INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK

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Indianapolis, IN 46202
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iupui.socialwork.iu.edu

Contents

School of Social Work

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

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

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

1. The total curriculum articulates the relationship of the undergraduate and graduate levels as components of a continuum in education for providing social services.
2. The mechanisms of instruction provide opportunities for a range of experiences in substantive areas of interest to students and of importance to society.
3. The curriculum focuses on problem-solving and strength-enhancing experiences that involve the classroom, the learning resources laboratory, and field experience.
4. Excellent library and technology resources make social work students effective users of social science information.
5. An array of individual and educational procedures optimize effective training, including rigorous accreditation and innovative teaching/learning approaches as well as the exploration of specific educational tools.

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

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

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

Mission Statement

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

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

Teaching

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

Scholarship

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

Service

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

Policy on Nondiscrimination

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

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

Undergraduate Programs

Associate of Science in Human Services

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

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

Bachelor of Social Work

This four-year degree program prepares students for generalist social work practice. It helps students develop the competence to apply knowledge, values, and skills to practice with individuals, small groups, organizations, and communities. The program also prepares students for graduate education. The B.S.W. equips the practitioner to work with people who are encountering problems related to personal or social circumstances. In addition, highly qualified graduates may apply for advanced standing to the Indiana University School of Social Work or other M.S.W. programs nationwide.

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

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

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

B.S.W. Program
School of Social Work
IUPUI
Education/Social Work Building 4138
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-8359
Web site: socialwork.iu.edu

School of Social Work

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

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

Admission Requirements

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

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

The B.S.W. Program on the **Indianapolis and Richmond** campuses uses a rolling admissions policy. It is advisable to submit your complete application one month before the end of a university semester. This allows the admissions committee time to consider you for admittance the following semester. Applications submitted less than one month prior to the end of the semester cannot be guaranteed consideration before the next semester begins.

Enrollment in the **Bloomington** campus B.S.W. Program is currently limited. To ensure consideration for fall enrollment in junior classes, sophomores should apply by the priority deadline of **April 1, 2006**. Applications received in the fall semester and throughout the spring will be considered in the same pool of candidates as those received by April 1.

Admission information may be obtained from:

B.S.W. Admissions
School of Social Work
IUPUI
Education/Social Work Building 4138
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-8359
Web site: socialwork.iu.edu
E-mail: kabrown@iupui.edu

Educational Requirements

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

General Requirements (8 courses)

1. English Composition (2 courses)
   ENG W131 Elementary Composition I
   ENG W231 Professional Writing Skills
2. Modern American History
   HIST H106 American History II
3. Two courses designated arts and humanities from the following departments:
   Afro-American Studies
   Comparative Literature
   Communications and Theatre
   English (excluding the basic
     composition course)
   Fine Arts
   Folklore

Foreign Languages
History and Musicology
Philosophy
Religion Sign Language Speech and Theatre
Women's Studies

4. Human Biology (one course in Human Biological Sciences)

5. Mathematics and Physical Sciences (2 courses)
   Computer Science. (On the IUPUI campus, it is strongly recommended that students take SWK S300 Computer Technology for Social Work.)
   Select one course from the following:
   Astronomy
   Chemistry
   Geology
   Mathematics (110 or higher)
   Physical Geography
   Physics
   Statistics (strongly recommended)

   Supportive Area Requirements
   (6 courses)

1. ANTH A104 Cultural Anthropology

2. PSY B104 Psychology as a Social Science

3. PSY 300-level psychology course

4. ECON E101 Survey of Current Economic Issues and Problems, E201 Introduction to Microeconomics

5. SOC R100 Introduction to Sociology

6. POLS Y103 Introduction to American Politics

Social Work Requirements (17 courses)
S100 Understanding Diversity in a Pluralistic Society (3 cr.)
S141 Introduction to Social Work (3 cr.)
S221 Human Behavior and Social Environment I: Individual Functioning (3 cr.)
S231 Generalist Social Work Practice I: Theory and Skills (3 cr.)
S251 Emergence of Social Services (3 cr.)
S322 Human Behavior and Social Environment II: Small Group Functioning (3 cr.)
S323 Human Behavior and Social Environment III: Community and Organizational Functioning (3 cr.)
S332 Generalist Social Work Practice II: Theory and Skills (3 cr.)
S352 Social Service Delivery Systems (3 cr.)
S371 Social Work Research (3 cr.)
S381 Social Work Practicum I (4 cr.)
S400 Field Practicum Seminar (1 cr.)
S433 Generalist Social Work Practice III: Theory and Skills (3 cr.)
S442 Practice-Policy Seminar in Fields of Practice (2 courses, 3 cr. each)
S472 Practice Evaluation (3 cr.)
S482 Social Work Practicum II (5 cr.)

Selected Educational Policies

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

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

Repeated Courses Required social work courses may be repeated only after the student is reinstated in the program.

Pass/Fail Grades Students can take a maximum of four non–social work elective courses as Pass/Fail. All general requirements and supportive area requirements need a letter grade. All required social work courses receive a letter grade, except for S482 Practicum II, which is graded as Satisfactory/Fail.

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

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

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

Graduate Programs

Master of Social Work

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

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 for development of special competence in child welfare, school social work, families, health, leadership, and mental health and addictions. Educational resources for students in the program include a substantial library, an audiovisual center, student computer modules, and diversified field instruction settings throughout the state.

Admission Requirements

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

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

M.S.W. Admissions
IUPUI School of Social Work
Education/Social Work Building 4134
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6966
Web site: socialwork.iu.edu
E-mail: slarimer@iupui.edu

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

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

M.S.W. Admissions
IPFW—Fort Wayne
IUPUI School of Social Work
Education/Social Work Building 4134
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6966

Web site: socialwork.iu.edu
E-mail: slarimer@iupui.edu

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

1. An earned bachelor's degree from an accredited college or university.

2. Evidence of course work in liberal arts.

3. Successful completion of a minimum of six courses in social or behavioral sciences, as defined in the application packet.

4. Successful completion of a course in statistics.

5. Successful completion of a course in research methods.

6.. An earned cumulative undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale.

7. Submission of the completed application packet by the due date.

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

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

Office of International Affairs
IUPUI
902 W. New York Street
Indianapolis, IN 46202-5197
Phone: (317) 274-7000
E-mail: oia@iupui.edu

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

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

M.S.W. Programs of Study—Indianapolis

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

Two-Year Full-Time Program

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

Part-Time Day Program

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

Part-Time Evening Program

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

Part-Time Saturday Program

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

Advanced Standing Program

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

1. Graduation within five years from a baccalaureate social work program accredited (or admitted to candidacy for accreditation) by the Council on Social Work Education.
2. Successful completion of a statistics course.
3. A cumulative grade point average of at least 3.0 on a 4.0 scale.
4. A cumulative grade point average of at least 3.0 in all social work courses taken prior to admissions committee action. Accordingly, applicants to the advanced standing program must provide the admissions committee with an official transcript. Senior B.S.W. students must provide a transcript including the fall semester (or winter quarter) grades of their senior year.
5. Evidence of characteristics and/or potentials required for competent social work practice as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, and/or pertinent work or volunteer experience.
6. A reference letter is required from the B.S.W. program director of the applicant's undergraduate program or from another faculty member who can speak to the applicant's ability to begin the M.S.W. program at an intermediate level.

Accelerated Program

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

Part-Time Advanced Standing Programs

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

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

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

Master of Social Work Curriculum

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

The overall objectives of the Foundation and Intermediate Curricula of the M.S.W.Program include development of:

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

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

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

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

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

Concentration Curriculum (30 cr.)

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

School Social Work
K505 Introduction to Special Education
S600 Social Work Practice in Schools
S623 Practice Research Integrative Seminar I
S632 Child Welfare Practice I
S651 Practicum II and S652 Practicum III
S661 Executive Leadership Practice
S682 Assessment in Mental Health and Addictions
3 additional credit hours at the 600-level

Leadership
S623 Practice Research Integrative Seminar I
S661 Executive Leadership Practice
S662 Fiscal Management, Marketing, and Resource Development
S663 Leveraging Organizations, Communities, and Political Systems
S664 Designing Transformational Programs
S651 Practicum II and S652 Practicum III
6 additional credit hours of other 600-level courses

Families

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

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

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

Educational Requirements

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

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

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

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

Ph.D. Program

Admission Requirements

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

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

Application Deadlines

Applications are accepted throughout the year. Applications received by April 1 are guaranteed consideration for fall entry. Applications received by February 1 are eligible to be nominated for a University Fellowship. For application materials and further information, write to:

Ph.D. Admissions
School of Social Work
IUPUI
Education/Social Work Building 4138
902 W. New York Street

Educational Requirements

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

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

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

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

Qualifying Examination Process

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

Admission to Candidacy

Following the passing of the qualification examination and the completion of all course work, the student's advisory committee will submit a Nomination to Candidacy Form to the University Graduate School. Upon approval of the dean, the student will be admitted to candidacy and awarded a Certificate of Candidacy.

Research Proposal

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

Final Examination

The final examination is the oral defense of the dissertation.

Pre-Doc Exploratory Option

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

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

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

1. An earned master's degree in social work or a related field.
2. A graduate grade point average of 3.5 on a 4.0 scale (preferred).

3. Official copies of all baccalaureate- and master's-level transcripts.
4. A 500-word written statement that outlines the applicant's reasons for seeking enrollment in the Pre-Doc Exploratory Option.
5. One letter of reference.
6. A professional resume.
7. A sample of scholarly writing.

Applicants are strongly encouraged to apply by **April 1** for fall admission and by **October 1** for spring admission.

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

S710 Social Work Theories of Human and Social Behavior (3 cr.)
S720 Philosophy of Science and Social Work
S724 Theory, Practice, and Assessment of Social Work Teaching (3 cr.)
S726 Advanced Social Work Research: Qualitative Methods (3 cr.)
S727 Advanced Social Work Research: Quantitative Methods (3 cr.)
S728 Advanced Statistics for Social Work (3 cr.)
S730 Proseminar on Social Work Policy Analysis (3 cr.)
S740 Social Work Practice: Theory and Research (3 cr.)

For additional information, contact:

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

Certificates

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

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

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

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

S221 Human Behavior and Social Environment I: Individual Functioning
S300 Working with Families
S300/S400 Family Life Education
S371 Social Work Research
S300 Learning and Human Potential

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

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

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

The requirements for the **Certificate in Family Life Education** at the graduate level are as follows:
S503 Human Behavior and the Social Environment I or P514 Lifespan Development Birth to Death
S515 Social Policy and Services II or A560 Political Perspectives of Education
S600 Family Life Education
S600 Human Sexuality
S672 Families, Theory, and Culture

Select one of the following:

P490 Developing Human Potential
J637 Curriculum Development Process
S600 Learning and Human Potential: An Introduction to Teaching and Learning.

Select one of the following:

S502 Research I
Y520 Strategies for Educational Inquiry
Y535 Evaluation Models and Techniques
Y611 Qualitative Inquiry in Education

Professional and Academic Integrity

Students' Rights and Responsibilities

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

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

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

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

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

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

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

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

Academic and Scholarly Guidelines

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

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

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

Electronic Communication

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

Student Misconduct

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

A. Academic Misconduct.

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

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

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

3. **Plagiarism.**
   A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:
   - quotes another person's actual words, either oral or written
   - paraphrases another person's words, either oral or written
   - uses another person's idea, opinion, or theory
   - borrows facts, statistics, or other illustrative material, unless the information is common knowledge

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

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

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

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

Policy Statement

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

University Procedure

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

School Procedure

1. **Applicants and Transfer Students** Applicants will be asked to self-report any history of Sexual Offenses against children. Any applicant or transfer student whose name is on the registry will be ineligible for admission or transfer and shall be notified.
2. **Continuing Students** Any continuing student whose name appears on the registry during the time of matriculation, or has been convicted of an offense for which the student can be listed on the registry, shall be ineligible for continuation in the program.
3. **Notice** The school bulletin shall include a statement giving notice to potential applicants that criminal convictions may render persons ineligible for admission.
4. **Nonexclusive Policy** Nothing in this policy shall be deemed to preclude the school from taking other appropriate action in such cases, or in the case of applicants or students involved in other conduct or criminal activities not covered in this policy.
5. **Right to Appeal** Any applicant or student already admitted to one of the Indiana University School of Social Work programs who is deemed ineligible for admission or continuation based upon a record of criminal conviction may appeal to the dean of the school for reconsideration if she/he believes there are extenuating circumstances that might mitigate the findings. The dean will appoint a review panel, of three full-time faculty members to consider the student's appeal. The review panel, in consultation with the office of University Counsel, will consider all pertinent information and make a ruling that shall be considered final.

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

Student Services—Indianapolis Campus

Career Information

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

Financial Assistance

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

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

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

Student Organizations

Students of the school maintain B.S.W. and M.S.W. Social Work Student Associations that sponsor program meetings and social affairs during the year. Through elected officers and committees, the associations serve as important channels for communication between students and faculty. In addition, these organizations appoint student representatives to various school committees. Students also are encouraged to participate in organizations related to the social work profession. Information about these organizations can be found in the B.S.W. and M.S.W. student handbooks, and at socialwork.iu.edu.

Students with Disabilities

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

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

Courses of Instruction

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

B.S.W. Courses

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

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

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

S180 Exploring Child Welfare in Indiana (3 cr.) This course provides a comprehensive overview of the child welfare system, with special emphasis on current child protection and child welfare services in Indiana. Students in this course may be interested in exploring careers working with children and families in the child welfare system. This course is a service-learning course with a required component of a minimum of 20 hours of volunteer work in an identified social service agency in the child welfare system and both oral and written reflection about the connection between course content and the service activities.

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

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

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

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

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

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

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

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

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

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

S300 Child Abuse and Neglect (3 cr.) This course is designed to provide a comprehensive introduction to child abuse and neglect from psychological, social, cultural, legal, and economic perspectives. This course will introduce 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.

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

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

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

*S332 Generalist Social Work Practice II: Theory and Skills (3 cr.) P: S231and S251; P or C: S352; C: S381. Examination of middle and ending phases of the helping process and related skills. Topics include the helping relationship with various client system sizes; impact of agency policies and procedures upon practice and resolution of clients' problems; and practice evaluation.
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S352 Social Service Delivery Systems (3 cr.) P: S251. Examination of policies, structures, and programs of service delivery systems at local, regional, and national levels with emphasis on relations among such systems as formal organizations. Students acquire knowledge of the policy development process, which helps them establish beginning capacity for policy analysis and policy practice.

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

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

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

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

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

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

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

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

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*Also available online at IUPUI.

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

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

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

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

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

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

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

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

S515 Social Policy and Services II (3 cr.) A group of courses covering topics or content including social problems, special populations, particular social service delivery areas, and social indicators that predict areas of future social policy transformations.

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

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

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

S632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family (3 cr.) This course is designed to provide practice skills for students working with children and families impacted by abuse, neglect, or family violence. The course is designed to cover the scope, causes, and consequences of child physical, emotional, and sexual abuse and neglect and applications of this knowledge in a wide range of settings that deal with children and families as well as formal child protection services. Students will learn about the dynamics and indicators of maltreatments, etiology of child abuse and neglect, assessing risk, the continuum of intervention from prevention through intervention and future planning, out-of-home placement considerations, and the issues impacting particular oppressed and underserved populations. The focus of this course will be on how to work effectively with clients to achieve the goals of safety, permanency, and well-being.

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

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

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

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

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

S664 Designing Transformational Programs (3 cr.) This course focuses on alternative, transformational models of strategic, community, and program planning. Featured development models center on collaboration, cultural competence, empowerment, and social justice. The course will address advanced grant writing, identification of funding and other resources, and philanthropic trends within a variety of social service delivery systems. It will move beyond a focus on the technology of program development, to examine planning as a vehicle for designing organizational, community, and social change.

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

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

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

S682 Assessment in Mental Health and Addictions (3 cr.) Recognizing the social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

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

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

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

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

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

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

S651 M.S.W. Concentration Practicum II (4 cr.) and S652 Practicum III (5 cr.) These courses together provide an in-depth practicum experience for M.S.W. Concentration students under the guidance and supervision of an approved field instructor. A faculty field liaison oversees the practical. Students complete both courses in the same agency although the students may use multiple departments or programs as sites for learning experiences. Practicum II and III build upon and deepen the practicum experiences and classroom knowledge gained in the intermediate year. The practicum courses provide students with experiences in the aforementioned curricular emphasis areas, which support the processes of synthesis, application, critical analysis, and evaluation of knowledge using a strengths perspective. The field practice seminar integrates concentration classroom learning with the experience of an internship. Students have the opportunity to apply their basic knowledge of group process as well as practice group leadership skills. This seminar will assist students in the identification and examination of significant practice and professional issues that occur in the last phase of the M.S.W. Program. A major instructional goal of the practicum is to increase students' competence in understanding and dealing with cross-cultural issues.

Information and resources on diversity are discussed and applied in seminar and field placement, and students are encouraged to further explore and increase their own competence in dealing with cross-cultural issues. It is expected that students will develop an awareness of their own privilege in relationship to their client systems. Further, students are expected to use advocacy skills in a cultural context and carry these skills into action in their agencies and the wider community.

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

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

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

Ph.D. Courses

In addition to the required courses listed below, all students must complete a minimum of 12 credit hours outside the School of Social Work related to their area of specialization. All students enroll for 6 elective credits, which may be taken within or outside the School of Social Work with the approval of the student's advisory committee.

S710 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.

S718 Intermediate Statistics for Social Work (3 cr). 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 analysis of the assumptions of statistics.

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

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

S724 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.

S725 Social Work Research Internship (6 cr.) P: S720, S721, a foundation statistics course, and at least one of the following: S710, S730, or S740. This supervised field internship provides practical experience in conducting research relevant to social work practice. Students participate in a new or ongoing faculty-supervised research project involving the design and implementation of a study, including the collection and analysis of data and the development of appropriate research reports. May be registered for up to three times.

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

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

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

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

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

S790 Integrative Seminar (3 cr.) P: completion of specialization requirements, or consent of instructor. This seminar is scheduled at the conclusion of the didactic component of the program and is intended to provide an opportunity for students to examine within the context of a social work perspective the relevant research and practice issues that have emerged as a consequence of having participated in an educational program that includes content taken both within and outside the School of Social Work.

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

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

School Alumni

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

Office of Research Services

The mission of the Office of Research Services (ORS) is to support and recognize research and scholarly activity in the school. Its vision is to foster the development of a thriving, collaborative culture of research and scholarship within the school, contributing to the professional growth of faculty, staff, and students, and providing knowledge useful for human service professionals, policymakers, and consumers. The office facilitates the planning and execution of research activities in the school and collaborates with agencies and organizations that are in need of research information and assistance. Office activities include sponsoring grant writing workshops and research-related presentations; helping faculty, staff, and students identify research funding sources and prepare grant proposals; coordinating technical assistance regarding research design and methods; reviewing manuscripts; and promoting the school's research and scholarly achievements on the Web and in print media. For information, please contact:

Dr. Bill Barton, Director
Office of Research Services, ES4138G
(317) 274-6711
wbarton@iupui.edu

School of Social Work Administration

MICHAEL PATCHNER, Ph.D., *Dean*

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

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

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

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

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

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

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

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

Faculty

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

Akins, Rita, M.S.W. *(Indiana University, 1985),* Interim B.S.W. Student Services Coordinator, IUPUI

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

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

Beathea, Joann, Ph.D. *(Loyola University, 2004),* Assistant Professor, IUSB

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

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

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

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

Caucci, Frank, Ph.D. *(M.S.W., Loyola University, 2002),* Associate Professor, IUN

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

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

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

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

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

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

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

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

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

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

Hymans, Dwight, M.S.W. *(University of Iowa, 1979),* Senior M.S.W. Field Coordinator and Teacher Practitioner, IUPUI

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

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

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

Larimer, Susan, M.S.W. (*Indiana University, 1987),* M.S.W. Student Services Coordinator, IUPUI

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

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

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

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

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

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

Osborn, Anita, M.S.W. *(Indiana University, 1987)*, IU East M.S.W. Field Faculty, IUPUI

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* Eligible to Chair Dissertation Committees

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

Pardasani, Manoj, Ph.D. *(Yeshiva University, 2003),* Assistant Professor of Social Work, IUN

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

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

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

Quinn, Carlene, M.S.W. (*Indiana University, 1995),* Field Coordinator, IUB

Ramsey, S. Marilynne, Ph.D. *(University of Denver, 2004),* Assistant Professor of Social Work, IUSB

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

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

Simms, Heidi, M.S.W. *(Indiana University, 2001)* IPFW, Faculty

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

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

Thigpen, Jeffry, Ph.D., *(University of Chicago, 2006),* Assistant Professor of Social Work, IUPUI

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

VanVoorhis, Rebecca, Ph.D. *(The Ohio State University, 1974),* Associate Professor of Social Work, IUPUI

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

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

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

Weiler, Robert, M.S.W. *(University of Illinois at Urbana Champaign, 1988),* Lecturer, IUN

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

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

Eligible to Chair Dissertation Committees

Faculty Emeriti

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

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

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

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

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

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

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

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

Pardo, George, M.S.S. (*Fordham University, 1959),* Associate Professor Emeritus of Social Work

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

Siegel, Sheldon, Ph.D. (*University of Michigan, 1974),* Dean Emeritus of the School of Social Work and Professor Emeritus of Social Work

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

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

Tennant, Violet E., D.S.W. *(University of Pennsylvania, 1968),* Professor Emerita of Social Work

Weeks, Genevieve C., A.M., M.S.W. (Indiana University, 1994), (*University of Chicago, 1946),* Professor Emerita of Social Work

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

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Busch, Monique, M.S.W. (*Portland State University, 1996), IUPUI*

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Skinner, Tammy, M.S.W. *(Indiana University, 1990), IUPUI*

Skooglund, Leslie, M.S.W. *(Indiana University, 1999), IUB*

Smith, Jerome, Ph.D. (*University of Chicago, 1975), IUPUI*

Solis, Margarita, M.S.S.A. *(Case Western Reserve University, 1989), IUPUI*

Sullivan, John, M.S.W. *(University of Missouri, 1971), IUPUI*

Suman, Phil, M.S.W. *(Indiana University, 2003), IUPUI*

Taylor, Ronnie, M.S.W. *(Indiana University, 2000), IUPUI*

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

Twyman, Michael, PhD, *(Indiana University, 2006), IUPUI*

Votapek, Jacqueline, M.S.W. (*Indiana University, 2001), IUPUI*

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

Whitehead, Kay, M.S.W. *(Indiana University, 1996), IUPUI*

Wilkerson, David, M.S.W. *(Indiana University, 1979), IUPUI*

Williamson, Mary, M.S.W. *(Indiana University, 991), IUPUI*

Staff

DeRosa, Jennifer, *Administrative Secretary/Recorder, IUB*

Barnes, April, *Academic Support Specialist, IUPUI*

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

Branch, Kellie, *Administrative Assistant, IUNW*

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

Decker, Valerie, *B.S.W. Student Services, IUPUI*

Fleming, Jennifer, *Assistant to the M.S.W. Director, IUPUI*

Flynn, Catherine, *Administrative Assistant to the Dean, Office Manager, IUPUI*

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

Hodgkins, Marilou, *Assistant to the Director, IU East*

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

Khamis, Sameeh, *Technical Coordinator, IUPUI*

Machowiak, Barb, *Secretary to the Director, IUSB*

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

Sipes, Rachel, *M.S.W. Student Services Secretary/ Recorder, IUPUI*

Snyder, Celisa, *Director of Fiscal Affairs, IUPUI*

Agencies Participating in Field Instruction

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

Agencies in Indiana

Adams County

Adams County Memorial Hospital

Allen County

Allen County Department of Child Services
Cancer Services of Allen County
CANI—Head Start
Dunn Associates
Family and Children Services
Fort Wayne Community Schools
Leadership Fort Wayne
Lutheran Social Services of Indiana
Northeastern Indiana Kidney Center
Allen County Drug Court
Park Center, Inc.
Parkview Behavioral Health
Parkview Memorial Hospital
Phoenix Associates
SCAN, Inc.
SOCAP
St. Joseph Hospital
Turnstone Center
United Way of Allen County
Vincent House
Whitington Homes and Services for Children and Families

Bartholomew County

Bartholomew County Youth Services
Behavioral Healthcare
Columbus Behavioral Center
Columbus Regional Hospital
Ecumenical Assembly of Bartholomew County Churches
Family Service Association
Foundation for Youth of Bartholomew County, Inc.
George Junior Republic
Healthy Communities
Hospice of Bartholomew County
Quinco Behavioral Health Systems
Renal Care Group
Turning Point
United Way
Volunteers in Medicine

Boone County

Indiana United Methodist Children's Home
Western Boone School Corporation
Eagle Union School Corporation

Brown County
Brown County Probation Department
Brown County Family Access Program
Habitat for Humanity, Brown County
Quinco Behavioral Health

Cass County
Galveston Elementary School
Cass County Family Support
Cass County Children's Home
Cass County Office of Family and Children
Family Opportunity Center
Four County Counseling Center
Logansport Community School Corporation
Memorial Hospital
Southeastern School Corporation

Clark County
Life Spring Mental Health Center

Clinton County
Clinton County Division of Family and Child
Howard Community Hospital
Preservation Partners, Inc.
Wesley Manor

Davies County
Samaritan Center
Washington Community Schools

Dearborn County
Community Mental Health Center

Decatur County
Decatur County Memorial Hospital
Quinco Consulting Associates

Dekalb County
Dekalb Hospital

Delaware County
Ball Memorial Hospital
Ball State University
BMH Homecare Services, Inc
Comprehensive Mental Health Services, Inc
Delaware County Family Services and Counseling
Delaware County Juvenile Service Center
Delaware County Office of Family and Children
Kids Peace National Center
Muncie Community Mental Health Center
Specialized Alternatives for Families and Youth (SAFY)
Union Chapel Counseling Center
Youth Opportunity Center

Dubois County
Southern Hills Mental Health

Elkhart County

Adoption Resource Services, Inc
Eastlake Terrace
Elkhart Community Schools
Elkhart General Hospital
Elkhart Youth Services Bureau
Violence Intervention Project

Fayette County

Dunn Center
Fayette County CASA and Victim Assistance
Fayette County Probation Department
Fayette Memorial Hospital

Fountain County

Families United, Inc.

Franklin County

Margaret-Mary Community Hospital

Fulton County

Step Ahead/First Steps

Grant County

Boys and Girls Club of Grant County
Debra Corn Agency
Family Service Society, Inc.
Frances Slocum Elementary
George Junior Republic
Grant-Blackford Mental Health Center
Marion General Hospital
Marion Veterans Administration
New Horizons Youth Ministries
United Way of Grant County, Inc.

Greene County

Bloomfield Schools
Shakamak Junior and Senior High School

Hamilton County

Behavior Corporation
Carmel High School
College Wood Elementary
Family Tree Counseling
Lennon and Associates
Tri County Mental Health Center
Buckingham and Associates, P.C.
Community VNA
Center for Mental Health
Hamilton Centers
Hamilton County Community Corrections
Noblesville Intermediate School

Hancock County

Christian Youth Home
Gallahue Mental Health
Hancock County Office of Family and Children

Hancock Memorial Hospital
Hancock Regional Hospice
Mount Comfort Elementary School

Hendricks County
Agency on Aging
Behavior Consultation and Therapy Services, Inc.
Cummins Mental Health Center
Hendricks Community Hospital
Hendricks County Department of Child Services Hendricksburg Community School Corporation
Plainfield Community School Corporation
Plainfield Juvenile Correctional Facility
Sheltering Wings
Sycamore Services

Henry County
Bennett House
Cardinal Service Management, Inc.
Charles A. Beard Community Schools
Dunn Mental Health
Henry County Division of Child Services
Henry County Memorial Hospital
Interlocal Community Action Program
Lifestream
New Castle School Corporation
Raintree

Howard County
Behavioral Health Care of Northern IN
Family Service Association
Guardian Angel
Howard Community Hospital
Howard County Juvenile Probation
IU Kokomo Destination: Education UK
Kokomo Academy
Kokomo-Center Schools
Kokomo Counseling Center
Robert Kinsey Youth Center
St. Joseph Hospital—Kokomo
Villages of Indiana

Jackson County
Jackson County Department of Child Services
Jackson County Education Center
Quinco Consulting Associates
Schneck Medical Center
Seymour Community Schools

Jasper County
Rensselaer Care Center
Rensselaer Central Schools

Jay County
Jay School Corporation

Jefferson County
Jefferson County Youth Shelter

Quinco Consulting Associates

Jennings County
Jennings County School Corporation
Quinco Behavioral Health

Johnson County
Adult and Child Mental Health Center
Center Grove Community School Corporation
Greenwood Community School Corporation
Greenwood Counseling Association
HSI—Head Start
Johnson County Juvenile Detention Center
Johnson County Office of Family and Children
Johnson County School Corporation
Johnson County Youth Services Bureau
Northwood Elementary School
Tara Treatment Center
Valle Vista Hospital
Webb Elementary School
Youth Connections

Knox County
Willows

Kosciusko County
Bowen Center
CASA of Kosciusko County
ExtendaCare, Inc.
Med One Home Care

Lake County
Addiction Counseling and Family Services
African-American Achievers, Inc.
Bethany Christian Services
Campagna Center
Catholic Family Service
Community Hospital—Social Services
Crisis Center Alternative House
East Chicago School Corporation
Edgewater System for Balanced Living
Gary Community School Corporation
Gary Neighborhood Services, Inc.
Griffith Public School Corporation
Hammond Public School Corporation
Hospice of the Calumet Area
Human Beginnings Outpatient Mental Health Center
Lake County Office of Family and Children
Lakeside Counseling
Merrillville Public School Corporation
Methodist Hospitals—Adult Behavioral Medicine
Methodist Hospitals—Rehab Centers
Methodist Hospitals—U.S. Steel Employee Assistance Program
Premier Hospice
PSI Services, Inc.

River Forest School Corporation
Southlake Center for Mental Health
St. Anthony's Medical Center
St. Catherine Hospital Behavioral Health Services
St. Jude House
St. Margaret Mercy Hospital—Behavioral Medicine Outpatient Center
St. Margaret Mercy Hospital Health Centers
Tri City Community Mental Health Center

LaPorte County

Family and Community Services, Inc.
LaPorte Hospital and Health Services
Michigan City Area Schools
Swanson Center
Visiting Nurse Association

Lawrence County

Bedford Hospitality House
Bedford Regional Medical Center
Lawrence County Department of Child Services
Hoosier Uplands

Madison County

Anderson Center of St. John's
Anderson Community School Corporation
Anderson Psychiatric Clinic
Anderson University
Center for Mental Health
Children's Bureau
Community Hospital
Dove Harbor
Elwood Community School Corporation
Madison County Juvenile Probation
Madison County Youth Shelter
Mustin Memorial Shelter
Pendleton Juvenile Correctional Facility
St. John's Hospital
Visiting Nurse Health Care
West Bale Elementary School

Marion County

ACES Project
Adult and Child Mental Health Center
AIM
Altenheim Community
Alternative Learning Center
Alzheimer's Association
American Village
Associated Family Therapists
ATC Brookview Rehabilitation/Specialty Care
Beacon House
Behavioral Care
Bethany Christian Services
Big Brothers/Big Sisters
Boner Community Center

Boys and Girls Club of Indianapolis
Breaking Free
Brebeuf Jesuit Preparatory School
Bridges to Success
Brooke's Place
Brookview ATC
Brookview Rehabilitation Center
Carmel-Clay Schools
Casey Family Programs
Catholic Social Services
Child Advocates, Inc.
Children's Bureau, Inc.
Children's Coaliton of Indiana
Choices, Inc.
Christamore House
Christel House Academy
Christel House, Inc.
Church Federation of Greater Indianapolis
CICOA
Clarian Health Partners/IU Hospital
Clarian Methodist Hospital
Clarian/Riley Hospital
Coburn Place Safe Haven
Coleman Adoption Services
Columbia Women's Hospital
Community Action of Greater Indianapolis
Community Addiction Services of Indiana
Community Alliance of the Far Eastside
Community Centers of Indianapolis
Community Health Network
Community Solutions
Concepts in Coping
Concord Multi-Service Center
Consumer Credit Counseling
COVOH Foundation, Inc.
Craine House
Custer Center (Methodist Hospital Complex)
Damar Homes
Damien Center
DAWN Project
Dayspring Center
Decatur Township Schools
Dialysis Clinic, Inc.
East 91st Street Christian Church
Easter Seals
Ebenezer Foundation
Esther's Place
Exodus Refugee/Immigration
Fairbanks Hospital
Family and Social Service Administration
Family Counseling Center
Family Service Association

Family Works, Inc.
Far Eastside Community Development
Flanner House, Inc.
Forest Manor Multi-Service Center
Forum at the Crossing
Fresenius Medical Care
Gallahue Mental Health Center
Gennesaret Free Clinic
Gideon's Gate
Girls, Inc.
Goodwill Industries
Greenbriar Rehabilitation Center
Greenwood Health and Living
Hamilton Center
Hawthorne Community Center
Healthy Families
Homeless Initiative Program
Hoosier Veterans Assistance Foundation
Hoosiers Concerned About Gun Violence
Hooverwood
Horizon House, Inc.
IHS of Indpls at Cambridge
Indiana Advocates for Children, Inc
Indiana Association for Community Economic Development
Indiana Civil Liberties Union
Indiana Coalition Against Domestic Violence
Indiana Coalition on Housing and Homeless Issues
Indiana Commission on Community Service and Volunteerism
Indiana Community Cancer Center
Indiana Department of Child Services
Indiana Department of Commerce
Indiana Department of Corrections
Indiana Development Training
Indiana Division of Mental Health
Indiana Health Group
Indiana Parent Information Network (IPIN)
Indiana School for the Blind
Indiana School for the Deaf
Indiana Society for Social Work Leadership in Health Care
Indiana State Bar Association
Indiana State Department of Health
Indiana University Bell Flower
Indiana University Cancer Center
Indiana Women's Prison
Indiana Youth Advocate Program
Indiana Youth Group (IYG)
Indiana Youth Institute
Indianapolis Foundation
Indianapolis Housing Agency
Indianapolis Institute for Families, Inc.
Indianapolis Juvenile Correctional Facility
Indianapolis Metropolitan Career Academy

Indianapolis Police Department
Indianapolis Private Industry Council, Inc.
Indianapolis Psychiatric Association
Indianapolis Public Schools
Indianapolis Transition Center
Indianapolis Urban League
Indianapolis Weed and Seed
Indianapolis Youth Group
Information and Referral Network
Insights Consulting, Inc.
Interfaith Hospitality Network
IU Center on International Education
IU School of Social Work
IUPUI Counseling and Psychological Services
IUPUI Office of Neighborhood Partnership
IUPUI Student Life and Diversity
IYSA
Jameson Camp
Jewel Human Services
Jewish Community Center
Julian Center
Kaleidescope Church and Partnership
Kenosis Counseling
Key Consumer Organization
Kids Peace National Centers
Kindred Hospital
Lambda Consulting
Larue Carter Hospital
Lawrence Township Schools
Legacy House
Luise's Love Child Care Center
Lutheran Child and Family Services
Marian College
Marion County Children's Guardian Home
Marion County Community Corrections
Marion County Division of Family and Children
Marion County Health Department
Marion County Juvenile Court
Marion County Office of Family and Children
Marion Superior Court Probation
Marquette Manor Retirement Community
Martin Luther King Center
Mary Rigg Neighborhood Center
Mental Health Association
Midtown Community Mental Health Center
Miller's Merry Manor
Muscular Dystrophy Association
National Association of Social Workers
National Organization for Women
Neighbors Organized to Assist Humanity, Inc. (N.O.A.H.)
New Perspectives
Nina Mason Pulliam

Noble of Indiana
Northwest Manor Healthcare Center
OIC Indiana State Council
Outreach, Inc.
PACE, Inc.
Paralegal on Call
Partners in Housing
Pathway Family Center
Peace Learning Center
Pike Township Schools
Plainfield Juvenile Correctional Facility
Planned Parenthood of Indiana
Prevent Child Abuse
Project Impact
Quality Care Solutions
Quest for Excellence
Raphael Health Center
Reach for Youth
Rehabilitation Hospital of Indiana
Resolute
Robin Run Retirement Village
Rosewalk Village
RTC Resource
Rupert's Kids, Inc.
Safe Haven of Indianapolis
St. Mary's Child Care Center
Salvation Army
Sanders School
Senior Health Insurance Information Program
SHARE Program
Sharing and Caring Community Mental Health Center
Southeast Multi-Service Center
Southern Care Hospice
Southport Counseling Center
Southside Youth Council
Speedway Schools
St. Elizabeth's Home
St. Francis Hospital and Health Centers
St. Vincent Hospice
St. Vincent Hospital and Health Services
St. Vincent Stress Center
State of Indiana FSSA
Stopover, Inc.
Sunrise Assisted Living
Supportive Systems, L.L.C.
Technical Training Services
Transitional Assistance Services, Inc.
United Senior Action
United Way of Central Indiana
Veterans Administration Medical Center
Valle Vista Hospital
The Villages

Villages of Indiana
Visiting Nurse Services
Vista Care
Volunteers of America
Warren Township Schools
Wayne Township Schools
Wellington Manor
Wellness Community
Wesley Community Services
West Central Joint Services
West Morris Street Free Methodist Church Youth Ministry
Westminster Village North
Westside Community Development
Westside Health Clinic
Westview Hospital
White's Family Services
Wildflower Resource
Wishard Health Services
YMCA of Greater Indianapolis
Youth Emergency Services
YWCA

Marshall County
Behavioral Health Care—Plymouth
Pilgrim Manor Rehabilitation Center

Miami County
Bona Vista
Maconaquah Elementary School
Peru Community School Corporation

Monroe County
Adult Day Care
Amethyst House
Area 10 Agency on Aging
Banneker Community Center
BHC Meadows
Big Brothers/Big Sisters of Monroe County
Bloomington Convalescent Center
Bloomington Correctional Facility
Bloomington Hospital
Bloomington Juvenile Treatment Facility
Bloomington Meadows Hospital
Bloomington Parks and Recreation
Bloomington Township Trustee
Boys and Girls Club of Monroe County
Catholic Social Service
Edgewood Intermediate School
Family Service Association
Family Solutions
Forest Hills Special Education Cooperative
Gay/Lesbian and Bisexual Student Support Services
Head Start Program
Hospice of Bloomington

Hospitality House
Indiana Institute for Disability and Community
Institute for Family and Social Responsibility
IU Health Services
IU Legal Clinic on Mental Health and Disabilities
IU School of Law
Meadowood Retirement Community
Middle Way House
Monroe County Community School Corporation
Monroe County Department of Child Services
Monroe County Probation Department
Monroe County United Ministries
Monroe County Wrap Around
Older American Center
Options for Better Living
Perry Township Trustee Office
Public Health Nursing
Richland–Bean Blossom Schools
Shelter, Inc
Southern Care Hospice
Stonebelt Center
The Villages
Youth Services Bureau of Monroe County

Montgomery County

Family Crisis Shelter of Montgomery County
St. Claire Hospital
Wabash Valley Hospital
Youth Services Bureau

Morgan County

Center for Behavioral Health
Guardian Ad-Litem Program
IU Bradford Woods
Mooresville Community School Corporation
Morgan County Department of Child Services
Waters Nursing Home

Newton County

Lincoln School

Owen County

Center for Behavioral Health
Hamilton Center
Owen Valley Alternative School
Residence at McCormick's Creek

Parke County

Hamilton Centers
Protect the Innocent, Inc.

Porter County

Fountainview Place Nursing and Rehabilitation Center
Midwest Center for Youth and Families
Niequist Center for Residential Care
Porter-Starke Mental Health

St. Mary Medical Center
Valparaiso Community School Corporation

Putnam County
Cummins Behavioral Health Systems
Greencastle Middle School
Indiana Family and Social Services Administration
Old National Trail Special Services Cooperative
Putnam County Health Services Clinic
South Putnam County School Corporation

Randolph County
Dunn Mental Health
Randolph County Development Center
Randolph County Office of Family and Children
Randolph Eastern School Corporation

Ripley
Preventive Aftercare, Inc.

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

Shelby County
Gallahue Mental Health
Shares, Inc.
Shelby County Department of Child Services
Shelby County Office of Family and Children
Shelby County Youth Center
Shelbyville High School

St. Joseph County
Alzheimer's Association
American Cancer Society
American Heart Association
American Red Cross
Battell Center Community Activity Center
Battell Senior Workers, Inc.
Big Brothers and Big Sisters
Bonhomie Counseling Corporation
Catholic Charities of South Bend
Center for the Homeless
Child Protective Services
Children's Campus
Community Resource Center
Family and Children's Services
Family Learning Center
First Presbyterian Church of South Bend
Hannah's House
Holy Cross Counseling Group
Holy Cross Living Center
Hope Rescue Mission
Hospice of St. Joseph County, Inc.
Juvenile Probation Department of St. Joseph

La Casa de Amistad
Madison Center and Hospital
Madison Center for Children
Memorial Hospital of South Bend
North Star
St. Joseph's Medical Center

Steuben County
Steuben County Division of Family and Children

Tippecanoe County
Area 04 Agency on Aging
Carey Home for Children
Charter Behavioral Health Systems
Community and Family Resource Center
Cummins Mental Health Center
Debra Corn Agency, Inc.
Family Services, Inc.
FOCUS
GLASS
Greater Lafayette Health Services
Group Homes for Children
Indiana Veteran's Home
Lafayette Healthcare Center
Lafayette Urban Ministry
Purdue University
St. Elizabeth Hospice
St. Elizabeth Medical Center
St. Elizabeth's Hospital
Tippecanoe County Department of Child Services
Wabash Valley Hospital
YWCA

Vigo County
Covered Bridge Special Education District
Cummins Mental Health Center
Family Service Association of Wabash Valley
Gibault School for Boys
Hamilton Center
State of Indiana FSSA
Veterans Administration Hospital
Vigo County Office of Family and Children
Visiting Nurse Association of the Wabash

Wabash County
Education for Conflict Resolution
Bowen Mental Health Center
White's Residential and Family Services
Southeastern School Corporation

Wayne County
Area 9 Agency on Aging
Centerville Abington Schools
Northeastern Elementary School
Dunn Mental Health Center

Earlham College
Reid Memorial Hospital
Richmond Community Schools
Richmond State Hospital
Wayne County Office of Family and Children
Wernle Children's Home

Whitley County

Otis R. Bowen Center
Whittington, Inc.

Out-of-State Agencies

Butler County Department of Human Services, Ohio
Cancer Family Care—Cincinnati, Ohio
Cedar Springs Care Center—New Paris, Ohio
Center on Budget and Policy Priorities—Washington, D.C.
Cole Monroe County Mental Health Center—Mattoon, Illinois
Dane County Advocates for Women—Wisconsin
Darke County Mental Health Clinic—Greenville, Ohio
Fountain House—New York, New York
Gompers Middle School—Chicago, Illiinois
Lawrence County Health Department—Lawrenceville, Illiinois
Veterans Administration Medical Center of Danville—Danville, Illiinois
Veteran's Home—Barstow, California
Yellowstone Boys and Girls Ranch—Billings, Montana

International

Kildare West Mental Health Services—Kildare, Ireland
University of Christchurch, New Zealand
University of Orange Free State, Free State, South Africa
United States Air Force, Germany
UK Hounslow Community MH Team—Middlesex, England, United Kingdom