bargaining (3 cr.) The development and organization of collective bargaining in the United States, including union preparation for negotiations, bargaining patterns and practices, strategies and tactics, economic and legal considerations. (Core Course)

LSTU-L 251 Collective Bargaining Laboratory (1-3 cr.) P: or C: LSTU-L 250. Designed to provide collective bargaining simulations and other participatory experiences in conjunction with L250. Student must be currently enrolled or have taken L250. (Core Course)

LSTU-L 255 Unions in State and Local Government (3 cr.) Union organization and representation of state and municipal government employees, including patterns in union structure, collective bargaining, grievance representation, and applicable law. (Core Course)

LSTU-L 260 Leadership and Representation (3 cr.) Organizational leadership issues for union, community, and other advocate organizations. Analyzes leadership styles, membership recruitment, and leadership development. Examines the role of leaders in internal governance and external affairs including committee building, delegation, negotiations, and coalition building. (Core Course)

LSTU-L 270 Union Government and Organization (3 cr.) This course provides an analysis of the growth, composition, structure, behavior, and governmental processes of U.S. labor organizations, from the local to the national federation level. It considers the influence on unions of industrial and political environments; to organizational behavior in different types of unions; and to problems in union democracy. (Core Course)

LSTU-L 280 Union Organizing (3 cr.)

Explores various approaches and problems in private and public sector organizing. Traditional approaches are evaluated in light of structural changes in labor markets and workforce demographics. Topics range from targeting and assessments, to committee building and leadership development.

LSTU-L 190 The Labor Studies Degree (1 cr.) Required for all Labor Studies program majors. This course introduces the Labor Studies degree and the knowledge and skills needed by students to progress toward a degree in a reasonable time frame. Students will learn how to build a plan of study that takes advantage of both credit for prior learning and new learning opportunities.

LSTU-L 231 Globalization and Labor (3 cr.) This course explores the globalization of trade, production, and migration and the effects of these processes on American workers. Through reading, discussion, and problem formation, students will critically think about the ways global processes and policies impact American workers' daily lives, analyze existing historical and current justifications for offshore production and the dismantling of barriers to trade and investment and explore alternatives to these policies. (Core Course)

LSTU-L 285 Assessment Project (1 cr.) Capstone experience for associate degree students. (Core Course)

LSTU-L 271 Framed: Labor and the Media (1 cr.) This course examines media (and, in turn, public) understanding of the U.S. labor movement and analyzes reaction to some specific, highly publicized strikes. News media have rarely served as independent storytellers of strikes. Instead, they have told stories that are aligned with the generally antilabor interests of corporate America (including their publishers and parent media corporations). Even among more liberal media, "ordinary" workers are often portrayed as a passive mass that is controlled and directed by unions and labor leaders. It is rare to see any news outlet sympathetic to the beliefs and causes of labor or to striking workers. This course will be driven by the overarching question of why that might be.

LSTU-L 272 White Privilege in the Workplace: Origins, Culture, and Ideology (1 cr.) This course explores the origins of white privilege from the era of industrialization and the rise of the factory system in the US, the manifestations of white privilege in today's workplace and the mechanisms by which white privilege creates workplace advantages and inequalities. The foundational materials include the scholarship of W.E. B. DuBois (1925), David Roediger (1999-2005), Herbert Gutman (1973), Edgar Schein (1990) and Nkomo (2014). The interrogation of white privilege in the workplace is viewed through the lens of organizational analysis and political economy theory.

LSTU-L 275 Protecting Workers' Rights in Global Supply Chains (3 cr.) This course explores the impact of global supply chains (GSCs) on workers' abilities to maintain adequate living standards, the regulatory frameworks under which trade, investment and taxation occur, and the strategies/tactics workers can use to create an alternative governing structure which promotes

sustainable work and development within the GSC. (Core Course)

LSTU-L 289 Work Like A Girl: Women's Evolving Workplace Role (3 cr.) This course, situated in political economy theory of discrimination, interrogates workplace challenges women experience. Discussions include women's position and participation in the workforce within the context of race, class, and gender. Strategies and initiatives to correct gender and wage disparities, job insecurity, and sexual harassment and create inclusive workplaces follows.

LSTU-L 291 The Bully in the Workplace (1 cr.) This one (1) credit will examine the dynamics of workplace bullying. We will analyze the factors that contribute to bullying in the workplace. We will examine the types of personalities that allows bullies to perpetrate the harm and how bullies threaten, intimidate, humiliate, and sabotage both targets and workplace productivity.

LSTU-L 292 Preventing Sexual Harassment (1 cr.) This one-credit course will briefly examine all aspects of workplace and academic sexual harassment, including but not limited to definitions, history, federal and state law, EEOC guidelines and procedures, employer and school liability, personnel, school and contract language and policies, and personal perspectives. Reasons for and solutions to workplace and academic sexual harassment will be discussed.

LSTU-L 293 Family Medical Leave (1 cr.) This class will examine the 1993 Family Medical Leave Act law that has given employees new rights to request leave from their employer. We will review the history of the passage of the FMLA and will examine maternity leave, parental leave, sick leave, and protections for disabled workers in US and other countries.

LSTU-L 294 Staffing as a Safety Issue (3 cr.) Health Care Staffing and Total Worker Health will explore the theory and practice of workforce staffing in health care considering the impact of health care management decisions related to staffing on quality of care for patients and occupational health for workers. Theoretical perspectives, research, union contracts and definitional constructs will be examined and discussed. Participants will work in individually and in pairs to research and explore health care staffing in specific segments of the health care industry and propose an action research project as a synthesis of their learning.

LSTU-L 295 Crisis in Public Education (1 cr.) This course considers ways in which educational researchers and policymakers have identified, examined, and sought to address the goals and challenges of preK-12 public education in the United States. Key characteristics include accountability and testing; desegregation and diversity; school choice and the impact of charter schools; and teachers alternative certification programs. Designed to encourage a wide range of viewpoints, the course readings reflect a variety of disciplines including political science, public policy, sociology, anthropology, education, and media reports.

LSTU-L 296 Preventing Workplace Violence (1 cr.) This course will examine the causes, preventions, and individual risks for workers from the real/perceived threat of violence in the workplace. We will identify behavioral,

environmental, and administrative factors that contribute or prevent the incidents of violence in the workplace.

LSTU-L 297 Strike: Labor Revolt in America (1 cr.)

This course explores the strike as a mechanism of worker power and worker threat in American culture. Through readings and discussion, the unequal balance of power between labor and management is the backdrop for worker action necessitated by the inadequacy of protective worker legislative, deregulation, and continued corporate assaults of workers and their well-being.

LSTU-L 298 American Dream in an Age of Decline (3 cr.)

American Dream in an Age of Decline is the interdisciplinary exploration of frameworks within which the notion of the American Dream has been constructed and changed over time in relation to the working class. What is the American Dream? How do the dreamers envision equality in their societies? How do perceptions of and struggles for equality impact definitions of success and happiness? There is no simple response that would be sufficient to these questions. In this course, we will examine what has happened to the American Dream and the life chances of working people. We will focus on the present state of working Americans and see how the standard of living for Americans has been affected (defined) by the larger social, political, and economic environments.

Advanced Courses

LSTU-L 314 Ethical Dilemmas in the Workplace (3 cr.)

The course explores the fundamental basics for ethical decision making in a workplace, both unionized and nonunionized. We will discuss specific considerations for making moral judgments within the work environment and explore the basis upon which those decisions are made.

LSTU-L 315 The Organization of Work (3 cr.)

Examines how work is organized and jobs are evaluated, measured, and controlled. Explores social and technical elements of work through theories of scientific management, the human relations school of management, and contemporary labor process literature.

LSTU-L 320 Grievance Arbitration (3 cr.)

P: Recommended only after L220 or with permission of instructor. The legal and practical context of grievance arbitration, its limitations, and advantages in resolving workplace problems. Varieties of arbitration clauses and the status of awards. Participants analyze, research, prepare, and present cases in mock arbitration hearings. (Recommended only after L220 or with permission of instructor.)

LSTU-L 330 Global Comparisons: Labor Relations Examples from Three Continents (3 cr.)

This course uses a political economy framework to explore and compare countries' systems of labor relations, drawing from at least three continents. It analyzes the diverse approaches to the structure of twenty-first century labor law and social policy. It focuses on the role of organized labor in the global economy, patterns of breakdown in the enforcement of labor and employment law, and union and nonunion political and bargaining responses.

LSTU-L 331 Global Problems, Local Solutions (3 cr.)

This course addresses local manifestations of global problems confronting society, workers, and the labor

movement. Students will cooperatively analyze issues, propose potential solutions, and engage in activities or practices that address globally driven local issues. Students will identify governmental, non-governmental, and charitable organizations that aid in ameliorating local problems. As a final project, students will design collaborative solutions based on our contemporary global situation in which work is characterized by flexibility, insecurity, and geographic mobility.

LSTU-L 350 Issues in Collective Bargaining (3 cr.)

Readings and discussion of selected problems. Research paper usually required.

LSTU-L 360 Union Administration and Development (1-3 cr.)

This course covers practical and theoretical perspectives on strategic planning, budgeting, and organizational decision making. It addresses the needs and problems of union leaders by studying organizational change, staff development, and cohesiveness within a diverse workforce. This course may be repeated for up to 3 credits with department approval.

LSTU-L 370 Labor and Religion (3 cr.)

This course has primarily an historical focus. It looks at the relationship between religion and the labor movement as it developed in the United States over the course of the 19th and 20th centuries. It attempts to uncover the tradition in which workers of faith have connected their religious values to their more secular concerns for social justice.

LSTU-L 380 Theories of the Labor Movement (3 cr.)

Perspectives on the origin, development, and goals of organized labor. Theories include those that view the labor movement as a business union institution; an agent for social reform; a revolutionary force; a psychological reaction to industrialization; a moral force; and an unnecessary intrusion.

LSTU-L 384 Diversity and Inequality in America (3 cr.)

This course explores the paradox between issues of diversity and income inequality in contemporary society and provides a critical focal point for examining the way in which claims for diversity and mounting inequality are interrelated. The continued and expanding inequality in American society despite expanding initiatives to address racial, gender, and ethnic inequality suggests the need to dive more deeply into political debates addressing inequality and its impact on employment and workers in the US through the critical examination of cause and effect of long-term inequality, benefits and limits of diversity policies, and identification of competing strategies to address these issues.

LSTU-L 385 Class, Race, Gender, and Work (3 cr.)

Historical overview of the impact and interplay of class, race, and gender on shaping U.S. labor markets, organizations, and policies. Examines union responses and strategies for addressing class, race, and gender issues.

LSTU-L 389 Global Work-Family Conflict: Comparative Policy Solutions (3 cr.)

This course provides an overview of work-family policy in the US and other high-income countries, comparing the problems and solutions experienced by working people who are caring for family members. This course takes the view that we will be a happier and healthier society if we find ways to make

these two spheres compatible. This is an introductory analysis of how explicit and implicit policies impose stress and impossible roles on mothers, fathers, caregivers of all kinds, and low-income parents in particular.

LSTU-L 390 Big Box Retailers: Impact on Community and Workers (1 cr.) This course explores “big box” retail stores and their impact on labor and local communities. The course examines how big box stores affect economics, environment, and the workforce and the ways in which a growing number of communities and independent businesses are effectively fighting back.

LSTU-L 391 Essential Workers: Public Health and Labor (3 cr.) This course explores roles, expectations, and protections for essential workers during a pandemic. The definition of an essential worker, protections and risk factors will be explored and discussed. Guiding constructs include health equity, the precautionary principle and total worker health. Participants will explore definitions of standard and non-standard employment and learn about the challenges and consequences for the health and safety of workers. The course will conclude with case descriptions regarding the tools used by labor and outcomes for workers. Participants will identify priority action steps to protect essential workers and policies that link with structures impacting health.

LSTU-L 395 Women and Development (3 cr.) This course provides an overview of the field of women/ gender and development in low-income nations in Asia, Africa, and Latin America and will cover the main debates in this field, including the ways in which gender relations within households and communities affect women's employment and working conditions, the differential impact of globalization on women and men in agriculture, the informal sector, and the formal labor force, health issues, population control, climate change, and migration as seen through a gender lens, and effects of global financial crises on women.

LSTU-L 398 The Industrial Workers of the World: Labor History Seminar (3 cr.) Through readings and discussions, this course explores the formation and demise of The Industrial Workers of the World (IWW), a radical union formed in Chicago in 1905 and was open to all races/genders of unskilled workers; Adopting the motto “An injury to one is an injury to all,” the IWW's goal was to organize all workers into a single union and abolish the system of capitalism.

LSTU-L 399 Prior Learning Experiences (Self-Acquired Competency) in Labor Studies (1-15 cr.) Prior learning assessment (PLA): This course involves PLA credit to be earned for equivalent college-level knowledge gained from previous work experience, military training, or community engagement and showcased in a comprehensive portfolio through written or digital reflections documenting competencies gained through prior learning experiences. Student work is certified/approved for credit by a faculty committee.

LSTU-L 375 Comparative Labor Movements (3 cr.) L375: Labor movements and labor relations in industrial societies from historical, analytical, and comparative perspectives. Emphasis on interaction between unions and political organizations, national labor policies, the resolution of workplace problems, the organization of

white-collar employees, and the issues of workers' control and codetermination.

LSTU-L 420 Labor Studies Internship (1-6 cr.) This course applies classroom knowledge in the field. L420 may be repeated for a maximum of 6 credit hours. The Internship course is designed to allow students interested in Labor Studies the opportunity to apply their skills and knowledge of the discipline in a unionized setting.

Internships are completed in community based or unionized organization and students are required to observe and participate in a union-related capacity under supervision. Students must complete the classroom component of the Internship credit as well as the unionized work-place requirements. Admission to the Internship requires instructor approval.

LSTU-L 430 Labor Research Methods (3 cr.) This course focuses on methods of research design, techniques, and procedures commonly used by social scientists. Students would learn basic research skills that include but are not limited to, how to collect, analyze, and interpret data specific to labor and or working-class issues. The primary objective seeks to produce more critical consumers of social science knowledge through the fundamentals of qualitative and quantitative design, data analysis, documentation, and presentation.

LSTU-L 480 Senior Seminar or Readings (3 cr.) Designed as either a classroom seminar or directed reading. This course addresses current issues, historical developments, and other labor-related concerns. Topics vary each semester.

LSTU-L 490 Power and Class in Politics (3 cr.) This course explores the political limits placed on working class power in the US over time and its effect on workers and their organizations. An essential part of the course will focus on the different ways in which power and class intersect in the American political structure, where socioeconomic limits are transformed into political constraints. Using the American political structure as the backdrop, students will examine basic concepts of power and how concepts of power translate into practical political boundaries that must be overcome if labor is to grow and expand its influence in the American political process. Essential for this discussion is the debate of how power is exercised in American society, power in our discussion is real, with deep rooted political implications and not simply an exercise of understanding how far we have come from the democratic premises of the countries' founders.

LSTU-U 490 Topics in Labor Studies (1-3 cr.) This is a variable-title course. L490 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

LSTU-U 495 Directed Labor Study (1-6 cr.) This is a variable credit course. L495 may be repeated for a maximum of 6 credit hours. Students arrange to study with an individual labor studies faculty member, designing a course of study to suit their individual and varied needs and interests. The contract might include reading, directed application of prior course work, tutorials, or

internships. Competencies are assessed through written papers, projects, reports, or interviews.