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Welcome to the Social Work Program at Ball State University. We are happy that you have chosen to pursue your social work degree in our program. The Ball State undergraduate social work program was the first undergraduate program in the state of Indiana. We have a long history of helping students pursue excellence in education, service, and professional social work practice. The social work program will provide you with the knowledge, skills, and self-awareness you will need to begin your social work career. We are committed to providing a program that will help you not only become an excellent social worker, but a program that will encourage you to reflect and make changes upon all aspects of your life.

The Ball State Social Work Program is accredited by the Council on Social Work Education (CSWE). The faculty and staff of the program are dedicated to the well-being of our students and the health of our community. You are invited to work with us in these efforts. Your individual passion, talents, skills, and energy will combine with the collective energy of fellow students, alumni, and our faculty and staff to make a difference in our community.

We encourage your active participation, not only in the classroom and field experiences, but also in the governance and development of the Social Work Program. To that end, we have an active student organization, the Student Social Worker Association (SSWA) that we encourage you to participate in and support. This group meets regularly and has representatives that attend our faculty meetings. We also have monthly “chat with the chair” sessions in which you can drop by and talk with the Chair of the Department about your concerns and suggestions. We also have a “town meeting” each semester in which students and faculty come together in an open forum to discuss issues relevant to the program. By choosing social work as your major you have also chosen to become part of a vibrant and supportive community.

This BSW Student Handbook describes the policies, procedures, and curriculum of the Bachelor of Social Work (BSW) program of Ball State University. It serves as a reference to assist you in understanding the course of professional study and development upon which you have embarked. Such an understanding is necessary to enable you to plan your academic career. Hopefully you will find yourself referring back to this handbook at various points as you progress through the BSW program. Also included is information about the university, its services, and policies.

With respect,
The Faculty and Staff of the Department of Social Work at Ball State University
Prior to 1966, the Sociology Department at Ball State University intermittently offered two introductory social work courses with a few students enrolled in them. Once professional social worker Karl Rehfeld joined the faculty in 1966, social work courses were offered on a regular basis. Practicum placements in area agencies, and a concurrent seminar, were added, and a 48 semester hour social work major was recognized in 1968. Rapidly growing enrollment justified two additional faculty by 1972, when the major also increased to 62 semester hours.

The University administration granted department status to Social Work effective July 1, 1977. At that time, the program became the Department of Social Work within the College of Sciences and Humanities.

On the national level, the growth of undergraduate programs in the country brought pressure on the Council on Social Work Education, the national accrediting body for graduate social work education programs, to begin to set standards for undergraduate programs. Criteria were set up in 1970 for approved status. This was the first step toward accreditation and the target date for issuing standards for accreditation of baccalaureate programs was set for 1974. Ball State applied for accreditation in September, 1974, and received full accreditation the following spring, retroactive to September, 1974. The Ball State Social Work program was among the first thirty baccalaureate programs nationally to receive accreditation and is among one of the oldest continuously accredited programs in the United States.

In May 1991, the Department initiated changes that resulted in the University awarding the Baccalaureate of Social Work (BSW) degree. This BSW degree title change was completed to better accommodate state social work licensing and legal regulations for social work practitioners and to underscore the professional nature of an academic degree.

Between 1977 and 2004, the Department of Social Work grew into a model undergraduate social work program under the able leadership of Dr. Harry Macy. Dr. Macy retired in 2004, but his legacy remains alive and well at Ball State University. The social work practice and educational communities both nationally and in Indiana are indebted to his long term efforts at promoting the provision of quality social services by professional trained social workers.
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The Department of Social Work sponsors the Student Social Workers Association (SSWA), a community for social work students that participates in advocacy, service projects, professional development, recreation, and social activities. A member of SSWA sits on the BSW Program Committee and represents the interests and concerns of the social work student body. The Department of Social Work supports the right of social work majors and minors to organize to promote their own interests in matters concerning academic and student affairs. Through SSWA students are encouraged to discuss and debate issues that affect them related to the BSW program. SSWA offers students an opportunity to develop organizational and leadership skills needed by beginning level social work practitioners.

Student representatives from SSWA attend the departmental faculty meetings of the social work program.

SSWA meetings are held at least monthly on a Tuesday or Thursday late afternoon. SSWA meetings and activities are open to social work majors and minors as well as to other interested BSU students. Each year officers are elected that serve as a steering committee. In conjunction with interested students, the steering committee plans events of interest to social work students such as an information session on graduate social work education. SSWA has also been involved in fundraising for UNICEF and LEAD. Dr. Glenn Stone serves as the Association’s faculty advisor.

The SSWA By-Laws can be found in Appendix B.
The Social Work Profession

What is social work?

Social work is all about people. Social workers form relationships with people. As adviser, advocate, counselor or listener, a social worker helps people to live more successfully within their local communities by helping them find solutions to their problems. Social work also involves engaging not only with clients themselves but their families and friends as well as working closely with other organizations. Social work is a unique blend of knowledge, skills, passion, and values that social work professionals use to change unjust social conditions and practices, and improve existing methods for individual and community change.

There is a specific status associated with the job title "social worker". Social workers are professionally qualified workers who work collaboratively with clients to assess their needs and plan the individual packages of care and support that best help them. In the state of Indiana, social workers are licensed professionals.

Social workers can be found in federal, state, and local governments as lobbyists, policy makers, and even as elected officials. Social workers are also employed as researchers and professors in colleges, as well as with private and public foundations that are created for studying social issues such as poverty, violence in families, HIV/AIDS, alcohol and other drug problems, gerontological issues, child welfare, and mental health.

Typically, however, social workers are found working directly with individuals and families who experience economic, political, and/or social dilemmas. A unique quality of social work is its dedication to working with the economically disenfranchised. Our work is clearly committed to social change. Settings which employ social workers include schools, hospitals, mental health agencies, crisis intervention programs, income support and job training programs, nursing homes, child welfare services, independent living programs, and adolescent intervention programs.

National Association of Social Workers (NASW)

In the United States the professional organization for practicing social workers is the National Association of Social Workers. NASW provides leadership within the profession at both the state and national levels. There is a state chapter of the National Association of Social Workers which has its office in Indianapolis with regional subchapters throughout the state. NASW publishes a monthly journal entitled Social Work, a monthly newspaper which keeps social workers abreast of current events in social work, and sets standards for social practice across the profession and within specific field of practice. NASW also supports legislation beneficial to social workers and their clients as well as candidates for political office committed to foster social and economic justice.

Social work majors are encouraged to join NASW and to attend local meetings. Applications can be found on the NASW website at www.socialworkers.org with reduced membership rates for students and recent graduates. Information on the Indiana Chapter of NASW can be found at http://www.naswin.org/.
Mission of the Department of Social Work

The mission of the Department of Social Work of Ball State University is two-fold:

To prepare competent and compassionate generalist practitioners who think critically, are committed to ethical social work practice, and meeting the needs of a changing society.

To function as a resource center for program development by providing consultation, research support, and professional services in collaboration with local and state human service communities.

Goals of the Department of Social Work

Flowing from and in keeping with its mission, the Department of Social Work has established the seven departmental goals listed below:

1) To train generalist BSW social workers who are competent.

2) To engage in research, service, and collaborative relationships with the community to further enhance social work practice.

3) To foster an environment that promotes self-reflection, self-understanding, and lifelong learning.

Learning Competencies

Learning competencies indicate what knowledge, skills, and values you will have upon completing you Bachelor’s degree in Social Work. These outcomes are used to evaluate our curriculum, your academic progress, and the program as a whole. Below are the ten learning competencies as required by the Council on Social Work Education, EPAS 2008:

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

- advocate for client access to the services of social work;
• practice personal reflection and self-correction to assure continual professional development;
• attend to professional roles and boundaries;
• demonstrate professional demeanor in behavior, appearance, and communication;
• engage in career-long learning; and
• use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decisionmaking. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:
• recognize and manage personal values in a way that allows professional values to guide practice;
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice. Social workers:
• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:
• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:
• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.
Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement
Social workers:
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers:
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention
Social workers:
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.
Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

Generalist Social Work Practice

The first half of the Department’s mission statement speaks to its strong commitment to preparing competent social work practitioners who will provide quality social services to individuals, families, groups, organizations, and communities. The BSW program prepares students for beginning social work practice using a generalist approach. The Department defines generalist practice as follows:

*Generalist social work practice is a planned process aimed at improving the well-being of individuals, families, groups, organizations, and communities and larger social systems, by creating social change both within and between these social systems within a global context.*

*Grounded in the liberal arts, generalist social work practice is based upon scientifically informed knowledge, professional social work values and ethics, and a core set of micro, mezzo, and macro skills transferable across a variety of human and social service practice settings. Generalist practitioners assume a variety of roles and are trained to think critically as they engage, assess, intervene, and evaluate practice outcomes when working with individuals, families, groups, organizations, and communities. Anchored in systems theory, generalist practice involves viewing client systems from an ecological perspective focusing on strengths and the quality of system interactions. Generalist practitioners strive to promote social and economic justice, and seek to support diversity by providing culturally sensitive services to a range of client populations including marginalized populations at risk of discrimination and oppression.*
Competency 1—Identify as a professional social worker and conduct oneself accordingly.

*Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.*

Social workers...
- Advocate for client access to needed resources
- Practice self-reflection to make changes that assure continual professional development
- Attend to professional roles, responsibilities, relationships, and boundaries
- Demonstrate respect for clients and colleagues through appropriate professional behavior, appearance, and communication
- Identify resources for engaging in career-long learning
- Use supervision and consultation

Competency 2—Apply social work ethical principles to guide professional practice.

*Social workers have an obligation to conduct themselves ethically and to engage in ethical decisionmaking. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.*

Social workers...
- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes
- Recognize and manage ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

Competency 3—Apply critical thinking to inform and communicate professional judgments.

*Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.*

Social workers...
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and clients’ lived experience
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
*These competencies are set by the Council on Social Work Education (CSWE). All undergraduate programs must develop these competencies in students in order to achieve accreditation by CSWE.
Competency 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Social workers...
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gain self-awareness to minimize the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference and intersectionality in shaping life experiences
- View themselves as learners and engage those with whom they work as resources for information

Competency 5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers...
- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social, environmental, and economic justice
- Engage in practices that advance social, environmental, and economic justice

Competency 6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Social workers...
- Use practice experiences to inform scientific inquiry
- Use research evidence to inform practice
Competency 7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Social workers...
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand persons and environments

Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Social workers...
- Analyze, formulate, and advocate for policies that advance social well-being, human rights and social, environmental, and economic justice
- Collaborate with clients and colleagues for effective policy action

Competency 9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Social workers...
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, social movements, and emerging societal trends to provide relevant services
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
Competency 10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Competency 10(a)—Engagement

Social workers...
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills Develop a mutually agreed-on focus of work and desired outcomes

Competency 10(b)—Assessment

Social workers...
- Collect, organize, and interpret pertinent information at multiple system levels
- Assess client strengths and challenges
- Develop mutually agreed-on intervention goals and objectives Select appropriate intervention strategies with individuals, families, organizations, and communities

Competency 10(c)—Intervention

Social workers...
- Initiate actions to achieve organizational goals while attending to professional values and ethics
- Implement prevention interventions that enhance client capacities
- Partner with clients in the process of finding solutions
- Negotiate, mediate, and advocate for clients from an empowerment perspective
- Facilitate transitions and endings

Competency 10(d)—Evaluation

Social workers...
- Critically analyze, monitor, and evaluate interventions in partnership with clients
**Social Work Curriculum**

**Required Courses Outside Social Work**

The University Core (general education) courses constitute the liberal arts base upon which professional social work education rests. In addition to the university’s required core course expectations, the Department of Social Work has specific liberal arts courses that enhance the social work curriculum. These include:

<table>
<thead>
<tr>
<th>Liberal Arts Course</th>
<th>Prerequisite and/ or Corequisite for:</th>
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</thead>
</table>
| General Psychology (PSYSC 100)                               | Social Work Practice I (SOCW 200)  
Social Welfare Policy I (SOCW 220)  
Human Behavior and the Social Environment I (SOCW 230) |
| Principles of Sociology (SOC 100) Or Social Problems (SOC 242) | Social Welfare Policy I (SOCW 220)                                            |
| Mathematics and its Applications (MATHS 125)                 | Human Behavior and the Social Environment II (SOCW 330)                        |
| Biology and Social Context (BIO 254) or Intro to Biopsychology (PSYSC 267) | Social Research II (SOCW 440)                                                  |
| ANTH 311Ethnicity OR SOC 421 Minorities OR EDMUL 205 Multicultural Education OR COMM 290 Intercultural Communication | Social Work Practice III (SOCW 400)                                             |
| SOC235 Sociology of Women OR PSYSC 324 Psych of Women OR ANTH 341 Anthropology and Women OR WMNST 210 Intro Women’s Studies | Social Work Practice III (SOCW 400) Social Work Practice IV (SOCW 410) |
Social Work Required Courses

Social Work foundation courses are required of all BSW majors. These required courses are grouped by content areas and described below:

**HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

Courses:

**SOCW 230 Human Behavior and the Social Environment I**
Social Work 230 is the first of two required courses in the Human Behavior and Social Environment curriculum sequence. Students examine the dynamic interaction between individuals and their social environments, focusing on small groups, organizations, and communities, with special attention to culture, class, race, ethnicity, sexual orientation, gender, gender identity, and cognitive and physical ability. An ecological and strengths perspective is introduced as a framework to assess the quality of the interactions between social systems and the individual, within a generalist practice approach. A range of social interaction theories are critically examined, and applied to the social work assessment process.

**SOCW 330 Human Behavior and the Social Environment II**
Social Work 330 is the second course in the Human Behavior and Social Environment (HBSE) sequence of the social work core curriculum. The ecological perspective, bio-psycho-social-cultural approach and the strengths perspective are used in the HBSE sequence to provide students with a means of assessing individuals and families and their social environments using a generalist practice approach. Utilizing content from SOCW 230, students will build an understanding of the complex interactions between various social, cultural, spiritual, family, small group, organizational, community, biological and psychological aspects which influence human development and functioning. The primary focus of the course content is on life span development, and secondarily integrates with the first HBSE class which focuses on macro systems and cultural aspects of human behavior. The impact of social justice issues on human development is emphasized for vulnerable populations.

**SOCIAL WELFARE POLICY**

Courses:

**SOCW 220: Social Welfare Policy & Programs I**
This course provides an overview of current social policy and programs within an historical and analytic framework. Students will examine the connections between current policy and programs and policy and programs, which have occurred in the past. They will identify continuities and discontinuities between past and current social welfare.

The implications of contemporary national and state social welfare policies and programs for social work will be an ongoing focus of the course. As a dimension of the focus on social work, professional social work's past and current involvement in influencing and shaping policy will be described and evaluated. In addition, students will discuss the vulnerability of populations that social work is committed to serve, such as women, minorities, people with disabilities, older adults, and gays/lesbians/bisexuals, to being at-risk due to reluctance of the government to take an active role in social welfare. They will, in addition, examine the response in the private sector to social welfare needs with a discussion of the relation of the public and private sectors in the development of social welfare policy and programs in the US.
Throughout this discussion the role of economic assumptions and events in influencing views and decisions about social welfare policy will be an ongoing dimension of the course.

**SOCW 320 Social Welfare Policy and Programs II**
Using the background information and foundation developed in Social Work 200, and 220, students in this course work with tasks, skills, and values required for social work practitioners to effectively influence policies at the organizational, community and legislative levels of generalist practice. Policy as an arena for BSW intervention is the organizing theme of the course so that students view themselves as "policy practitioners" within the context of BSW level social work. The primary teaching tool used in the course is to have students apply concepts discussed in class to practice situations they may confront as beginning level professional social workers. Using what they learned about past and present social welfare policy, students are challenged to view themselves as participants in modifying and creating future policies which will affect the ability of their clients to get their needs met.

**RESEARCH**

Courses:

**SOCW 340 Social Work Research I**
This course focuses on the foundation content in research methods and designs that may be utilized by social work practitioners for evaluating their own practice and social work programs as well as for advancing practice knowledge. The major aims of the course are to enable the student to develop and apply a scientific stance, to acquire a working knowledge of selected research methods, and to incorporate these elements into a broader social work practice repertoire. The course content includes: parallels of research and social work practice; ethical issues for research with human subjects; generation of research problems and hypotheses; foundations of measurement, sampling; single subject and group designs; evaluation research and accountability; both qualitative and quantitative methods of data collection; and relevant technological advances. The treatment and protection of marginalized individuals and populations of difference within research is also addressed.

This course prepares students to effectively assess and improve their own practice, to participate in practice evaluation efforts within a social service agency, and to analyze current research studies and their implications for social work practice.

**SOCW 440 Social Work Research II**
Social Work Research II is the second of two courses required of all undergraduate social work majors. The course builds upon the foundation content in research methods and designs that are utilized by social work practitioners in evaluating their own practice and programs as well as for advancing practice knowledge. This statistical methods course is designed by the student with limited mathematical background and acquaints the student with data analysis using SPSS. The purpose of the course is to introduce the student to the basic concepts of descriptive and inferential statistics. Emphasized are: scientific method and measurement; descriptions of central tendency, dispersion, association and difference; inference via statistical estimation, hypothesis testing, and tests of significance. The objectives of the course are to enable students to conceptualize, apply, and interpret statistical methods in relation to problems which confront the field of social work. Upon completion of the course the student is able to apply, comprehend, interpret, and evaluate statistical researchers.
**PRACTICE**

Courses:

**SOCW 100 Introduction to Social Work**
This is the first course social work students take as an introduction to the social work profession. A social problems approach is used to help students understand how client systems, populations at risk and society are affected by problems such as poverty, child abuse, mental illness, substance abuse, racism, discrimination, and other social and economic issues. Through reading and classroom activities, students are introduced to the profession’s historical development, its underlying values as well as an overview of the social work knowledge base. The generalist approach to social work practice is outlined and provides a framework for looking at social work roles in working with individuals, families, groups, organizations, and communities in various practice settings.

**SOCW 200 Social Work Practice I**
Social Work Practice I is the first social work practice class and is designed to help students learn fundamental communication and relational skills used by the entry-level generalist social work practitioner. The course builds on SOCW 100 Introduction to Social Work and engages students in exploring basic communication skills in the context of a helping relationship. Students become familiar with the phases of the helping process and develop beginning interviewing skills relevant to work with individuals, families, and small groups.

Students are introduced to an ecological framework and the strengths perspective. Ethical issues related to professional relationships are stressed as is cultural competence in working with clients from diverse backgrounds. The role age, class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation on the helping process are explored. Throughout the course, the transactions between people and their environments are stressed with a special emphasis upon social and economic justice issues.

During the semester students spend 2-3 hours each week volunteering in a social service or related type of agency where they have an opportunity to apply the practice skills discussed in class, and to reflect upon and assess their professional development.

**SOCW 300 Social Work Practice II**
Social Work Practice II is designed to prepare students for beginning level generalist practice with organizations and communities. Students apply organizational and community theories in assessing these larger systems, and learn practice skills and techniques to effect macro level change. Aspects of macro practice are examined using a systems framework and an ecological perspective.

Emphasis is placed upon the development of beginning level leadership and communication skills needed for macro practice such as developing mutual and collaborative relationships and the management of differences. Practice methods of assessment, planning, goal setting, intervention and evaluation are taught. Skills and methods required for practice with diverse populations based on age, class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation are emphasized through class assignments and case illustrations. Students are required to evaluate their own professional development by assessing their skills and ability to operationalize social work values and apply the NASW *Code of Ethics* to practice.
SOCW 400 Social Work Practice III
Social Work Practice III prepares students for beginning level generalist practice with small groups focusing on individual and social change. Content on group dynamics and group practice theory is covered relating to assessment and intervention planning with treatment and task groups. Students develop group practice and leadership skills for direct practice with groups and to effectively participate in multidisciplinary teams in agency settings and in community planning groups. The course emphasizes the implementation of social work values and ethics in working with groups. Consideration is also given to human diversity in group work practice and the profession’s commitment to alleviate oppression and advance social and economic justice is stressed.

SOCW 410 Social Work Practice IV
This course is designed to prepare students for beginning level generalist practice with individuals, and families. Students will learn to use an ecological systems framework to assess the person-in-environment situation, determining appropriate targets of direct service intervention. The course also focuses on learning skills to implement such intervention.

Class assignments and case illustrations emphasize practice methods and skills considering, without bias, the following: age, class, color, culture, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation. Further, the profession’s commitment to the alleviation of oppression and the advancement of social and economic justice are stressed. Finally students are required to evaluate their professional development, skill level and ability to apply social work values and ethics to practice.

FIELD PRACTICUM (Internship)

Courses:

SOCW 460 Field Practicum
Social Work 460 Field Practicum is one of the two final courses taken by social work majors. The course consists of an intensive field experience in which students integrate content from previously required courses in the social work curriculum. The practicum experience takes place in an approved human services agency under the supervision of a qualified field supervisor in conjunction with an assigned faculty liaison. Micro, mezzo and macro practice experiences in the field agency are educationally structured and supervised through a learning contract, and include direct work with individuals, families, groups, organizations, and communities, as well as participation in agency staff activities. The focus of the learning integration process is on the competencies required of baccalaureate level social workers, and on professional development strategies expected of beginning practitioners.

The practicum course consists of a minimum of 400 hours in the field full time block placement and is taken concurrently with SOCW 462 Field Seminar. The field experience provides students with the opportunity to master beginning level generalist social work practice skills.

SOCW 462 Field Seminar
Taken concurrently with SOCW 460 Field Practicum, the Field Seminar course assists students in integrating current field experiences with previous learning from courses required in the social work curriculum. Through assignments and small group discussions facilitated by the Faculty Liaisons students expand their learning beyond the scope of their particular practicum setting. Seminar sessions focus upon refining
analytical and critical thinking skills, applying social work values and ethics, and self reflection emphasizing professional development.

**SOCIAL WORK ELECTIVE COURSES**

The department offers several social work electives that focus on working with a specific population or field of practice. Each student is required to take a minimum of two electives prior to graduation. Students, in consultation with their advisor, select elective courses to support a career interest or sample courses from across disciplines with their advisor’s guidance and department approval. One of these two electives may be taken in a discipline other than social work, provided the course is a 300 or 400 level course and it is supportive of social work practice. There are some 200 level course exceptions. Currently the Department offers the following electives as selected topics (SOCW 370):

- **Child Abuse and Neglect I**
  This course is designed to provide a comprehensive introduction to child abuse and neglect from psychological, social, cultural, legal, and economic perspectives. Social workers in all professional work settings must know how to identify child maltreatment and family violence. Students must also be able to practice without discrimination and with respect, knowledge, and skills related to the clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Students will learn the family dynamics and indicators of maltreatment and effective interventions at the micro, mezzo, and macro level, with an emphasis on strengths based, family-centered intervention strategies. Additionally, students will learn the extent of reported maltreatment of children, effects on children, treatment issues, the social worker’s role in a multidisciplinary team approach, how to advocate for individuals and families, and will be introduced to the concept of personal accountability for outcomes. This course will also introduce to students the values and ethics of the social work profession in the child welfare arena, specifically the right of children to appropriate care, to be free of abuse and neglect, and to grow up in a safe environment.

  This course is available as an elective but is also the first of two specific course requirements for the Indiana Child Services Education program available through public universities in Indiana. These two courses include components of the Core Training curriculum for all new employees of the Department of Child Services.

- **Child Abuse and Neglect II**
  The overall purpose of this capstone course is to acquaint the student with a specific field of social work practice in increased depth, to provide further opportunity for synthesis of student learning which has already occurred in previous courses, and to integrate social welfare policies and policy analysis with social work practice.

  This course focuses on the integration of knowledge and practice skills specific to child abuse and neglect, and family violence. Skills will be developed that will allow students to practice without discrimination and with respect, knowledge and skills related to the clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation. Students will learn interviewing and assessment skills, case planning and decision making, guidelines for court involvement, as well as cultural considerations in child-rearing practices and communication/gender issues. Assessing families at risk of abuse and neglect is emphasized and the major policy issues are explored. Strengths
based and family-centered perspectives will be used to look at interventions and services that promote family preservation, reunification and permanency for children. The principals of best practices in child welfare practice will be explored and will include the assumption that parents have the primary responsibility for the care and safety of their children and that children are best served by growing up in their own homes when these families are able to provide safe, nurturing and stable homes.

This course is available as an elective but is also the second of two specific course requirements for the Indiana Child Services Education Program available through public universities in Indiana. These two courses include components of the Core Training curriculum for all new employees of the Department of Child Services.

- **Social Work Practice with Older Adults**
  Social Work Practice with Older Adults focuses on the knowledge, values and skills needed to effectively provide services to older adults and their families. Policy and practice issues unique to older adults are highlighted as are the roles and functions of social workers working in agency and practice settings serving this population. Students explore their own beliefs and attitudes regarding older adults and the aging process itself to prepare them to work effectively in geriatric specific and other practice settings that service older adults. Course content on the complex interaction of social and cultural factors such as class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation is presented with a special emphasis upon social and economic justice issues related to older adults.

- **Interventions in Family Violence**
  Interventions in Family Violence is a social work elective course designed to familiarize the student with the dynamics related to violence that occurs between family members. A multidimensional perspective to the treatment of family violence is presented. The course focuses on best practices (interventions) in the area of family violence utilized by social work, criminal justice and medical professionals. The impact of revictimization is addressed as are controversies related to issues of family violence. The role of the social worker as a victim advocate is explored.

  A multicultural perspective is used to address how factors such as age, class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation impact family violence.

- **Social Work Practice in Health Care**
  This course focuses on the development of social work practice skills relevant to health care settings. An examination of policies, programs, and service delivery systems relevant to health care practice and to client systems is explored. Special emphasis is placed upon the assessment of the impact of illness, disability, treatment, and hospitalization on client systems, interdisciplinary health care practice, and ethical issues. This course also aims to help students understand the ever-changing organizational structure of today’s health care field and to strengthen students’ ability to understand their professional role(s) as social workers within health care settings. Inequalities in health status and access to health care are considered, as well as, roles played by social workers in addressing the health problems of vulnerable populations are explored.
**Rural Services in Mental Health**

The course focuses on the study, design, and delivery of mental health/behavioral health care in rural settings. The recognition of the diversity of clients and resources is a key component of the course. The course explores the distinctive nature of rural generalist practice.

**Advanced Standing**

In addition to preparing students for beginning level social work practice, the BSW program prepares students for graduate social work education. Admission to graduate school is competitive and generally Master of Social Work (MSW) programs seek students who have earned an overall grade point average of 3.0 or above.

Since the BSW program at Ball State University is accredited by the Council on Social Work Education, students are eligible to seek Advanced Standing in accredited MSW (Masters of Social Work) graduate programs which permits BSW graduates to earn the MSW degree in a shorter period of time.

**Sequencing of Social Work Courses**

The table below is the recommended and model course sequencing for the social work major. While many students do not follow this course sequencing exactly, students are required to take the liberal arts support course work in a timely fashion, and to complete 100 and 200 level social work courses prior to beginning the 300 level course work. Likewise, students must complete the 300 level social work coursework before beginning the 400 level or senior social work practice courses. All required courses in the social work major must be completed before taking SOCW 460 Field Practicum and SOCW 462 Field Seminar.
# Model Eight Semester Student Schedule
## 4 Year Plan

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course:</th>
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<th>Course:</th>
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<tbody>
<tr>
<td>PSYSC 100</td>
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<td>SOC 242 or SOC 100</td>
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<tr>
<td>SOCW 100</td>
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### SPRING SEMESTER

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<td>SOCW 200</td>
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<td>SOCW 230</td>
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<tr>
<td>PSYSC 267 or General Elective*</td>
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### SOPHOMORE

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<td>SOCW 330</td>
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<tr>
<td>SOCW 320</td>
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<td>SOCW 340</td>
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<td>ANTH 311 or SOC421 or EDMUL205 or COMM290</td>
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<td>SOCW 370</td>
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<td>UCC</td>
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### JUNIOR

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<td>SOCW 410</td>
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<td>SOCW 462</td>
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<td>SOCW 440</td>
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<td>SOCW 370</td>
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### SENIOR

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</table>

**Grand Total 120**

*Students either take PSYSC 267 Fall Semester OR BIO 254 Spring Semester*

**CODE: UCC = University Core Course**

*41 UCC needed for graduation*
Scheduling of Social Work Courses

Social work courses are generally offered on Tuesdays and Thursdays during the day. Required courses are scheduled from 8:00 a.m. through 4:45 p.m. during the day. On occasion, a social work class is offered on a Monday, Tuesday, or Wednesday evening. Evening classes meet only once a week. All required social work courses except for SOCW 460 Field Practicum and SOCW 462 Field Seminar are offered each semester. Field Practicum and Field Seminar are only offered during the spring and summer semesters.

Social Work Minor

The social work minor provides content which enables students to assess potential interest in pursuing a career in social work in a graduate program (MSW). In addition, the minor serves as a complement for selected majors who will be working collaboratively with social work professionals. The minor provides students with an introduction to the social work profession and the nature of social work practice. The minor consists of 18 semester hours. Students earning the minor in social work take the following courses:

<table>
<thead>
<tr>
<th>SOCIAL WORK MINOR</th>
<th>Course</th>
<th>Prerequisite</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td>SOCW 100 Introduction to Social Work</td>
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<td>3 semester hours</td>
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<tr>
<td></td>
<td>SOCW 200 Social Work Practice I with Volunteer Field Experience</td>
<td>Prerequisite: SOCW 100</td>
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<td>SOCW 220 Social Welfare Policy I</td>
<td>Prerequisite: SOCW 100</td>
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<td>SOCW 230 Human Behavior and the Social Environment I</td>
<td>Prerequisite: SOCW 100</td>
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<td></td>
<td>SOCW 330 Human Behavior and the Social Environment II</td>
<td>Prerequisites: SOCW 100, SOCW 200, SOCW 220, SOCW 230</td>
<td>3 semester hours</td>
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<tr>
<td></td>
<td>SOCW 370 Selected Topic Course or a Department approved 300 or 400 level University course related to social work</td>
<td>Prerequisites: SOCW 100</td>
<td>3 semester hours</td>
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Please Note: Social Work minors are not permitted to take the advanced social work practice courses: Social Work Practice II, Social Work Practice III and Social Work Practice IV.
The Social Work Major

Students declare social work as their major any time after being admitted to the university and take 100 and 200 level coursework prior to applying for formal or selective admission to the BSW (Bachelor of Social Work) program. The Department of Social Work, an undergraduate professional degree program, formally admits students into the social work major as is required by the Council on Social Work Education. This formal admissions process allows faculty to assist students in assessing their educational and professional development and in developing timely academic plans.

Criteria for Formal Admission to the Major

Formal admission to the social work major occurs after completion of SOCW 100, SOCW 200 and SOCW 230 and is based upon the following criteria set by the Department of Social Work. Students must have:

1. Earned at Ball State University a minimum 2.3 grade point average on a 4.0 point scale in 100 and 200 level courses required by the major and taken prior to formal admission.

2. Submitted a completed Social Work Application to the 200 level faculty member at least five days prior to an assessment conference (interview); Application materials must demonstrate writing skills adequate for entry-level social work practice.

3. Have on file a completed Volunteer Field / Learning Contract and Evaluation Form for an approved Volunteer Field Experience. This minimum 25-hour Volunteer Field Experience is a course requirement for SOCW 200. For students transferring in the equivalent of SOCW 200 from another institution, a copy of an evaluation of their volunteer/internship experience or its equivalent must be submitted.

4. Ensure the submission of an assessment form with the social work faculty member in SOCW 200, and/or SOCW 220, and/or SOCW 230. This faculty member submits the assessment form on behalf of the student that becomes a part of the student’s application materials. This assessment will address students’ academic performance, as well as the adherence to professional behaviors consistent with the NASW Code of Ethics.

5. Signed an Admissions Contract verifying:
   - Familiarity with the NASW Code of Ethics;
   - A willingness to adhere to the principles and tenets of the Code of Ethics;
   - A willingness to continue professional development through regular use of university and community resources;
   - Scheduling of advising sessions with an assigned Faculty Advisor to discuss academic and professional development;
• Permission for social work faculty to discuss her/his progress in the social work program with the Chair and other relevant social work faculty members as needed;
• Full disclosure of convictions or pending charges for serious offenses.

6. Focused upon a general career/educational goal consistent with professional undergraduate social work education.

7. Demonstrated the absence of a criminal history of any of the following offences: felony, felony assault / assault, drug related offences, theft, domestic violence, child abuse, murder or manslaughter, felony DUI (bodily injury), and sexual assault, stalking or rape. *

8. Completed an interview with the Chair of the Department of Social Work and received a positive decision for formal admission to the major.

* Students are welcome to seek clarification regarding the Department’s criminal history policy from their social work Faculty Advisor or the Department Chair.

Application Materials

Application materials for formal admission to the major can be obtained in the Department of Social Work office in the North Quad Building, Room 243. An electronic copy can be found on the department’s website: http://www.bsu.edu/socialwork/admissions. The application process and materials are also reviewed in all SOCW 230 classes.

Admission Interview with the Department Chair

In order to schedule an Admissions Interview with the Department Chair, students must have been ensured the submission of the assessment form by a 200 level faculty member who had the student in their class. During the Admissions Interview the applicant’s admission materials are reviewed and questions regarding the BSW major are answered. Applicants are asked to elaborate on their written responses on their application materials. At the conclusion of the interview, students who meet the department’s criteria for admission are informed of their acceptance into the program.

During the admission interview the Chair of the Department:

1. Reviews the assessment form from the 200 level instructors and discusses the academic and professional behaviors evidenced by the student as related to admission;
2. Asks the student to sign the Admissions Contract;
3. Develops an academic plan with the student designed to ensure the student’s timely completion of the BSW degree;
4. Asks the student to declare which semester she/he intends to complete SOCW 460 and SOCW 462;
5. Confirms the designation of academic advisor in consultation with the student and based upon faculty availability.

In situations where there is concern regarding the applicant’s suitability for the BSW program or for the social work profession, these concerns are discussed in the interview with the applicant. This includes
concerns involving felony or misdemeanor convictions or pending charges. If the applicant continues to want to pursue admission, the applicant’s materials are then reviewed by the BSW Student Standards Committee, which may request additional materials from the applicant. The BSW Student Standards Committee then makes the final decision regarding admission in a timely fashion, and the applicant is notified by mail of the Committee’s decision.

**Appeals Regarding Denied Admission**

Students denied admission by the BSW Student Standards Committee may appeal the decision within fourteen days by submitting a written appeal to the Department Chair. The written appeal must specify the reasons for the appeal. The Department Chair will ask the BSW Student Standards Committee chair to convene the BSW Student Standards Committee to review all information obtained from the initial admission process, faculty advising conference notes, and other relevant data regarding the student’s academic and professional performance. The BSW Student Standards Committee will schedule a meeting with the student within 20 working days. After meeting with the student, the BSW Student Standards Committee will make a decision regarding the appeal and will notify the student in writing of the committee’s decision. The BSW Student Standards Committee has the authority to admit or deny admission.

**Conditional Acceptance to the BSW Major**

On occasion, an applicant may be accepted into the program conditionally. Conditional acceptance may be granted in cases where:

- The applicant has not completed or received a final grade in SOCW 200 and SOCW 230, but anticipates doing so prior to beginning SOCW 330. In this situation students are granted full admission once their academic record (DegreeWorks) indicates they have successfully completed the course and have earned the required cumulative grade point average of 2.3.

- The student’s admission materials indicate that the student is not writing at a college level. Students admitted conditionally based upon a concern over writing skill level are required to seek weekly writing assistance in the Learning Center or in the Writing Clinic on campus during the first semester after they are admitted to the program.

Other concerns may also warrant a conditional acceptance. Applicants being accepted conditionally are notified in writing of the necessary conditions that must be addressed prior to full acceptance being granted. Full acceptance is required if students are to be permitted to continue in the BSW program beyond the initial semester after the admission interview. Students are notified by mail after the first semester if they have successfully met the required conditions and have attained full acceptance.
Transfer Students

General Information
Students transferring from another four year academic institution, or from a community college, declare their intention to pursue the social work major at the time of being admitted to Ball State University. Once admitted to the university, they receive a letter requesting them to meet with an advisor in the North Quad Advising Center located in Room 304. An advisor in the Advising Center will then orient the student to selecting classes, the registration process, setting up an email account, and graduation requirements. It is recommended that when transfer students have set an appointment with the Advising Center that they also schedule an appointment to occur the same day with the transfer coordinator, Dr. Glenn Stone in the Department of Social Work. Dr. Stone will advise the students on the specifics related to the BSW degree and assist the student in developing an academic plan that will ensure their timely completion of the BSW degree. He also orients students to the formal admission to the major process. **Transfer students apply for formal admission to the major after having completed one semester of social work courses at Ball State University.** Formal admission is completed prior to obtaining departmental permission to register for SOCW 330, Human Behavior and the Social Environment II. Dr. Stone’s office is located in the North Quad Building in Room 243. He can be contacted by calling the Department of Social Work office at 765 285-1016, or by e-mailing him at gestone@bsu.edu.

Ivy Tech Transfer Students
The Department of Social Work at Ball State University welcomes students who are transferring from Ivy Tech community college campuses. Many Ivy Tech students have elected to take courses within the Human Services and Criminology Department and enter Ball State University well prepared to complete the four-year BSW degree. The following charts on page 9 and 10 list equivalent University Core (general education) and social work degree requirements that can be transferred into Ball State and used to meet the BSW degree requirements.

Students currently enrolled at Ivy Tech are encouraged to plan ahead prior to transferring to Ball State by calling or meeting with the Transfer Coordinator, Glenn Stone, in the social work department. Early planning can ensure a smoother transfer process. He can be reached at 765 285-1016, or by e-mailing him at gestone@bsu.edu.

Transfer Course Work
The Council on Social Work Education requires that all foundation social work courses beyond the introductory and pre practice courses be taken in an accredited social work program. Transfer courses taken at another accredited BSW program must also meet Ball State University’s academic standards (an earned letter grade of “C” or better), and judged as equivalent to the Department of Social Work's core foundation social work courses either by the BSW program's Chair, his designee or the BSW Admissions Committee. Transfer courses are not accepted from other accredited social work programs for either SOCW 410 Social Work Practice IV, SOCW 460 Field Practicum, or for SOCW 462 Field Seminar. These courses must be taken within the Department to earn the BSW degree from Ball State University. The university also requires that 30 of the last 40 credit hours be earned at Ball State University.
Articulation – Transfer Agreement
Course Equivalencies
Ivy Tech Community College of Indiana and Ball State University
Human Services Program – Bachelor of Social Work

This transfer agreement identifies course equivalencies required for completion of Ball State University's Bachelor of Social Work degree. Course equivalencies between the Human Services Major and the Bachelor of Social Work degree are identified below. The reverse side identifies equivalencies between Ivy Tech Community College courses and Ball State University's Core Curriculum requirements.

### Ivy Tech Community College of Indiana

**Human Services Curriculum Concentration**

<table>
<thead>
<tr>
<th>Ivy Tech Courses</th>
<th>Equivalent To</th>
<th>Ball State Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Required Human Services Course</strong></td>
<td></td>
<td><strong>I. Required Social Work Course</strong></td>
</tr>
<tr>
<td>BIO 100 Human Biology</td>
<td>3.0</td>
<td>BIO 254 Biology in Social Context</td>
</tr>
<tr>
<td>HMS 101 Intro. to Human Services</td>
<td>3.0</td>
<td>PSYSC 367 Biopsychology (3.0)</td>
</tr>
<tr>
<td>HMS 103 Interviewing and Assessment</td>
<td>3.0</td>
<td>SOCW 100 Introduction to Social Work</td>
</tr>
<tr>
<td>HMS 270 Multicultural Practice</td>
<td>3.0</td>
<td>SOCW 200 Social Work Practice 1 w/Field Exp.</td>
</tr>
<tr>
<td>PSY 101 General Psychology</td>
<td>3.0</td>
<td>ANTH 311 Ethnicity and Race</td>
</tr>
<tr>
<td></td>
<td>3.0</td>
<td>PSYSC 100 General Psychology</td>
</tr>
<tr>
<td>SOC 111 Principles of Sociology</td>
<td>3.0</td>
<td>SOC 100 Principles of Sociology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Substitutes for SOC 242)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HMS 205 Behav. Managemnt – Choice Theory</td>
<td>3.0</td>
<td>SOCW 370-V Social Work Elective – variable topic</td>
</tr>
<tr>
<td></td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>HMS 207 Program Planning and Policy Issues</td>
<td>3.0</td>
<td>SOCW 998 General Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>24</td>
<td>Total Credit Hours</td>
</tr>
</tbody>
</table>

| **II. Required Human Services Courses** | | **III. General Elective Course** |
| Counts toward graduation, but not in SOCW major | | |
| HMS 102 Helping Relationships | 3.0 | SOCW 370-V Social Work Elective – variable topic | 3.0 |
| HMS 201 Internship I | 4.0 | SOCW 998 General Elective | 4.0 |
| HMS 202 Internship II | 4.0 | SOCW 998 General Elective | 4.0 |
| HMS 206 Group Process and Skills | 3.0 | SOCW 998 General Elective | 3.0 |
| HMS 269 Human Dev. & Ecological Systems | 3.0 | SOCW 998 General Elective | 3.0 |
| | | |
| Total Credit Hours | 17 | Total Credit Hours | 17 |

Grand total | 41 | Grand total | 41 |

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1. Approved by the Department of Social Work at Ball State University and Human Services at Ivy Tech Community College on 9/7/07.
2. PSYSC 100, SOC 100 & BIO100: These courses “double count” for the Department of Social Work major and the Core Curriculum requirements; however, the 3 credits earned can only be counted once toward graduation hours.
3. V =Variable Credit – Student can take 370 more than once and earn up to 12 credit hours.
IVY TECH COURSES LISTED BY BSU CORE (GENERAL EDUCATION) GROUPINGS FOR SOCIAL WORK MAJOR TRANSFER STUDENTS

This articulation agreement applies only to the student majoring in social work. Other majors should contact Ball State’s Office of Undergraduate Admissions at (800) 482-48SU or (765) 285-8300.

IVY TECH COURSES . . . Equivalent To . . . BALL STATE CORE COURSES

REQUIRED (FOUNDATION AND MATH) COURSES

<table>
<thead>
<tr>
<th>IVY TECH COURSES</th>
<th>Equivalent To</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111  English Composition</td>
<td>ENG 103  English Composition 1</td>
</tr>
<tr>
<td>ENG 112  Exposition and Persuasion</td>
<td>ENG 104  English Composition 2</td>
</tr>
<tr>
<td>COM 101  Fundamentals of Public Speaking</td>
<td>COMM 210  Fundamentals of Public Communication</td>
</tr>
<tr>
<td>MAT 118  Concepts of Math</td>
<td>MATH 125  Mathematics and its Applications (fulfills Core requirement)</td>
</tr>
<tr>
<td>FIT 100  Lifetime Fitness and Wellness</td>
<td>PEFWL 100  Physical Conditioning</td>
</tr>
</tbody>
</table>

(OTHER) FOUNDATION COURSES

<table>
<thead>
<tr>
<th>IVY TECH COURSES</th>
<th>Equivalent To</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSY 235 &amp; 236  World Civilization I &amp; II</td>
<td>HIST 151 and 152  World Civilization 1 and 2</td>
</tr>
<tr>
<td>MAT 135  Finite Math</td>
<td>MATHS 131  Finite Mathematics for Business</td>
</tr>
</tbody>
</table>

PHYSICAL EARTH AND LIFE SCIENCES

<table>
<thead>
<tr>
<th>IVY TECH COURSES</th>
<th>Equivalent To</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL: CHM 101 or CHM 102</td>
<td>CHEM 100  People and Chemistry</td>
</tr>
<tr>
<td>or PHY 101  Physics I</td>
<td>PHYCS 110  General Physics 1</td>
</tr>
<tr>
<td>EARTH: ENV 101  Introduction to Environmental Technology</td>
<td>NREM 101  Natural Resources and Environmental Management</td>
</tr>
<tr>
<td>or SCI 100  Earth Science</td>
<td>GEOG 101  Earth, Sea, and Sky</td>
</tr>
<tr>
<td>or LIFE: BIO 100  Human Biology</td>
<td>BIO 100  People &amp; the Life Sciences</td>
</tr>
<tr>
<td>or 101  Introduction to Biology</td>
<td>BIO 101  Introduction to Biology</td>
</tr>
</tbody>
</table>

SOCIAL AND BEHAVIORAL SCIENCES

<table>
<thead>
<tr>
<th>IVY TECH COURSES</th>
<th>Equivalent To</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANH 154  Cultural Anthropology</td>
<td>ANTH 101  Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>ECN 101  Economics Fundamentals</td>
<td>ECON 116  Survey of Economic Ideas</td>
</tr>
<tr>
<td>ECN 202  Principles of Microeconomics</td>
<td>ECON 201  Elementary Microeconomics</td>
</tr>
<tr>
<td>HSY 101  Survey of American History I</td>
<td>HIST 201  American History, 1492-1876</td>
</tr>
<tr>
<td>HSY 102  Survey of American History II</td>
<td>HIST 202  American History, 1877-Present</td>
</tr>
<tr>
<td>POL 101  Introduction to American Government and Politics</td>
<td>POLS 130  American National Government</td>
</tr>
<tr>
<td>PSY 101  Introduction to Psychology</td>
<td>PSYSC 100  General Psychology (also a social work requirement)</td>
</tr>
<tr>
<td>SOC 111  Introduction to Sociology</td>
<td>SOC 100  Principles of Sociology (also a social work requirement)</td>
</tr>
</tbody>
</table>

Choose no more than two courses and no more than one from each group (Physical, Earth, or Life) to ensure productive transfer.

FINE ARTS

<table>
<thead>
<tr>
<th>IVY TECH COURSES</th>
<th>Equivalent To</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANH 110  Art Appreciation</td>
<td>AHS 100  Introduction to Art</td>
</tr>
<tr>
<td>HUM 100  Theater Appreciation</td>
<td>THEAT 100  Introduction to Theatre</td>
</tr>
<tr>
<td>HUM 118  Music Appreciation</td>
<td>MUHIS 100  Music Appreciation</td>
</tr>
</tbody>
</table>

Choose no more than one course to ensure productive transfer.

HUMANITIES

<table>
<thead>
<tr>
<th>IVY TECH COURSES</th>
<th>Equivalent To</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 220  Introduction to World Literature I</td>
<td>ENG 205  World Literature</td>
</tr>
<tr>
<td>PHL 101  Introductory Philosophy</td>
<td>PHIL 100  Introduction to Philosophy</td>
</tr>
<tr>
<td>SPN 101 or SPN 102  Spanish I or Spanish II</td>
<td>SP 101 or SP 102  Spanish</td>
</tr>
</tbody>
</table>

Choose no more than one course to ensure productive transfer.

INTERNATIONAL AND GLOBAL STUDIES

<table>
<thead>
<tr>
<th>IVY TECH COURSES</th>
<th>Equivalent To</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 207  World Geography</td>
<td>GEOG 150  Global Geography</td>
</tr>
<tr>
<td>PHL 220  Philosophy of Religion</td>
<td>RELST 151  Religions of the World</td>
</tr>
</tbody>
</table>

Choose no more than one course to ensure productive transfer.

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1 Successful completion of CONNECT guarantees transfer admission to Ball State University for students who were not admissible out of high school (admission to restricted majors is not guaranteed). CONNECT participants are required to earn a minimum of 24 transferable college-level credits at an Ivy Tech site and earn a minimum cumulative grade point average of 2.0 (on a 4.0 scale). Only specific college-level courses in which you earn a grade of C or better will count toward the 24 credits needed to gain admission to Ball State. A CONNECT certified counselor at an Ivy Tech site will help you select classes that satisfy the program requirements. If you have not applied for admission to Ball State previously, you must do so to benefit from a CONNECT agreement. Please contact Ball State’s Office of Undergraduate Admissions at (800) 482-48SU or (765) 285-8300 to discuss your admissibility and the CONNECT Program.

2 MAT 111 and MAT 112 (118) are both required for Connect students. All other transfer students only need to take MAT 118 (BSU MATHS 125).

3 Ball State requires that every student complete a 2 semester hour physical education course that includes both lecture AND aerobic activity. FIT 100 at Ivy Tech can satisfy this requirement.

4 Ball State also requires that every student take either the single-semester HIST 150 (no equivalent at Ivy Tech), or HIST 151 and 152.

5 The “Distribution Elective” in Ball State University’s Core Curriculum allows a student to choose one additional course from the sciences, social/behavioral sciences, fine arts, or humanities groups for productive transfer; CONNECT students may use this option.

6 BIO 100: Human Biology will fulfill the BSU Life Science core requirement, as well as the Human Biology requirement for the BSU Social Work program.
Work or Life Experience Credit

The Department of Social Work does not grant academic credit for life or work credit in lieu of any required social work course or the field practicum. The Council on Social Work Education, which regulates all accredited BSW programs, has established this standard.

Felony Convictions

Students who have been convicted of a felony or certain misdemeanors raise serious concerns regarding their appropriateness for the profession of social work, since the protection of clients is of the utmost concern.

An increasing number of health, social service, family, children and elderly serving agencies routinely complete criminal and driving record background checks when hiring new staff in order to provide greater client protection. These background checks, as well as drug screenings, verification of professional reference and standard health assessments are also routinely required for student interns.

In keeping with current practice in most social service agencies today, the Department of Social Work routinely conducts a registry and directory check through the Indiana Sheriff’s Office and the Indiana Sex and Violent Offender Directory on all students registered for SOCW 200, Social Work Practice I. A major assignment in this course consists of a volunteer experience in a social service related agency. These same registry and directory checks are completed also at the time a transfer student is admitted to the university and declares social work as her/his major.

Students who have been convicted of or have pending charges related to the following offenses, are generally not eligible for formal admission to the major:

- Felony
- Felony assault / assault
- Drug related offenses
- Theft
- Domestic violence offenses
- Child abuse offenses
- Murder / manslaughter offenses
- Felony DUI (with bodily injury)
- Stalking, sexual assault/rape offenses

Students with felonies or misdemeanors (this includes drug offences and drunk driving charges/offences) may be admitted provided the convictions are not recent or pending and the student can document successful completion of probation or mandated requirements. Such students, if accepted, must sign a waiver saying that they understand that their criminal history may limit their practicum site placement and their professional options once they have completed the BSW degree, and that they authorize the Department of Social Work to discuss their criminal history with staff of potential field practicum sites. Failure to sign the waiver or to grant such authorization will result in non-acceptance to the major and/or consideration for field placement. Students who are concerned with prior or pending felony or misdemeanor charges should discuss their concerns with their Faculty Advisor, the Transfer Coordinator, or the Chair of the Department.

Any information that would be revealed in a background or registry check must be disclosed by the student applying for formal admission to the major and during field placement planning. Failure to disclose criminal histories will result in a denial of formal admission to the major.
Students, who plan to seek licensing as social work practitioners, should contact professional, federal, and state regulatory agencies listed below to determine current regulations regarding felony convictions.

National Association of Social Workers – National Office
750 First Street, NE, Suite 700
Washington, DC  20002-4241
1-800-638-8799
Web Page:  http://www.naswdc.org/

National Association of Social Workers - Indiana Chapter
1100 W. 42nd Street, Suite 375
Indianapolis, IN  46208
(317) 923-9878
(317) 925-9364 FAX
Web Page:  http://www.naswin.org/

To send e-mail message to Indiana Chapter
naswin@naswin.org
Computer Fax:  (317) 923-4451

Professional Licensing Agency
402 W. Washington Street, Room W041
Indianapolis, IN  46204
(317) 232-2960
Web Page:
http://www.in.gov/pla/social.htm
*State agency regulating social work licensure in Indiana

American Association of State Social Work Boards
400 South Ridge Parkway, Suite B
Culpeper, VA  22701
Office (540) 829-6880
FAX (540) 829-0142
Web Page:  http://www.aswb.org/
*National organization that creates and administers social work licensure exams across the country.

Sexual Harassment and Consensual Sexual or Romantic Relationships Policy

1. The Department of Social Work views sexual harassment as a form of illegal sex discrimination and a violation of Title VII of the Civil Rights Act of 1964, as well as state law. The Department adheres to Ball State University’s policy on sexual harassment (Appendix C), in all formal admissions processes and procedures.

2. Legal and ethical risks are inherent in any sexual or romantic relationship between a person with instructional responsibilities (full time or part time faculty, lecturer, visiting professor, graduate assistant, or tutor) and a student whose academic work is being supervised by the person with instructional responsibilities, even when the relationship seems to be consensual. Individuals involved in a romantic relationship cannot be expected to be able to render an objective assessment of the performance of his or her partner in the relationship. The ability to render an objective assessment is crucial to the role of instructor. See Appendix D.

3. Concerns regarding sexual harassment should be referred to the Director of University Compliance (765) 285-5162 or to the administrative head of Student Affairs. All such complaints and reports will be investigated in accordance with the “Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process.” To knowingly file a false or malicious complaint or report is a violation of the university’s Sexual Harassment Policy.

Social Work Academic Standards

Introduction
The Department of Social Work maintains high academic and behavioral standards as do all professional programs where the well-being of future clients is of concern. High academic standards also ensure graduates will be successful when sitting for the state license exam after graduation. The Department of Social Work maintains the right to set academic standards that are more rigorous than those of the general university standards. In addition to standards related to grade point average, the BSW program
maintains standards in relation to professional writing, class attendance, academic and personal integrity, and personal and professional behavior. What follows is a description of standards the BSW program faculty has established.

**Grade Point Academic Standards**

1. **Formal Admission Academic Standard**

   Students are required to have earned and maintained a minimum grade point average of 2.3 in non-social work courses required of the major and in the 100 and 200 level social work courses (SOCW 100, SOCW 200, SOCW 220, and SOCW 230) in order to be eligible for formal admission to the major.

2. **Senior Social Work Practice Course Admission Academic Standard**

   Once formally admitted, students must have earned a 2.5 cumulative grade point average in required social work courses in order to be granted permission to register for the senior level social work practice and practicum courses (SOCW 400, SOCW 410, SOCW 460 and SOCW 462). Likewise, students must also have successfully completed the University Writing Competency Examination for admission to SOCW 410.

3. **Practicum Admission Academic Standard**

   For admission to the social work practicum (SOCW 460 and SOCW 462 students must have earned and maintained a minimum cumulative grade point average of 2.5 in all required social work courses for the major. Grades of C or better must have been earned in SOCW 400, SOCW 410, and SOCW 440.

   The Department of Social Work does not accept a C minus grade as meeting the academic requirement.

**Writing Standards**

Professional social workers are often judged by others based upon the quality of their written work. The devaluing of a social worker’s efforts on behalf of a client can result in poor service to the client. The BSW program prepares students to write professionally. Students in the BSW program are expected to be writing at the college level. Students are expected to seek assistance from the staff at the Learning or Writing Center should there be a need to improve writing skills.

**APA Format**

Written assignments, unless otherwise stipulated by the instructor, are expected to be typed and edited and to follow the American Psychological Association (APA) citation format, which is used for all professional social work writing. It is recommended that students whose prior education has exposed them to the MLA writing format consult a copy of the American Psychological Association’s publication entitled *Concise Rules of APA Style* or consult the online tutorial on APA at: [http://owl.english.purdue.edu/workshops/hypertext/apa/](http://owl.english.purdue.edu/workshops/hypertext/apa/).

The basics of APA format are also covered in SOCW 230, Human Behavior and the Social Environment.
Class Attendance Standard

With all social work courses considerable learning occurs during the class session that cannot be easily “made up” when a class is missed. Therefore, students are required to attend all scheduled classes, arriving on time and remaining until the class is dismissed. Except in rare situations, excessive absences will result in the lowering of a student’s final grade. Students who miss three or more classes are expected to consult with the instructor who may request documentation regarding absences. Details of the Department’s attendance policy are outlined in all social work syllabi.
Field Practicum

Field Practicum (Internship)

From its earliest beginnings social work education has placed a strong emphasis upon field experiences as a vital part of professional education. In order to earn the BSW degree students need to successfully complete the field practicum (internship) experience, which occurs at the end of the student’s academic career. The field practicum consists of a 40 hour a week field experience either during the spring or summer semesters. While in the practicum, students are supervised by an agency-based field supervisor, who works closely with a faculty liaison in the Department of Social Work. Students are granted 12 semester hours of credit for SOCW 460 Field Practicum, and concurrently take the three credit SOCW 462 Field Seminar which helps integrate previous classroom learning with the field experience.

Please Note: During practicum, the general policy is that no other courses may be completed, and a student may not be employed. Such policies are based on the fact that practicum is full-time (40 hours per week), with a concurrent seminar which requires research and papers. Any exceptions or special circumstances must be discussed in advance with the Practicum Coordinator. Hence, it is in the student’s best interest to do advance financial and academic planning to avoid difficulties.

Field Practicum Placement Process

The Practicum Coordinator, Shannon Staton, coordinates the field practicum arrangements and experience. Field agencies must meet the Department of Social Work’s criteria for field practicum sites. Efforts are made to place students in field agency sites that support professional interests and career goals. The Practicum Coordinator meets individually with students to discuss their interests and suggests possible field sites. Based on the students’ professional development needs and preferences, the Practicum Coordinator contacts prospective site supervisors to assure availability. Each student is interviewed by a staff member at the field site. This interview gives both the student and the field site a chance to explore whether or not they want to work with each other. Both the site and the student are involved in making a final decision regarding the choice of practicum site.
Introduction

The university publishes and updates regularly *The Code of Student Rights and Responsibilities* (http://www.bsu.edu/sa/srsc/studentcode/) which outlines the behaviors expected of students at Ball State University and the methods used to fairly judge student behavior according to these standards. The Department of Social Work adheres to *The Code of Student Rights and Responsibilities*, but has also developed a more specific Student Rights and Responsibilities for the department.

**Department of Social Work Student Rights and Responsibilities**

*Respect*

**Rights**

It is your right to be treated with respect, dignity, and consideration as an individual by the social work faculty and support staff, and to be treated in an honest and direct manner in regards to everything that relates to you as a student in the BSW program.

**Responsibilities**

It is your responsibility to treat social work faculty, support staff and other students with the same respect and individual consideration as you expect for yourself. This includes the responsibility to be honest and direct about everything that relates to you as a student within the Department of Social Work.

*Confidentiality*

**Rights**

It is your right to expect communication regarding your performance within the Department of Social Work be restricted to the Department of Social Work, and that your academic records not be shared outside of the Department without your consent except in specific situations. The BSW program honors and complies with the Family Educational Rights and Privacy Act of 1974. FERPA guidelines can be found at [http://www.bsu.edu/legal/article/0,1375,24290-4086-36468,00.html](http://www.bsu.edu/legal/article/0,1375,24290-4086-36468,00.html).

**Responsibilities**

It is your responsibility to represent accurately and fairly communications between yourself, peers, the social work faculty and staff to other university personnel and to fellow students.
**Performance Information**

**Rights**

It is your right to be informed about the nature of faculty concerns regarding your academic performance or professional behavior within the Department of Social Work. This includes meeting course requirements, class attendance, professionalism within the Department of Social Work, and compliance with the principles embodied within the social work *Code of Ethics*. You have the right to meet with instructors and your academic advisor to discuss any concerns regarding your performance. It is also your right to participate in the development of any remedial plan pertaining to yourself within the BSW program and to seek services which will assist you in meeting the BSW program’s performance requirements. In cases where a serious concern regarding your professional behavior within the BSW program is raised, and a student review meeting has been scheduled to discuss your performance, you have a right to attend the review meeting.

**Responsibilities**

It is your responsibility to seek information and/or further clarification regarding your performance within the BSW program with instructors and with your academic advisor. You should actively participate in developing a remedial plan when you are informed that you are not meeting either academic or professional performance standards within a course or within the BSW program. You are responsible for familiarizing yourself with the NASW *Code of Ethics* and for informing your advisor if at any point you are unwilling to uphold the principles embedded within the Code itself.

**Advising**

**Rights**

You have the right to be assigned a social work faculty member as your academic advisor and to meet as needed with this advisor regarding your academic progress, field placement, or career planning. You have the right to consultation with your advisor regarding issues affecting your academic or professional performance, and to be kept informed by your advisor regarding serious concerns related to your performance within the BSW program.

**Responsibilities**

You have the responsibility for setting advising appointments in a timely fashion when directed to do so by the university or by social work faculty or at those times when a serious concern has been raised by a BSW faculty member regarding your performance within the BSW program. You are responsible for seeking guidance from your academic advisor on any deviation from your academic plan.

**Field Practicum**

**Rights**

You have the right to provide input regarding your field practicum site preferences and to have these preferences considered in the final field placement decision. You have the right to inquire about a site’s

37
expectation for students and the learning opportunities available at the agency, as well as the right to a choice of field site based upon your consultation with the Practicum Coordinator. You have the right to inquire about the status of your field placement at any time in the placement process. Once placed in an agency, you have the right to seek assistance from your Faculty Liaison should problems arise in the field site.

**Responsibilities**

You have the responsibility to seek assistance with the field placement process in a timely fashion and to keep the Practicum Coordinator informed about your site choices, and problems with the interviewing process. You are responsible for informing the Practicum Coordinator of your decision regarding acceptance or refusal of a potential field site, and of informing the field agency of problems that arise for you within the field agency once placement has been made. You are also responsible for discussing any problems that arise within the field placement with your Faculty Liaison.

**Course Requirements**

**Rights**

You have the right to receive a syllabus for each course taken within the Department of Social Work that describes the course, its objectives, and expectations, and to ask for further clarification regarding the information within the course syllabus. You also have a right to timely feedback regarding your performance in a social work class for which you are registered.

**Responsibilities**

You are responsible for familiarizing yourself with the content of syllabi for those courses in which you have enrolled and for meeting the course expectations in a timely fashion. This includes attending, being prepared for class, participating in class discussions and exercises, and submitting assignments on due dates. You are also responsible for seeking feedback on your performance from the instructor in those social work courses in which you are enrolled.

**Americans with Disabilities Policy**

The Department of Social Work adheres to Ball State University’s policies and procedures regarding persons with disabilities:

Ball State University is committed to providing access and opportunity to individuals with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, it is Ball State’s policy that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity sponsored by the university. The office of Disabled Student Development (DSD) serves as the coordinator of the university’s efforts to provide access and opportunity to students with disabilities.
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, which might affect their ability to perform in any social work course are encouraged to inform the instructor at the beginning of the semester. Students needing course adaptations or accommodations because of a disability, or needing special arrangements in case the building must be evacuated should make an appointment with the instructor as soon as possible. It is important for students to communicate medical emergency information to the instructor. The instructor’s office location is NQ 243 and office hours are listed on the first page of the syllabus.

At Ball State University, the responsibility for determining a student’s eligibility for accommodation, if needed, rests with the Office of Disabled Student Development. Students must register with the Office of Disabled Student Development (765) 285-5293 (University Student Center, Room 307) in order to receive reasonable accommodations in the classroom. This office will provide the student with a letter listing appropriate accommodations and describing options for the administration of accommodated tests.

Students reserve the right to decide if and when to self-identify to the instructor. Should a student choose to self-identify, she/he will need to provide the instructor with the Office of Disabled Student Development letter detailing specific accommodations. Without such a letter instructors cannot provide accommodations.
Introduction

Academic advising at Ball State University is provided to assist students in making progress toward meeting their academic goals. Although academic advisors make every effort to familiarize students with university graduation requirements and academic policies, students are advised to become familiar with these requirements as well, since each student is responsible for knowing and following current university and department requirements.

Freshman Advising

Recognizing that the needs of freshmen are substantially different from those of upper class students, the university offers a more comprehensive and personal advising program during the freshman year. Freshmen who declare social work as their major are assigned a freshman advisor who works closely with the student in planning their first academic year. This personalized, one-to-one support for all freshmen (0-29 earned credits) also includes support for special needs students, who may need help with their academic or study skills. Freshmen who have not yet selected a major are also advised by freshmen advisors. Freshmen advisors work closely with the Learning Center located in North Quad, Room 323. The Learning Center provides free tutoring to all students in a wide range of skills (reading, writing, mathematics, study skills, etc.).

There is no particular point at which students must choose their major; professional assistance from the freshman advisor is available as long as the student needs it.

Freshmen are encouraged to begin working on their BSW degree by taking the introductory social work course, SOCW 100 Introduction to Social Work during their first year. In addition, freshmen are encouraged to drop in to the social work office in the Fine Arts Building to discuss any questions they have regarding the major or to simply get acquainted with faculty.

Sophomores, juniors, and seniors who have declared social work as a major are assigned a social work faculty advisor. Advisors are listed on the student’s degree auditing report through DegreeWorks. Students may make a request to the Chair of the Department of Social Work for a change in advisor and, whenever possible, this request will be honored.

Academic Advising Centers

The university sponsors six advising centers across campus. These centers are primarily administrative units that provide training and various support services for faculty advisors. Advising Center personnel are familiar with all majors, but also support specific majors. The Cooper Science Advising Center supports the social work major and is located in the Cooper Science building in Room 253. Students can use the services of the Advising Center at any time to discuss questions they may have regarding the university core, the major, or the transfer process.
Upper class transfer students, who have declared their interest in pursuing the social work major, are asked to first meet with Jean Dinwiddie, the Coordinator of the Cooper Science Advising Center. She supervises data entry for the student, facilitates the process of declaring a major or minor, and supervises the final graduation audit for the student. The Cooper Science Advising Center is open Monday through Friday from 8:00 a.m. to 5:00 p.m. during the fall and spring semesters, and from 7:30 a.m. to 4:00 p.m. during the summer.

**Social Work Faculty Advisor Responsibilities**

Once the student has attained sophomore status and has declared social work as a major, they are assigned a social work faculty member as an advisor. Faculty advisors teach full time in the social work department and assume the following responsibilities:

- Assist students in understanding the university’s policies and procedures outlined in the BSU catalog and in the Advising and Student handbooks;
- Assist students in selecting courses, complementary or alternative majors and minors;
- Assist students in interpreting the Degree Analysis Progress Report (DAPR);
- Create with the student a plan of study specific to the social work major;
- Identify elective courses relevant to the students’ interests and needs;
- Focus upon the student’s professional and career planning as well as their academic progress, including discussing volunteer and extra-curricular experiences and opportunities, personal attributes and values and the choice of major;
- Identify barriers to academic and professional development and inform students of appropriate remedial and support services such as the Career Center or the Counseling Center;
- Assist the student with formal admission to the major. Formal admission occurs after the student has completed SOCW 200 Social Work Practice I and SOCW 230 Human Behavior and the Social Environment I, and prior to registering for SOCW 330 Human Behavior and the Social Environment II. See information on formal admission to the social work major on page 5.
- Explain policies and procedures regarding the field practicum (internship) placement process and assist students in preliminary practicum planning.

**Please Note:** The role of the faculty advisor is not a therapeutic one. Social work faculty do not provide personal counseling to social work majors, since this could easily place faculty in a dual relationship with a student, which is a violation of the *Code of Ethics*. The Department’s policy is to refer students needing personal counseling to the university’s Counseling Center.

**Student Responsibilities Regarding Advising**

There is no university regulation requiring all students to meet with their advisor on a regular basis. However, students are encouraged, and all freshmen are required, to see their advisor regularly. Students are responsible for familiarizing themselves with all relevant university policies and regulations found in the BSU catalog and in the Advising and Student Handbooks. Advisors will assist student in meeting all university and departmental requirements, but the student is ultimately responsible for understanding and completing all graduation requirements.
Seeking assistance from an advisor in a timely fashion is important. Students who are experiencing life circumstances which are, or have the potential for, temporarily limiting their otherwise capable performance within the BSW program, are encouraged to inform their advisor as soon as possible. The program strives to make and enforce policies that take personal circumstances into account while at the same time retaining the right to dismiss students who are not meeting BSW performance standards.

Developing a Good Advisor / Advisee Relationship

Students, who develop a good working relationship with their advisor, can find this relationship serves as a support for them through and beyond their academic career at Ball State University. Taking the time to cultivate this relationship can be well worth the student’s effort. It is recommended that students get to know their advisor, finding out what their social work experience has been and what their interests are today. Setting an appointment early on in one’s academic career to get acquainted can alert the student to how their advisor can serve as a resource. At the same time, students should let their advisor know something about themselves and their career interests. If an advisor is acquainted with an advisee, they may find it much easier to advocate for or assist the student. Advisors who have to act on someone’s behalf that they hardly know are often much less effective. Students may also want to use their advisor as a reference for a job or when applying to graduate school. If the advisor knows very little about an advisee, she/he may decline to write a reference letter or write a less extensive or enthusiastic one. Lastly, keeping an advisor informed about any academic problems or difficulties assures that the advisor can be of assistance by offering support, academic advice, or by directing the student to campus and community resources.

Scheduling Appointments with Advisors

All faculty advisors maintain regular office hours. Students can determine these hours by asking the advisor or inquiring about these hours in the social work office. If a student needs to meet with their advisor and they are not immediately available, they can request to meet with another social work faculty member.

DegreeWorks

The DegreeWorks Report is a summary of a student’s academic record. The report shows the student the course work they have completed, are currently registered for, have transferred into the university, and/or still need to complete to earn the BSW degree. It also contains information regarding grades and advisors. Advisors assist students in learning how to read their reports. Freshmen or undecided upperclassmen may obtain a DAPR at the Freshman Advising Center (NQ 324). All other upper class social work majors can obtain a copy of their DegreeWorks from the North Quad Advising Center (NQ 304).

“What if” reports from DegreeWorks indicate what courses are required for various majors and minors prior to a student officially changing the major or minor. This report can help students make decisions regarding majors and minors.

Social Work Academic Plans
At the time of formal admission to the major, an academic plan is developed with the student that outlines the courses the student will need to take each semester from the time of formal admission to completion of the degree. A copy of this academic plan is given to the student and one is placed in the student’s academic file. Students wishing to alter their academic plan should consult with their advisor to ensure that changes will not alter their timely completion of degree requirements. Those social work majors, who would like to develop an academic plan prior to being formally admitted to the major, can do so by contacting the Department of Social Work at 765-285-1016.
# PLAN OF STUDY - SOCIAL WORK MAJOR

<table>
<thead>
<tr>
<th>Core Curriculum Courses:</th>
<th>Non Social Work Courses Required by the Major:</th>
<th>Social Work Required Courses:</th>
<th>Minor Courses:</th>
<th>General Electives # sem.hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ENG 103 ___ENG 104 HIST 150 MATHS 125 COMM 210 1 FROM 2 BELOW: ___Phys Science ___Earth Science ___Life Science 1 FROM 2 BELOW: ___Anthropology ___Economics ___Geography ___History ___Political Science ___Psychology ___Sociology 1 FROM EACH: ___Fine Arts ___Humanities 1 FROM ABOVE DISTRIBUTION: ___Addit. Elective ___INTER/GLOBAL ___PEFWL</td>
<td>___PSYSC 100 General Psych ___SOC 242 Social Problems Or SOC 100 Intro to Sociology HUMAN BIOLOGY ___PSYSC 267 Intro Biopsychology OR ___BIO 254 Bio in Social Context DIVERSITY Select One: ___ANTH 311 Ethnicity OR ___SOC 421 Minorities OR ___EDMUL 205 Multicult Education OR ___COMM 290 Intercultural Comm. WOMENS Select One: ___SOC 235 Sociology of Women OR ___PSYSC 324 Psych of Women OR ___ANTH341 Anthropology and Women OR ___WMNST 210 Intro Women’s Studies</td>
<td>___SOCW 100 Intro to S W ___SOCW 200 S W Practice I ___SOCW 220 Soc Welfare Policy ___SOCW 230 Hum Behavior ___SOCW 300 S W Practice II ___SOCW 320 Soc Welfare Policy II ___SOCW 330 Hum Behav II ___SOCW 340 SW Research I ___SOCW 400 SW Practice III ___SOCW 410 SW Practice IV ___SOCW 440 SW Research II ___SOCW 460 Practicum ___SOCW 462 Practicum Seminar ___SOCW 370 ___SOCW 370 or Substitute</td>
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Non Course Requirements: ______ Writing Competency Exam

<table>
<thead>
<tr>
<th>Fall 07</th>
<th>Spring 08</th>
<th>1st Summer 08</th>
<th>2nd Summer 08</th>
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<tr>
<th>Fall 08</th>
<th>Spring 09</th>
<th>1st Summer 09</th>
<th>2nd Summer 09</th>
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Completed by: _____________________________
## UCC 21 PLAN OF STUDY - SOCIAL WORK MAJOR

**Name:**

**Date:**

\[ X = \text{course to be taken}; \ R = \text{Registered} \]

### Core Curriculum Courses:

<table>
<thead>
<tr>
<th>UCC Foundation Courses:</th>
</tr>
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<tbody>
<tr>
<td>ENG 104</td>
</tr>
<tr>
<td>HIST 150</td>
</tr>
<tr>
<td>MATHS 125 (or other Core Math)</td>
</tr>
<tr>
<td>COMM 210</td>
</tr>
<tr>
<td>PFW</td>
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<tr>
<td>Personal Finance</td>
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<tr>
<td>Writing Proficiency Exam (Eng 392 or 393)</td>
</tr>
</tbody>
</table>

**UCC Tier 1 (Choose 1 from EACH Category)** - Number to Complete: 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ]

- Fine Arts
- Humanities
- Natural Science
- Social Science

**UCC Tier 2 (Choose 1 from any 2 categories, after Tier 1 pre-req done):** Number to Complete: 0 [ ] 1 [ ] 2 [ ]

- Fine Arts
- Humanities
- Natural Science
- Social Science
  
  (Anth311 or EdMul205 recom)

**UCC Tier 3:** (Met by SOCW 460/462)

**UCC WISER+ (“W” Writing Req)** (Met by SOCW 330)

**UCC WISER+ (addl WISER course)** (Met by SOCW 230)

### Non Social Work Courses Required by the Major:

<table>
<thead>
<tr>
<th>DIVERSITY (Need 1) Completed: Y [ ] N [ ]</th>
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</thead>
<tbody>
<tr>
<td>ANTH 311 Ethnicity</td>
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<tr>
<td>OR</td>
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<tr>
<td>COMM 290 Intercultural Comm.</td>
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<td>OR</td>
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<tr>
<td>EDMUL 205 Multicult Education</td>
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<td>OR</td>
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<tr>
<td>SOC 421 Minorities</td>
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<table>
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<tr>
<th>HUMAN BIO (Need one) Completed: Y [ ] N [ ]</th>
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<tr>
<td>PSYSC 100 General Psych</td>
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<tr>
<td>OR</td>
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<tr>
<td>SOC 242 Social Problems</td>
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<td>OR</td>
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<tr>
<td>SOC 100 Intro to Sociology</td>
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<td>OR</td>
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<tr>
<td>PSYSC 367 Intro Biopsychology</td>
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<td>OR</td>
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<tr>
<td>BIO 254 Bio in Social Context</td>
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### Social Work Required Courses:

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<tr>
<th>SOCW 100 Intro to S W</th>
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<tr>
<td>OR</td>
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<tr>
<td>SOCW 200 S W Practice I</td>
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<td>OR</td>
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<tr>
<td>SOCW 220 Soc Welf. Policy I</td>
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<td>OR</td>
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<tr>
<td>SOCW 230 Hum Behavior I</td>
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<td>OR</td>
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<tr>
<td>SOCW 300 S W Practice II</td>
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<tr>
<td>OR</td>
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<tr>
<td>SOCW 320 Soc Welf. Policy II</td>
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<td>OR</td>
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<td>SOCW 330 Hum Behav II</td>
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<td>OR</td>
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<tr>
<td>SOCW 340 S W Research I</td>
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<td>OR</td>
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<td>SOCW 370</td>
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<td>OR</td>
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<tr>
<td>SOCW 370 or Substitute</td>
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</table>

### Minor or Other Courses:

<table>
<thead>
<tr>
<th>SOCW 400 S W Practice III</th>
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<tr>
<td>OR</td>
</tr>
<tr>
<td>SOCW 410 S W Practice IV</td>
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<tr>
<td>OR</td>
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<tr>
<td>SOCW 440 S W Research II</td>
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<td>OR</td>
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<tr>
<td>SOCW 460 Practicum</td>
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<td>OR</td>
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<tr>
<td>SOCW 462 Pract. Seminar</td>
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</tbody>
</table>

**General Electives? Minor?**

**Total credits must equal 126**

### Credit Summary

**UCC Courses Remaining (cr. hr. total):**

**Non SW Reqs Remaining (cr. hr. total):**

**SW Req Remaining (cr. hr. total):**

**Completed: Y [ ] N [ ]**

- PSYSC 100 General Psych
- SOC 242 Social Problems
- SOC 100 Intro to Sociology
- PSYSC 367 Intro Biopsychology
- BIO 254 Bio in Social Context
- ANTH 311 Ethnicity
- COMM 290 Intercultural Comm.
- EDMUL 205 Multicult Education
- SOC 421 Minorities
- WMNST/WGS 210 Intro Wom Studies
**Adding and Dropping Courses**

Schedules can be adjusted during the university’s Change-of-Course period, which ends the fifth day of each semester and the third day of each summer session. During this period, students may drop or add classes without the approval of an academic advisor. Consulting with your academic advisor, however, is strongly encouraged since changes may result in delaying completion of graduation requirements. There is no fee assessed for changes made during the Change-of-Course period. Changes can be made online by accessing [www.bsu.edu/studentservices](http://www.bsu.edu/studentservices) and following the directions for adding or dropping a course. If a student has a hold on their academic record, he/she will not be able to add or drop classes.

**Course Loads**

The normal full time course load at Ball State University is 12 to 18 credits. In a five-week summer term, the normal load is 6 to 12 credits. (During a semester, 9 to 11 credits is considered a three-quarter-time load; 6 to 8 credits is considered a half-time load.) A minimum total of twelve credits in a semester is considered a full course load for undergraduate students. Freshmen are generally not eligible to register for more than 18 credits. Freshmen should consult with their academic advisor for exceptions. Students who are on academic probation may not register for more than 18 credits in a semester or 9 credits in a five-week summer term.

**Registering for Classes**

Most registration at Ball State University occurs online, but students can also register in person at the Registrar’s office in Lucina Hall (B43). Details of course offerings for each semester are available through Course Planner on the Ball State University Student Services web page ([www.bsu.edu/studentservices](http://www.bsu.edu/studentservices)) or in the Schedule of Classes, which can be picked up in the Freshman Advising Center (NQ 324) or the Cooper Advising Center (CS 253). The university specifies the times when registration can begin. Generally, students register for the spring semesters mid fall, and the fall and summer semesters mid spring semester.

Students register for courses by course reference numbers that can be found in the left column of the Schedule of Classes or online on the Course Planner. To register online, students need a Ball State University username and a password. After selecting courses students submit their course requests either online or at the Registrar’s office. Students are notified two weeks before the end of the current semester that their registration has been processed and that their course schedule is available online.

**Please Note:** Students registering for the 400 level social work classes must first obtain permission to register in the Department of Social Work. This permission process ensures students academically qualify for those courses which they are interested in requesting or registering. Students obtain permission by coming to NQ 243 the week prior to requesting courses online.
## Overall Graduation Requirements

To graduate from Ball State University students must have earned 126 semester hours. Thirty of the last forty semester hours earned toward the degree must be taken at Ball State University. Students must complete the following:

- University Core Curriculum Requirements;
- Writing Competency Examination Requirement
- Required Social Work Courses
- Required Social Work Electives.

### Basic Social/Behavioral Human Biology Course Requirements for Social Work Majors

<table>
<thead>
<tr>
<th>Basic Social/Behavioral Human Biology Course Requirements for Social Work Majors</th>
<th>Social Work Required Courses</th>
<th>Social Work Required Electives</th>
<th>Credit Hours Required for the Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYSC 100 General Psychology OR SOC 242 Social Problems OR SOC 100 Prin of Sociology</td>
<td>SOCW 100 Intro to Social Work</td>
<td>SOCW 370 Selected Topic Course: Child Abuse and Neglect I Child Abuse and Neglect II Social Work Practice with Older Adults Social Work Practice in Health Care Intervention in Family Violence Faculty Advisor Approved 300 or 400 level University Course</td>
<td>Social/Behavioral/Biology Requirements for the Major 15 hours Required Social Work Courses 48 hours Required Social Work Electives 6 hours</td>
</tr>
<tr>
<td></td>
<td>SOCW 200 Social Work Practice I</td>
<td></td>
<td>University Core Requirements (General Education) 41 hours</td>
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<tr>
<td></td>
<td>SOCW 220 Social Welfare Policy I</td>
<td></td>
<td>General Electives 13 hours</td>
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<tr>
<td></td>
<td>SOCW 230 Human Behavior &amp; the Social Environment I</td>
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<td>SOCW 300 Social Work Practice II</td>
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<tr>
<td></td>
<td>SOCW 320 Social Welfare Policy II</td>
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<tr>
<td></td>
<td>* All required social work courses are 3 semester hours with the exception of Field Practicum which is 12 semester hours</td>
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<tr>
<td>15 Semester Hours</td>
<td>48 Semester Hours</td>
<td>6 semester hours</td>
<td>TOTAL Needed for Graduation 120 Hours</td>
</tr>
</tbody>
</table>

*Students are required to take 2 social work electives, one of which may be in another department if approved by the Department Chairperson.
University Core Requirements

All students earning a degree at Ball State University must meet the university’s general education requirements. These general education requirements are referred to as the *University Core*. The University Core is designed to provide students with a broad base in the communication and liberal arts and serve as a foundation for the professional social work courses. The University Core requirements can be found at the following link: [http://cms.bsu.edu/Academics/Advising/AcademicBasics/CoreCurriculum.aspx](http://cms.bsu.edu/Academics/Advising/AcademicBasics/CoreCurriculum.aspx)
Requests for Course Substitutions

Students wishing to have a course considered as a substitution for one of the required social work elective courses should discuss the substitution with their advisor. If the advisor supports the substitution the advisor will complete and submit an Exception Authorization form to the North Quad Advising Center. The substitution will then be recorded on the student’s DegreeWorks. Problems with substitutions should be discussed with the Chair of the Department.

Students wanting to request other course substitutions or waivers related to BSW degree requirements should schedule an appointment with the Chair of the Social Work Department to discuss such requests.

Writing Proficiency Examination

All students earning a degree at Ball State University are required to successfully complete the Writing Competency Examination as part of the University Core. Students take the examination, which is designated as ENG 392, after completing 60 semester hours, ENG 103, and ENG 104. Students, who fail to pass the examination after two attempts, will be required to take WPP 393, the writing competency course which then satisfies the writing competency requirement. The credit hours in ENG 393 do not apply toward any graduation requirement. Students can also elect to take ENG 393 in lieu of the Writing Competency Examination.

Students with baccalaureate degrees from accredited institutions who are pursuing a second degree are exempt from the Writing Competency Examination.

The BSW program encourages students to complete the university’s Writing Competency Examination requirement prior to receiving permission to register for SOCW 410. Students must register in advance to take the Writing Competency Exam. A schedule of exam dates are posted in the social work office and can also be found at [http://www.bsu.edu/web/assessment/writingcomp.htm](http://www.bsu.edu/web/assessment/writingcomp.htm)

Academic Integrity Standard

The BSW program expects students to demonstrate academic integrity throughout their academic career at Ball State University by adhering to the university’s Academic Integrity Policy as outlined on all social work course syllabi. Any form of cheating or plagiarism violates academic integrity as well as the NASW Code of Ethics and can result in dismissal from the major.

Grade Point Averages

All coursework required of a social work major must be taken for a letter grade. The university reports and records grades using the plus/minus letter system. Quality points are allocated to each recorded grade according to the following scale:

- **A** = 4.00
- **A-** = 3.667
- **B+** = 3.333
- **B** = 3.000
- **B-** = 2.667
- **C+** = 2.333
- **C** = 2.000
- **C-** = 1.667
- **D+** = 1.333
- **D** = 1.000
- **D-** = 0.667
- **F** = 0
A student’s grade-point average (GPA) is calculated by dividing the total number of quality points by the total number of credits attempted.

A grade of $F$ is recorded when a student fails a course or withdraws from a course after the withdrawal period unless, in the judgment of the Dean of the College of Sciences and Humanities, the reasons for withdrawing from a course warrant a $W$. Students who quit attending classes for which they are registered will receive $F$’s unless they officially withdraw from the courses by obtaining the appropriate signatures. Students taking online classes can withdraw from these classes at any point during the 10 week or 9 month course period.

**Academic Honors**

Students completing all university requirements for graduation with a grade-point average of 3.9 or higher will graduate summa cum laude. If the grade-point average is between 3.8 and 3.899, students will graduate magna cum laude. If the grade-point average is between 3.6 and 3.799, students will graduate cum laude.

The grade-point average upon which graduation honors are determined includes only work at Ball State University completed for graduation. In addition, transfer students must have earned a minimum of 63 semester credits at Ball State University to be eligible for honors.

**Departmental Honors**

Departmental Honors is a program designed to foster and reward excellence in undergraduate studies. Students successfully completing Departmental Honors are acknowledged at the point of graduation. This prestigious achievement is also acknowledged on the student’s transcript. Information regarding eligibility and completion requirements can be obtained in the social work office.

**Grade Appeal Process**

Ball State University has established a grade appeal process that a student must follow when a dispute over a final grade has occurred. Details on this process can be found at:

http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/65GradeAppeals.aspx

The criteria for a grade appeal are:

- An obvious error in the calculation of the grade;
- The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the course;
- The assignment of a grade to a particular student on some basis other than performance in the course;
- The assignment of a grade by a substantial departure from the instructor’s previously announced standards.

**Note:** Grade appeals are not used for a review of the judgment of an instructor in assessing the quality of a student’s work.

If a student has a dispute over a final grade for a social work class, the student should first attempt to resolve the issue with the faculty member by submitting in writing (letter or email) to the instructor a request to review the grade no later than ten days after the final grade is posted by the Registrar’s Office. If the faculty member is not available, the student should contact the Chair of the Department.
The instructor, or in his or her absence the chair, responds to the student’s request in writing with a decision regarding the student’s grade within five business days after the receipt of the request. In cases where there is no successful resolution with the faculty member, the student should notify within five days the Chair of the Social Work Department, who will attempt to resolve the issue. This notification must be in writing and must detail the nature of the dispute. In those cases where a successful resolution has been reached, the department chair will notify the student in writing. The department chair will notify the student of the department’s decision regarding the grade appeal within five days. The student may choose to proceed with a university appeal if the student feels the issue has not been resolved to their satisfaction. Such appeals are made in writing to the Director of Student Rights and Community Standards. Details on this process can be found at:
http://www.bsu.edu/sa/article/0,,34918--,00.html
Professional Performance/Academic Standards*

Students are expected to exhibit values and behaviors that are compatible with the NASW Code of Ethics, which regulates not only professional conduct in relation to clients, but also in relation to colleagues. Recognizing that there are professional competencies and conduct not measurable by academic achievement alone, the Department reserves the right to evaluate students on their professional behavior demonstrated both in and out of the classroom. Decisions regarding retention are based upon high standards of personal and professional conduct. Because social work involves a significant field practicum (internship) experience and preparation for helping vulnerable populations, student evaluations honor not only the rights of students, but also the rights and well-being of clients, colleagues, and the social service delivery system.

Issues of Serious Concern

Evidence of the following issues or problems listed below raise serious concern regarding a student’s appropriateness for the profession. All issues could lead to either (1) denial of admission to the program if not yet admitted, or (2) dismissal from the program after admission:

* **Misrepresentation of Self**
  Fraud and misrepresentation including, but not limited to, false or misleading statements on the Department’s formal application materials, during the admissions interview, on University or Departmental financial aid applications, during the field placement interviews, and on field experience evaluations is unacceptable. Likewise falsifying degrees or professional credentials also constitutes a misrepresentation of self. Such behavior may constitute grounds for dismissal from the BSW program or, if not yet admitted, grounds for denial of admission.

* **Cheating**
  Cheating on an exam or quiz in any form is unacceptable. Engaging in any of the following is considered cheating: possessing, referring to, or employing open textbooks or notes or other devices not authorized by the faculty member; copying from another person’s paper; providing assistance, or receiving assistance from another person in a manner not authorized by the faculty member; possessing, buying, selling, obtaining, giving, or using a copy of any unauthorized materials intended to be used as or in the preparation of a quiz or examination or similar evaluation; taking a quiz or examination or similar evaluation in the place of another person; utilizing another person to take a quiz, examination or similar evaluation in place of oneself; changing material on a graded examination and then requesting a re-grading of the examination; and cooperating with someone else on a quiz, examination, or similar evaluation without the prior consent of the faculty member.

* **Plagiarism**
  Fraud and misrepresentation in course work such as presenting any work of another person as one’s own product and achievement; submitting assignments prepared for one class as original work for another without prior knowledge and approval of instructor; representing case materials as truthful when in fact they did not happen or were untrue.

*See formal policy on page 31 of this handbook
* **Alleged Law Violations**
For any student charged with fraud, malpractice, a felony, or a misdemeanor the Department of Social Work may refuse or revoke registration in field instruction activities and courses without prejudice until an official determination has been made.

* **Conviction or Pending Charge for a Felony or Misdemeanor**
Any student who has been convicted of or charged with a felony or misdemeanor for conduct that may pose a threat to the well-being of clients or colleagues may likely not be admitted to field practicum courses and activities. The faculty of the department will be the sole judge of suitability for the social work major. Once a felony or misdemeanor is revealed or a formally admitted student is charged with or convicted of a felony or misdemeanor, the BSW Student Standards Committee will commence a student review. Engaging in criminal activity while in the BSW program is unacceptable and cause for dismissal from the major.

* **Use of Illegal or Mind Altering Substances**
With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable. Exhibiting inappropriate behavior as a result of illegal drug or alcohol consumption within the BSW program, or a pre-practicum volunteer experience or the final practicum is cause for dismissal from the BSW program. Students exhibiting inappropriate behavior may be referred to the Health Center for an evaluation.

* **Sexual Harassment and Dual Relationships**
Sexually harassing agency clients, colleagues, peers, or supervisors is unacceptable and will not be tolerated in the BSW program. Such behaviors violate the university’s Sexual Harassment and Consensual Sexual and Romantic Relationships policies which views sexual harassment as a form of illegal sex discrimination ([http://www.bsu.edu/legal/article/0,1375,24288-4086-8479,00.html](http://www.bsu.edu/legal/article/0,1375,24288-4086-8479,00.html) and [http://www.bsu.edu/legal/article/0,1375,24286-4086-39085,00.html](http://www.bsu.edu/legal/article/0,1375,24286-4086-39085,00.html)) Likewise, engaging in a consensual sexual relationship where either a conflict of interest or an abuse of power differential is present is a violation of the *Code of Ethics* (Appendix A) and constitutes grounds for dismissal from the BSW program.

* **Discrimination**
Social work majors are expected to support the university’s non-discrimination and affirmative action policy which can be found at [http://www.bsu.edu/legal/](http://www.bsu.edu/legal/) Students engaging in any form of discrimination based upon age, class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, or sexual orientation violate the social work profession’s *Code of Ethics* (Appendix A) and the nondiscrimination clauses embodied in the standards of the Council on Social Work Education’s *Educational Policy Statement* ([http://www.cswe.org/CSWE/accreditation](http://www.cswe.org/CSWE/accreditation)) Students engaging in discriminatory behaviors will be dismissed from the BSW program.

* **Inappropriate Behavior**
Inappropriate behavior that would interfere with performing professional duties and could potentially threaten the well being of clients or colleagues, including violent behavior, and an inability to appropriately relate to peers, faculty, and field clients or colleagues may be grounds for dismissal.
In addition to the issues described above, BSW students are expected to follow the Code of Conduct found in the University’s *Code of Student Conduct and Responsibilities*.

**Student Privacy and Records Policy**

The BSW program honors and complies with the Family Educational Rights and Privacy Act of 1974, which requires academic institutions to provide access to academic records by the student, and prohibits the release of any information to another party unless a signed authorization has been obtained. Procedural details regarding the Family Educational Rights and Privacy Act of 1974 are available from the Office of the Dean of Students, located in the Administration Building, Room 238, and online at [http://www.bsu.edu/sa/srcs/ferpa/](http://www.bsu.edu/sa/srcs/ferpa/)

**Student Review Process**

*The following policy statement relates to social work student professional behavior. It is established to meet CSWE requirements accreditation standards and the Ball State University senate bylaws:*

Beginning Spring semester, 2012, social work students at BSU will be expected to adhere to the following policy, NASW Code of Ethics and Cultural Competence standards both in the classroom and in the field practicum and related experiential learning.

In professional programs such as social work, professional and scholastic performance comprises academic standards. This policy is intended to provide guidelines that will enhance the Department’s ability to identify behaviors that suggest that a student may require assistance in order to meet current standards of professional social work practice or address behavior inappropriate for social work practice.

This policy is an attempt to balance the commitment of the Department of Social at Ball State University to support and assist students in preparation for social work roles in which they will have responsibility for, and can directly impact, vulnerable or disadvantaged individuals, families, organizations, and communities.

**UNIVERSITY STANDARDS**

University discipline is limited to student misconduct which adversely affects the University community’s pursuit of its educational objectives. Students are expected to conduct themselves in a manner compatible with the objectives and purposes of the University. Any student whose conduct is improper in that it exhibits a lack of integrity touching upon educational objectives and requirements of the University must be disciplined appropriately in the interest of safeguarding and upholding the standards. University policy regarding “dangerous” students will be followed.

Examples of misconduct for which students are subjected to university discipline are defined as follows:

- Dishonesty, such as cheating, plagiarism, impersonation at an examination or knowingly furnishing false information to the University (STUDENT CODE 7.1);

- Forgery, alteration, or use of University documents, records or instruments of identification with intent to defraud (STUDENT CODE 5.2.7);
c. Intentional obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities, including public service functions, and other authorized activities on University premises (STUDENT CODE 5.2.9);

d. Malicious abuse of any person on University premises or at University-sponsored or University-supervised functions or malicious conduct which threatens, endangers, or harasses any such person (STUDENT CODE 5.1);

e. Theft from or deliberate damage to University premises or theft of or deliberate damage to property of a member of the University community on University premises (STUDENT CODE 5.4.2);

f. Failure to comply with directions of members of the University administration or of the teaching staff acting in the proper performance of their particular duties (STUDENT CODE 5.2.5);

g. Violation of published University regulations, including regulations relating to entry and use of University facilities (STUDENT CODE 5.4.1);

h. Violation of published rules governing the University residence halls (STUDENT CODE 5.2.10);

i. Deliberate alternation or misappropriate use of computer records, data, software, etc of the University or member of the University community (STUDENT CODE 5.2.3 & APPENDIX E).

The Department of Social Work within the College of Sciences and Humanities adheres to University policy and University Policies will take precedence over Departmental Policies. Departmental student policies are created in order to permit the Department of Social Work to manage student behaviors relevant to enrollment in the Social Work Program, not enrollment in the University. Thus, the Department supports its own policies and procedures in regard to student conduct. University standards will be followed regarding student records.

**CONFIDENTIALITY AND SHARING INFORMATION**

The Department recognizes that the safety, confidentiality and self-determination of students or others who have been subjected to unprofessional conduct under this policy must be a priority. In developing a response to a problem, the Department must balance confidentiality against its duty to protect existing and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional manner under this policy. Information disclosed during student meetings with Instructors, Field Coordinator, Academic Advisors, and/or the Chair of the Department or his designate will not be kept confidential if the information raises concerns about a student’s capability of assuming the professional responsibilities of social work practice. Instructors, faculty, field instructors, administrative coordinator, the field coordinator, and/or the Chair will share pertinent information with each other in a respectful and professional manner for the purpose of identifying student issues and enhancing problem solving about the concerns. The Department reserves the right to share information with the Dean of the College or third parties as required by law.
BEHAVIOR THAT MAY RESULT IN A REVIEW

Given the nature and scope of professional social work practice, it is imperative that students be knowledgeable of the various standards that regulate their behaviors. Students are introduced to these standards through their social work courses and, in particular, when they are admitted to the major. At that time, they are provided with a copy of the “Student Code of Conduct” that they must sign. Below is an illustrative but not exhaustive list of problems that might result in an Academic Performance Review, based on the program’s Academic Performance Standards. Students are seen as violating the BSW Program’s Academic Performance Standards and might be subject to performance review when they:

- fail to demonstrate professional integrity in meeting the objectives of the social work program and in fulfilling all program requirements.
- perform at levels of C- or below in course and/or field work
- breach the standards for academic conduct, including but not limited to plagiarism, the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Ball State’s policy on academic and classroom misconduct is defined in the student handbook, found online at: [http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode.aspx](http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode.aspx)
- are excessively absent from class, as defined in the instructor’s syllabus.
- are consistently irresponsible in meeting classroom and program requirements; for example, they are involved in a high frequency of the following: tardiness and absences, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed.
- do not meet the grade-point requirements that have been established at different points in the program; and/or receive a grade of C- or below in SOCW 330 and all 400 level social work courses.
- continue to reject social work values as they proceed through the program or who do not comply with the NASW Code of Ethics.
- fail to engage in ethical behavior in the community commensurate with the professional role.
- are found to be in serious violation of BSU Code of Conduct Rules, as determined by the BSU Office of Student Rights and Community Standards
- are convicted of a violent crime or other felony.
- are under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the NASW Code of Ethics.
- violate Ball State’s Drug-Free Schools and Communities Act, as advanced online at [http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/SDFCampus/schoolsact.aspx](http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/SDFCampus/schoolsact.aspx), which outlines Disciplinary Offenses related to the use, possession, distribution, sale, and manufacture of alcoholic beverages and/or drugs....on property owned or controlled by BSU, at any BSU-sponsored event, or as part of any activity of BSU.
- are unable to pass a drug screen, as required by the program or the field practicum.
behave in ways that are inappropriate to the field of social work, as defined in the NASW Code of Ethics, or BSU, and the BSW Program policies.

- are unable to demonstrate willingness to grow toward professionalism by responsibly and satisfactorily reconciling differences between personal and professional values/ethics in order to practice in an ethical and a professional manner, as required by the NASW Code of Ethics.

- interact inappropriately or ineffectively with faculty, staff, peers, field instructors, or in other collegial relationships.

THE REVIEW PROCESS

The intervention efforts with students demonstrating behaviors that are contraindicated in the program are based upon a “stage” system. These interventions range from one-on-one meetings with an instructor, to the calling of a meeting of the “Student of Concern Committee.” The level of review depends upon the seriousness of the allegation of a breach under this Policy. The following procedure will act as a guideline should a breach of any of the relevant policies, bylaws, Code of Ethics, Cultural Competence standards, or standards of practice occur. Depending on the nature of the infraction, the Department reserves the right to proceed with a review at any stage that is deemed to be appropriate. This policy is applicable to admitted majors. The key aspects of this process are as follows:

**Student of Concern Committee**

The Student of Concern Committee will be a committee of the whole with a quorum of one over half of that group needed in order for the committee to convene as a group to address the matter at hand. A faculty member is elected to serve as the Chair of the committee. The Department Chair serves in an ex officio capacity.

**Responsibility of the Committee**

The Student of Concern will be concerned with problematic performance situations that have either not been resolved at Stage One or Two, or are deemed so serious that immediate attention is required by the Student of Concern Committee. Each student has the responsibility for discussing academic/behavioral performance difficulties with his/her instructors, faculty field liaison, and advisor, as appropriate to the situation. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

**Roles of Committee Chair and Referral Person(s)**

The committee chair is responsible for convening the committee, informing the student in writing that a concern has come forward, gathering information, recording the review process, and communicating information to the student regarding committee action and decisions. The referral person(s) is viewed as the person(s) most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the problem under review.

**Documentation**

At any stage of the review process there should be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempts have been made to ameliorate the concerns, where appropriate. Documentation
should be kept in the files of faculty who is consulted if there is a concern. Recordkeeping will follow University standards. Students should be notified of the meeting in writing within five calendar days of the review. They will also be notified within ten days of the decision rendered.

Stage One Review

Classroom instructor and student. When a classroom instructor has concerns about a student’s professional behavior that instructor should:

1. discuss those concerns directly with the student and seek to work with the student to resolve the concern;

2. document dates and content of all meetings with the student; and, if warranted,

3. notify the Department Chair that the review process is being undertaken.

Site supervisor and student. When a site supervisor has concerns about a student’s professional behavior, he/she should contact the Faculty Liaison and follow the procedures # 1 & 2 above, document the dates and behavior and discuss the concerns with the Practicum Coordinator following the procedure outlined in the BSW Field Manual. In many instances, meetings between the parties resolve the concerns and do not lead to further reviews. The faculty member of the Department involved in the situation shall record, in writing, the discussions at the meetings and the resolution of the matter at this time. If the concerns are not resolved at this stage, the parties may proceed to the next Stage.

Stage Two Review

When a stage two review is deemed necessary, either the chair of the Student of Concern Committee (in the case of concerns arising from the classroom) or the practicum coordinator (in case of concerns arising from the practicum) in agreement with other faculty involved will determine the nature of the concerns and gather sufficient information to convene a meeting. The following outlines the protocol if a meeting is warranted:

Classroom Instructor and Student.

1. The Department has a Student of Concern Committee for hearing faculty concerns about students. This committee’s Chair is elected by the members and is made up of the faculty of-the-whole;

2. The instructor will notify the Academic Advisor, the Chair of the Student of Concern Committee, and the Department Chair that the next stage of the review is being undertaken. The student will be invited, in writing within five days (as stated above), to attend a meeting;

3. The Instructor, the Chair of the Student of Concern Committee, and the Academic Advisor will meet with the student to discuss the concerns. The student may elect to bring an advocate to the meeting. If so, he/she must notify the Chair of the Student of Concern Committee, in advance, of the identity and relationship of that person (to the student);

4. It is the student’s right to bring relevant information in his/her defense to the Committee’s attention for their consideration;
(5) A determination will be made. In appropriate cases at this stage of review, the parties are not precluded from arriving at a written plan to address the concerns, which may include the student being required to modify his/her behavior. With that in mind, the determination can take the following form:

a. A written plan establishing the conditions and requirements that the student must meet to continue in the program;

b. A recommendation for a more thorough review by the Student of Concerns committee;

c. A recommendation to retake a course;

d. A recommendation for course withdrawal.

(6) The Chair of the Department is notified of the hearing.

Site Supervisor and Student. When a Stage Two Review is deemed necessary:

(1) The Practicum Coordinator will inform the faculty field liaison and the Chair of the Student of Concern committee that the next stage of review is being undertaken relating to the practicum concerns. The student will be invited;

(2) The student’s advisor will meet with the student, the field instructor, the faculty field liaison, and the practicum coordinator to discuss the concerns. The student may elect to bring an advocate to the meeting. If the student plans to attend the meeting with an advocate, he/she must notify the Chair, in advance, of the identity and relationship of that person (to the student).

(3) A determination will be made. In appropriate cases at this stage of review, the parties are not precluded from arriving at a written plan to address the concerns, which may include the student being required to modify his/her behavior. The determination can take the following form:

a. A written plan establishing the conditions and requirements that the student must meet to continue in the program;

b. A recommendation for a more thorough review by the student of concerns committee;

c. A recommendation for site reassignment;

d. A recommendation for a withdrawal from practicum.

(4) The Chair of the Department is notified of the hearing.

This process is designed to assist students in dealing with identified concerns that have an impact on their performance in the social work program. Disposition may also include a referral to the Dean of students or the Counseling Center for assessment and possible recommendation for further services. Follow up and monitoring of the written plan will be done by the student’s
Academic Advisor. The faculty advisor generates a written record, maintains the documentation, and monitors progress with the assistance of the faculty instructor.

**Stage Three Review**

Generally, a Stage Three Review occurs when concerns have not been resolved in the prior stages of review, the issues are serious enough and at the discretion of the Chair of the Student of Concern committee require formal intervention, or the issues are serious enough that the student is being considered for termination from or discontinuance in the program or suspension or expulsion from the University. Intervention at this stage will, in most cases, involve the following issues of serious concern: misrepresentation of staff, cheating, plagiarism, alleged law violations, conviction of a felony or misdemeanor, use of illegal or mind-altering substances, sexual harassment and dual relationships, discrimination, or other inappropriate behavior.

Intervention at this stage will require the following:

1. A meeting of the Student of Concerns committee to determine whether the student should be withdrawn from the program. What constitutes an appropriate case rests with the discretion of the Student of Concern committee chair.

   a. In appropriate cases of formal disciplinary action for academic or non-academic misconduct at this stage of review, the parties are not precluded from arriving at a written plan to address the concerns, which may include the student being required, in writing, to modify his/her behavior and/or suggest appropriate help. As a stipulation, a student in disciplinary status may need to seek help and provide documentation of such.

   b. The determination can take the following form:

      i. A written plan will establish the conditions and requirements that the student must meet to continue in the program;

      ii. Student will be temporarily suspended from the program;

      iii. Student will be put on conditional status;

      iv. Student will withdraw under the Student Medical Withdrawal Policy (available online at: [http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/APPENDIXF.aspx](http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/APPENDIXF.aspx))

   c. Students who do not respond or fail to attend meeting will be dismissed from the program. Students deemed to have committed an infraction but will not admit to the infraction will be dismissed from the program.

2. The Student of Concern Committee will meet with the student to discuss the concerns. The student may elect to bring an advocate to the meeting. The student can also bring relevant information to the meeting. If bringing an advocate, he/she must notify the Chair of the Student of Concern Committee, in advance, of the identity and relationship of that person (to the student).
(3) Student is notified in writing of the commencement of the student review, with the date, time and place, the facts and occurrences that have given rise to the concern, the nature of the student review, the student’s right to attend the review and bring an advocate, and the student’s right to bring to the committee’s attention relevant information concerning these facts and occurrences that the student wishes the committee to consider.

(4) During student of Concern meeting, the following will occur:

   a. An agenda will be outlined;
   
   b. Student will be given opportunity to present;
   
   c. Committee members will have opportunity to ask questions of student;
   
   d. Student will have opportunity to rebut;
   
   e. Committee members will deliberate.

(5) Student will be notified in writing of the determination along with a summary of its reasons for such determination. The determination can take the following form:

   i. A written plan establishing the conditions and requirements that the student must meet to continue in the program;
   
   ii. A temporary suspension of the student from the program;
   
   iii. A determination to discontinue the student for the program.

(6) Student will sign a statement that they will adhere to the committee’s decision. Students who do not comply with agreed-upon remedy will not be permitted to complete the program.

(7) Student’s actions are followed up by Academic Advisor. Either Advisor or person who made complaint may call for a follow-up or non-compliance review. If Academic Advisor is out of town, a designee will be appointed by Student of Concern committee chair.

(8) Students who are not permitted to continue in the BSW program are informed of such by mail. If a student has already registered for social work classes for the next term, they are advised to drop these courses.

**Stage Four Review**

If a student is non-compliant with committee’s recommendation and/or plan, the Academic Advisor will report this to Chair of Student of Concern Committee who will call for meeting. Committee is reconvened by Chair of the Committee. Academic Advisor submits progress report and formal recommendation to terminate the student from the program or not admit to program if student happens to be a pre-major.
Appeals
(1) Appeals relating to any decisions made by the Student of Concern committee can be made at any time by the student. Since a Student of Concern Committee review is not a student disciplinary hearing, the level of appeal shall be heard by the Department Chair.

(2) Students who have been terminated from the BSW program can appeal such a decision on the basis of “capriciousness.” The term capriciousness is limited to one or more of the following:
   a. A decision to terminate a student on some basis other than academic or professional performance;
   b. A decision to terminate a student on more exacting or demanding standards than were applied to other students in the program;
   c. A substantial departure from the standards and procedures contained in the BSW Student Handbook.

(3) Appeals made on the basis of capriciousness are made to the Chair of the Department of Social Work. The student must appeal in writing, identifying the grievance(s).

(4) The Chair is the final level of appeal within the University.

Recordkeeping
University policy regarding maintenance of records will be followed.

A. Criteria for Automatic Dismissal
   1. Failure to earn at least a "C" in each 400 level Social Work course.
   2. Failure to maintain a 2.5 cumulative GPA in required Social Work courses or a 2.0 overall GPA.
   3. Violating Behavioral Standards of the Profession.
   4. Physical aggression, verbalizing threats or implied threats of harm to any faculty, staff, or students at Ball State University.

B. Notification Procedures
   The following procedures are used in the event a student falls under any of the criteria for Automatic Dismissal:
   1. If a student is to be dismissed for any of the above, the Department Chair will be notified.
   2. Within 5 business days of receiving the above notification, the Chair of the Student of Concern Committee will send by certified mail a written statement to the student indicating that she/he has been discontinued from the program and explain the due process procedures. Copies of the letter should be forwarded to the student’s advisor and student file.
3. The advisor will meet with the student, should the student wish to discuss options and/or the reinstatement procedures.

**APPEAL PETITION FOR READMISSION**

If a student wishes to be reinstated after automatic dismissal, the student has the option to present a substantive written statement for an appeal to the Chairperson of the Department of Social Work within five business days of receiving the above notification.

**A. Appeal Process**

Within five business days after receiving the student’s Appeal Petition, the Department Chair will set a date for a meeting with the student. In addition to the appeal petition, the Chair will be given records of the information to assess the Appeal.

**B. Appeal Meeting with Department Chair**

1. The student will have an opportunity to present their petition and present information to support their appeal to be reinstated in the program.

2. The Department Chair will review the materials and make a decision based upon:
   a. Consideration of all the factors in the present and past performance of the student
   b. Merit of the issues present in the Appeal Petition
   c. Assessment of alternative plans to address the performance problem(s)
   d. Assessment of the plan presented by the student to resolve the performance problem.

3. The Department Chair shall prepare a written statement of the decision to the student within five business days following this meeting.

**C. Notification**

Within five business days after the appeals meeting, the Department Chair’s final recommendation will be sent in writing to the student. A copy of this decision will be sent to the Student of Concern Committee with a copy going to the student file.

**Nondiscrimination and Affirmative Action Policy**

The Department of Social Work is fully committed to the University's Affirmative Action and Equal Opportunity policies and procedures. The formal admissions process of the Department of Social Work, along with all other aspects of the Department, is designed to provide an academic and administrative environment in which understanding of and respect for human diversity, including age, class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation is practiced. The Department's admissions practices operationalize the University's non-discrimination and affirmative action policy which can be found at:  
http://www.bsu.edu/legal/

In addition, the Department of Social Work follows the university's Sexual Harassment and Consensual Sexual and Romantic Relationships policies which views sexual harassment as a form
of illegal sex discrimination. The full text of the University’s Sexual Harassment policy can be found at [http://www.bsu.edu/legal/article/0,1375,24288-4086-8479,00.html](http://www.bsu.edu/legal/article/0,1375,24288-4086-8479,00.html) and the Policy of Consensual and Romantic Relationships can be found at: [http://www.bsu.edu/legal/article/0,1375,24286-4086-39085,00.html](http://www.bsu.edu/legal/article/0,1375,24286-4086-39085,00.html)

Lastly, all departmental and program practices are subjected to the non-discrimination and affirmative action standards embodied in the Council on Social Work Education’s *Education Policy Statement*: [http://www.bsu.edu/socwk/article/0,,53117--,00.html](http://www.bsu.edu/socwk/article/0,,53117--,00.html)


Inquiries regarding the nondiscrimination and affirmative action policy should be referred to the Director of University Compliance (765) 285-5162.

### Social Media Policy

**Introduction**

With more and more social workers embracing social networking sites such as Facebook and Twitter, the question arises — where do you draw the line in terms of boundaries with your clients?

Setting and maintaining clear boundaries is always the hallmark of a professional relationship. Let such boundaries always guide your decision-making with any new online tool or technology. Make sure you know what (if any) policies exist at your practicum agency, as they may go beyond those laid out in this policy and you’re your provincial regulatory association demands of you in terms of professional liability.

The Department of Social Work recognizes the importance of the internet and is committed to supporting your right to interact knowledgeably and socially in the blogosphere and on the internet through interaction in social media. The Department of Social Work strives to provide its members with an environment of free inquiry and expression. Freedom of expression and academic freedom in electronic format have the same latitude as in printed or oral communication.

Members of the Department of Social Work community are responsible and accountable for their actions and statements. Consequently, these guidelines in this social media policy will help you make appropriate decisions about your school and practicum-related online exchanges. These guidelines will help you open up respectful, knowledgeable interactions with people on the internet. The guidelines also protect the privacy, confidentiality, and interests of the School of Social Work and your practicum, including colleagues, employees and clients.

Note that these policies and guidelines apply only to school and practicum-related sites and issues and are not meant to infringe upon your personal interaction or commentary online.
Guidelines for Interactions about the School of Social Work and Your Practicum on the Internet

If you are developing a Web site or writing a blog that will mention the Ball State Department of Social Work, your practicum and / or their employees or clients, identify that you are a student and that the views expressed on the blog or web site are yours alone and do not represent the views of the Department of Social Work and/or practicum agency. Unless given permission in writing by either the Department of Social Work or your practicum supervisor, you are not authorized to speak on behalf of either the Department of Social Work or your practicum agency. If you are developing a site or writing a blog that will mention the Department of Social Work, your practicum and / or their employees or clients, as a courtesy to the Department and/or agency, please let the Department of Social Work and/or your practicum supervisor know that you are writing them - and you should clearly state your goals and what your blog intends to say or reflect. Representatives of the Department of Social Work and/or your practicum supervisor may choose to visit from time to time to understand your point of view.

Confidential Information Component of the Social Media Policy
You may not share information that is confidential about the Department of Social Work, your practicum setting and/or clients and colleagues. If you have any question about whether information has been released publicly or doubts of any kind, speak with the Chair of the Department of Social Work or your practicum supervisor before releasing information that could potentially harm the Department of Social Work, your practicum and / or their employees or clients.

Respect and Privacy Rights
Speak respectfully about the Department of Social Work, your practicum and / or their employees or clients. Do not engage in name calling or behavior that will reflect negatively on the Department of Social Work or your practicum's reputation. Note that the use of unfounded or derogatory statements or misrepresentation is not viewed favorably by the School of Social Work or your practicum agency and can result in disciplinary action up to and including school/practicum termination. The Department of Social Work encourages you to write knowledgeably and accurately, using appropriate professionalism. Despite disclaimers, your Web interaction can result in members of the public forming opinions about the Department of Social Work, your practicum and / or their employees or clients.

Photographs
Taking and sharing photographs without consent is a breach of confidentiality. Agencies increasingly use photography for professional consultation, research and education purposes. Know your agency’s policy regarding photography including any limitations on its use.

Legal Liability
Recognize that you are legally liable for anything you write or present online. It must be noted that anything published on the web is NOT confidential. Students can be disciplined by the Department of Social Work for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment.
You can also be sued by any individual or organization that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

**Suggested Rules to Follow:**

- Do not “friend” your clients (current or past) and do not allow your clients (current or past) to “friend” you.
- Do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact your clients or respond to clients who may have contacted you. These sites are not secure.
- Become intimately familiar with the privacy controls on these networks and ensure that the general public cannot see personal details of your life you would prefer to share only with your immediate friends and family.
- Only use your professional (work/practicum) email address to communicate with clients.
- All email communication with clients should be of a professional nature and not involve personal discussions and/or disclosures of any kind.
- Do not discuss details of your work with clients.
- If you choose to communicate with your clients by email, please be aware that all emails are retained in the logs of your and their Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider.

**Tips for Responding to Social Media Requests from Clients**

Here are examples of what you can say to clients who request or attempt to contact you through any form of social media:

- **Friending**
  “I do not accept friend requests from current or former clients. This holds true on Facebook, LinkedIn, and all other social networking sites. My reasons for this are that I believe that adding clients as friends on these websites can compromise confidentiality and blur the boundaries of our working relationship. If you have questions about this, please feel free to bring them up when we meet and I will be happy to talk more about it.”

- **Interacting**
  “Please do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact me. These sites are not secure and I may not read these messages in a timely fashion. If you need to contact me, please use the system outlined in our first meeting.”

- **Email**
  “I prefer to use email only to arrange or modify appointments. Please do not use email to send content related to our work together, as email is not completely secure or confidential. If you choose to communicate with me by email, please be aware that all emails are retained in the logs of your and my Internet service...”
providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider. You should also know that any email I receive from you and any responses that I send to you will be printed out by me and kept in your file."
Social Science Research Center

The Department of Social Work carries out the second half of its mission of functioning as a community resource center for program development through the Social Science Research Center. The Social Science Research Center is an interdisciplinary research and service program sponsored by the Department of Social Work and the College of Sciences and Humanities. Established in 1981, the Social Science Research Center (previously named Social Research and Service Center) develops externally funded projects and also provides support to college faculty and public or private organizations for the development and completion of funded social science research or service projects. The Center also offers community organizations technical assistance in planning, research, and evaluation. Services offered by the SSRC are available on a contractual or community service basis, depending upon the nature and scope of requests.

The SSRC functions as an outreach arm of the Department and College. It serves as a hub to address social service needs, work directly with human service organizations, and involve students in applied research activities whenever possible. The Center also is available to assist social work and other social science faculty with research development, data analysis and other needs.

Accreditation and Certification

Licensing

The Bachelor of Social Work program at Ball State University is accredited by the Council on Social Work Education (CSWE). This accreditation enables students with the BSW degree from Ball State University to sit for the state licensing exam in Indiana as well as in surrounding states, and to apply for advanced standing in a graduate social work program. More information about licensing is available at the Association of Social Work Board’s Web Site, http://www.aswb.org.

Council on Social Work Education

The Council on Social Work Education sets guidelines and policies which all accredited BSW programs must follow in order to maintain their status as an accredited school. Ball State University was reaccredited recently until 2014.
BSW Program Governance

Introduction

The BSW program governance structure is composed of the BSW social work faculty, the Chair of the department, and the Practicum Coordinator, and is primarily responsible for the quality of the social work learning community and for maintaining and upgrading the social work curriculum.

BSW Program Committee

The BSW Program Committee is composed of the BSW faculty and a representative of the Student Social Workers Association,* and is chaired by the Department of Social Work’s chairperson. The committee meets during the academic year and is charged with monitoring the overall quality and ongoing development of the curriculum and program by:

- Reviewing program outcome measures;
- Reviewing and proposing revision in the BSW curriculum;
- Establishing and evaluating program policies and procedures;
- Developing and monitoring academic standards;
- Establishing admissions criteria;
- Initiating advising procedures;
- Reviewing student evaluation policies and procedures;
- Monitoring the overall quality of student life.

BSW Student Standards Committee

Composed of all full time social work faculty, the Student Standards Committee is chaired by a full time social work faculty member who is selected each fall. The Committee reviews:

- All academic and nonacademic standards for the social work major;
- All students applying for formal admission with criminal histories or current felony/misdemeanor charges;
- All formal admission applicants where there is a concern regarding their appropriateness for the major;
- All applicants appealing denial of formal admission to the major, including those based upon criminal background;
- Specific cases where a student or an agency site may be performing contrary to social work ethics;
- Specific cases where a student has failed to meet academic or professional standards.

* The Student Representative serves as the student liaison with the BSW Program and may submit proposals to the committee and provide feedback to faculty proposals. She/he does not vote on proposals nor participate in the discussion of personnel issues or discussions regarding specific students.
BSW Field Committee

The Field Committee is composed of full time social work faculty who serve as Faculty Liaisons and is chaired by the Practicum Coordinator. The Field Committee’s responsibilities are to:

- Develop, propose and review policies for field instruction;
- Establish and review procedures for student placements, agency affiliations, and overall coordination of the field work program;
- Establish standards for field practicum agencies, experiences, and instructors;
- Review situations where a serious concern about non academic or personal/professional performance at the field practicum site is identified and makes decisions on whether or not to initiate a student review;
- Analyze the field outcome data and makes recommendations to the full faculty regarding curricular changes.

BSW Admissions Committee

The BSW Admissions Committee is comprised of full time faculty involved in the formal admissions process. This includes the Chair of the Department, the Transfer Coordinator, and faculty who both teach SOCW 200 and SOCW 230 and conduct admissions assessment conferences (interviews). The Admissions Committee reviews and proposes to the BSW Program Committee changes in the admissions criteria and procedures. The Admissions Committee meets when there is a concern regarding a student’s suitability or eligibility for formal admission to the major.
University and Student Support Services

Introduction

Ball State University is a vibrant learning community with numerous services, programs and opportunities for student development. Students are encouraged to take advantage of the many resources available on campus to enrich their learning experiences, meet their academic needs, and prepare themselves for professional social work practice. What follows is a description of the most commonly used resources on campus. Students are encouraged to contact specific offices for more information and to explore other opportunities as well.

Multicultural Center

The Multicultural Center supports and advances the University’s and Department of Social Work’s commitment to cultural diversity. The Center’s purpose is two-fold. The Multicultural Center exists to help support minority students on campus and to assist in educating the campus community on issues regarding race and diversity. There are several programs that the Multicultural Center sponsors that are supportive of the BSW Program’s objective of graduating students who appreciate diversity and are culturally competent.

- **Perspectives - Brown Bag Discussions** on racial or current events issues. These are held month on Fridays from noon to 1:00.
- **One World Speaker Presentations** consists of a number of events held throughout the year that bring in more widely known individuals who can speak to issues of diversity and who promote racial reconciliation.
- **The Multicultural Heritage Film** series features various films throughout the year regarding historical and social perspectives regarding various cultures.
- **Words of Wisdom Book Club** features a major book tackling the issue of diversity, race, gender, and multiculturalism. The first 15 students receive a copy of the book free and the group of students will meet throughout the semester to discuss readings, excerpts, and chapters in depth.

Information on events sponsored by the Multicultural Center can be found on their website, [http://www.bsu.edu/multiculturalcenter/](http://www.bsu.edu/multiculturalcenter/)

Learning and Writing Center

The Learning Center is located in the North Quad Building in Room 323 and offers free peer tutoring, supplemental instruction, and workshops covering a variety of academic issues. The Learning Center offers assistance with reading, writing, and study and test-taking skills. To learn more you can visit their website: [http://www.bsu.edu/universitycollege/learningcenter](http://www.bsu.edu/universitycollege/learningcenter)

The Writing Center located in the Robert Bell Building, Room 291 and in Bracken Library, Room 302 also offer assistance with writing. More information can be found at their website: [http://writingcenter.weebly.com](http://writingcenter.weebly.com)
Career Center

The Ball State University Career Center is located in Lucina Hall and offers several services and programs including:

- Part and full time job placement;
- Job search help including resume and job interviewing preparation;
- Career exploration and planning;
- Help with transitioning into full time jobs or graduate school.

Students can register online for career services at this website:  
http://www.bsu.edu/students/careers

Counseling Center

The Counseling Center at Ball State University offers confidential and free psychological and career resources to students during the academic year. The Center assists students in reaching their educational goals, as well as helps student improve the quality of their lives. Individual and group counseling services are available for both full and part time Ball State students. The Counseling Center is located in Lucina Hall, Room 320. Additional information regarding the counseling center can be accessed on their website:  
http://www.bsu.edu/students/cpsc

University Computing Services

Ball State University offers numerous computer services on campus. University Computing Services offers computer supports for students including:

- **HelpDesk**  
  Help with technology questions is available through the HelpDesk. Students can call for assistance (285-1517), email questions (helpdesk@bsu.edu), or drop by the helpdesk for assistance (RB 165).

- **Tech Time Consulting Service**  
  TechTime offers free assistance for students having difficulty with their PC. Students can make an appointment and bring in their PC for assistance with operating systems, applications, and network configurations.

- **Computer Labs**  
  Computer labs are located the following locations:
  - Applied Technology Building, Room 208
  - Bracken Library, Room 105
  - Burkhart Building, Room 220
  - CL127 OGIS Lab
  - CL469 OGIS Lab
  - Cooper Science Building Nursing, Room313
  - North Quad 323
  - Robert Bell Building, Room 134 Main
  - Robert Bell Building, Room 134C
  - Robert Bell Building, Room 134G (ACT Lab)
Students should consult the Computer Lab website at http://www.bsu.edu/web/ucs/ucl/ for exact hours of operation.

In addition, the Department of Social Work has its own Computer Lab located in Room 203 in the Fine Arts Building. Social work majors and minors are free to use the lab on Tuesdays and Thursdays when it is not being used for a class session. Students are advised not to store materials on the PCs in the social work lab since all stored files are erased automatically every night.

**Disabled Student Development Office**

The role of Disabled Student Development Office (DSD) is to provide access and opportunity for students with disabilities so they might achieve their full potential. DSD seeks to find the balance point between the legal rights of students with disabilities and the institutional standards of Ball State University. In serving as the "clearinghouse" for all student disability-related issues at Ball State, DSD determines the eligibility to receive accommodations and then works cooperatively with the student, social work faculty members and or other staff to assign appropriate and reasonable accommodations.

The following services are available through the DSD office:

- Verification of disabilities
- Academic and testing accommodations
- Adapted physical education and recreation / sports programs
- Equipment repair services (e.g. wheelchair, tape recorder)
- Short term loan of specialized equipment
- User friendly adaptive computer technologies
- Accessible shuttle bus service
- Braille and large print maps of campus
- Provision for notetakers, interpreters, readers, and attendants are made on an individual basis
- Disabled Students In Action, a student group that makes the general public aware of disabled students and gets the disabled students involved in more activities.
Introduction

Students are encouraged to keep abreast of the Department of Social Work’s activities. Several mechanisms are used to facilitate communication with social work majors and minors.

Bulletin Boards

Faculty frequently post announcements regarding meetings, conferences, workshops, and job information on the social work bulletin board located in the Social Work office (NQ 243). Information about student organization activities, students, faculty and the department all regularly appear on this bulletin board.

Department of Social Work Newsletter

The Department of Social Work publishes a newsletter several times each semester. This newsletter is sent electronically to every social work major and minor, and is designed to keep students informed about upcoming departmental events, important deadlines, departmental policy changes, curriculum standards, course offerings, legislative information, licensing regulations, and news items regarding faculty and alumni. Student organizations are encouraged to submit short articles or announcements for publication in the Department’s Newsletter as well.

Electronic Mailing (Distribution) List

The Department maintains an electronic mailing list of all declared majors and minors. This mailing list is used for announcements and publication of the Department’s Newsletter. Students are encouraged to read their email frequently to keep informed about Departmental events.

Email Communication between Faculty and Students

All faculty have email accounts through the university and regularly read their electronic messages. See page 62 for faculty e-mail addresses. Students are encouraged to use email to communicate with their advisor as well as with instructors. Faculty will frequently email students between classes as well. Students are free to check their email from home, or in the social work office or lab.

Faculty Mailboxes

All full and part time faculty have a mailbox for hard copy mail located in the social work office (NQ 243). While students are free to place a note or memo in faculty members’ mailboxes, they should consult instructors before submitting assignments unless prior arrangements have been made.
The Department of Social Work currently has eight full time faculty assigned to educational responsibilities and services. Depending on the semester there are anywhere between one and three part time adjunct faculty teaching in the BSW program as well. Faculty are all involved in community service, belong to professional organizations, and attend professional conferences and workshops.

**Social Work Administration**

- **Chairperson, Glenn Stone, Ph.D., MSW**  
  285-1016  
  gestone@bsu.edu  
  The Chair of the Department of Social Work is responsible for directing the social work department, subject to the approval of the Dean of the College of Sciences and Humanities.

- **Practicum Coordinator and Transfer Coordinator, Shannon Staton, MSW**  
  285-1013  
  sstaton@bsu.edu  
  The Practicum Coordinator is responsible for the operation of the Field Program for the Department of Social Work. She works with a variety of field agencies to develop quality practicum experiences for students.

- **Director, Social Science Research Center, Ann Brown, MSW**  
  285-1015  
  abrown@bsu.edu  
  The Director of the SSRC is responsible for the overall operation of the Center and its staff including the writing and implementation of research contracts and grants.

**Social Work Support Staff**

- **Administrative Coordinator, Alison Gillespie**  
  285-1016  
  agillesp@bsu.edu  
  The Administrative Coordinator is responsible for the daily operation of the Social Work Department’s office and provides support for the Chair, Practicum Coordinator and the faculty.

- **Student Support Staff, 285-1016.**
## Campus Directory

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Academic Advising Center – Cooper</td>
<td>CP 253</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>LU 101</td>
</tr>
<tr>
<td>Ball State Bookstore</td>
<td>AJ</td>
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<tr>
<td>Bursar’s Office</td>
<td>LU B-31</td>
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<tr>
<td>Career Center</td>
<td>LU 220</td>
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<td>Counseling Center</td>
<td>LU 320</td>
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<td>Disabled Student Development</td>
<td>SC 307</td>
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<tr>
<td>Scholarships and Financial Aid Office</td>
<td>LU 245</td>
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<td>Health Center</td>
<td>HC</td>
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<tr>
<td>Helpdesk (University Computing Services)</td>
<td>RB 165</td>
</tr>
<tr>
<td>Honors College</td>
<td>CA 104</td>
</tr>
<tr>
<td>Center for International Programs</td>
<td>AC 402</td>
</tr>
<tr>
<td>Learning Center</td>
<td>NQ 323</td>
</tr>
<tr>
<td>Legal services</td>
<td>AC 412</td>
</tr>
<tr>
<td>Multicultural Center</td>
<td>325 N. McKinley</td>
</tr>
<tr>
<td>Ombudsperson</td>
<td>AD 238</td>
</tr>
<tr>
<td>Parking Services</td>
<td>305 N. College</td>
</tr>
<tr>
<td>Registrar / Records Offices</td>
<td>LU B42 &amp; B43</td>
</tr>
<tr>
<td>(Student Scheduling, Add/Drop Classes, Get Student ID’s, Change Address, etc.)</td>
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<tr>
<td>Leadership and Service Learning</td>
<td>SC 118</td>
</tr>
<tr>
<td>Transcripts and Academic Records</td>
<td>LU B50</td>
</tr>
<tr>
<td>University Libraries (Bracken Library)</td>
<td>BL</td>
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<tr>
<td>Veterans Affairs</td>
<td>LU B-7</td>
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<th>Alphabetical Building List</th>
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<td>(See Campus Map) [<a href="http://www.bsu.edu/map/">http://www.bsu.edu/map/</a>]</td>
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</table>

| Administration Building (AD) | Library, Bracken(BL) |
| Art and Journalism Building (AJ) | Lucina Hall (LU) |
| Bracken Library (BL) | North Quadrangle Building (NQ) |
| Carmichael Hall (CA) | Parking Services (PS) |
| Fine Arts Building and Museum of Art (AR) | Robert Bell Building (RB) |
| Health Center, Amelia T. Wood (HC) | Student Center, L. A. Pittenger (SC) |
| Honors College, (CA) Carmichael Hall | |
APPENDIX A

Code of Ethics
of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant
to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

**The NASW Code of Ethics serves six purposes:**

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.*

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social
work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value: Service**

**Ethical Principle:** *Social workers’ primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social
workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value: Social Justice**

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person**

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value: Integrity**

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.
Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients
Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination
Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent
(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable
alternatives, clients’ right to refuse or withdraw consent, and the
time frame covered by the consent. Social workers should provide
clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty
understanding the primary language used in the practice setting,
social workers should take steps to ensure clients’ comprehension.
This may include providing clients with a detailed verbal
explanation or arranging for a qualified interpreter or translator
whenever possible.

(c) In instances when clients lack the capacity to provide informed
consent, social workers should protect clients’ interests by seeking
permission from an appropriate third party, informing clients
consistent with the clients’ level of understanding. In such instances
social workers should seek to ensure that the third party acts in a
manner consistent with clients’ wishes and interests. Social workers
should take reasonable steps to enhance such clients’ ability to give
informed consent.

(d) In instances when clients are receiving services involuntarily, social
workers should provide information about the nature and extent of
services and about the extent of clients’ right to refuse service.

(e) Social workers who provide services via electronic media (such as
computer, telephone, radio, and television) should inform recipients
of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before
audiotaping or videotaping clients or permitting observation of
services to clients by a third party.

1.04 Competence
   (a) Social workers should provide services and represent themselves as
competent only within the boundaries of their education, training, license,
certification, consultation received, supervised experience, or other
relevant professional experience.

   (b) Social workers should provide services in substantive areas or use
intervention techniques or approaches that are new to them only after
engaging in appropriate study, training, consultation, and supervision
from people who are competent in those interventions or techniques.

   (c) When generally recognized standards do not exist with respect to an
emerging area of practice, social workers should exercise careful
judgment and take responsible steps (including appropriate education,
research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should
clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.
(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records
(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships
(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.
1.10 Physical Contact
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment
Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services
(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services
Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.
1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers’ Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.
2.02 **Confidentiality**
Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 **Interdisciplinary Collaboration**
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 **Disputes Involving Colleagues**
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 **Consultation**
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 **Referral for Services**
(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment
Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.
2.11 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training
(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records
(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing
Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer
(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.
**3.07 Administration**  
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

**3.08 Continuing Education and Staff Development**  
Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

**3.09 Commitments to Employers**  
(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes
(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence
(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct
Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.
4.04 **Dishonesty, Fraud, and Deception**
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 **Impairment**
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 **Misrepresentation**
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 **Solicitations**
(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 **Acknowledging Credit**
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers’ Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for
participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should
inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare
Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on
the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
Appendix B

Constitution of
Student Social Workers’ Association
Ball State University
revised October 1998

Article I: NAME
The name of this organization shall be known as the Student Social Workers' Association. (S.S.W.A.)

Article II: PURPOSES
The goals of this organization shall be:

1. To inform and acquaint the members of the Student Social Workers Association with the wide and varied field of Social Work.

2. To facilitate the coordination and communication between this Association, and the professional and lay groups, as well as other individuals, with related social welfare interests.

3. To promote the educational interest of University students, staff, faculty and administration, personnel and community professionals about social welfare issues.

4. To encourage Association members to participate in Association endorsed projects.

5. To abide by the National Association of Social Workers (N.A.S.W.) Code of Ethics.

Article III: MEMBERSHIP

1. The membership shall:
   A. Be limited to all interested Ball State University students, faculty, and staff;
   B. Consist of no set number of members.

2. There shall be no form of discrimination on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, status as a Vietnam Era Veteran, or any other preference or personal characteristic, condition or status.

3. Membership dues are required.
   A. A five dollar annual membership fee is due upon joining the S.S.WA.
   B. In case of hardship, membership fees may be negotiated with the Steering Committee on a case by case basis. Refer to Steering committee, Article V.
4. Paid membership entitles individuals to vote in general meetings and elections; all interested individuals may vote on committee business.

5. An annual tentative schedule of events and activities shall be introduced to the body, in order that expenses for that program year can be considered.

6. Paid members are expected to attend all general meetings and participate in all activities sponsored by the S.S.W.A.

Article IV: OFFICERS

Members shall be voted into offices with election procedures as specified in the By-laws. Terms of office shall last one year. Refer to Article VIII for further election information.

1. The Coordinator shall:
   A. Serve as the spokesperson for the organization;
   B. Set the agenda and conduct all regular meetings in accordance with Robert's Rules of Order;
   C. Insure that the organization is operating within university and association guidelines and policies and procedures;
   D. Provide a channel of communication between the administration, faculty, faculty advisor(s) and other organizations;
   E. Delegate responsibilities to other persons as needed with approval of the Steering Committee;
   F. Remain in close enough proximity to the University to fulfill the responsibilities and be accessible to Association membership for duration of term in office;
   G. If an officer should be absent, or a position vacated, the coordinator shall assure that duties of that office are fulfilled.

2. The Co-Coordinator shall:
   A. Be responsible for the duties of the Coordinator should the Coordinator be unable to perform them;
   B. Attend functions and act upon matters as directed by the Coordinator;
   C. Reserve a space for all regular meetings and special activities;
   D. Remain in close enough proximity to the University to fulfill the responsibilities and be accessible to Association membership for duration of term in office;
   E. Assume the position of Coordinator if that position is vacated.
3. The Secretary shall:
   A. Record all regular meetings and make minutes available to Association membership;
   B. Be responsible for all written correspondence;
   C. Facilitate communication with other organizations;
   D. Act upon other matters as directed by the Association;
   E. Assure the writing and distribution of the S.S.WA. Newsletter as deemed necessary by the Steering Committee.

4. The Treasurer shall:
   A. Carry out the financial transactions of the Association;
   B. Balance and maintain the organizational treasury account as well as keep records of all transactions made;
   C. Give a complete and detailed report, once a month, to the Steering Committee and Faculty Advisor(s) of all transactions made;
   D. Require financial reports from any committees that may arise;
   E. Collect all dues and fees and be responsible for the issuing of receipts;
   F. Maintain a current membership list;
   G. Oversee a Fundraising Committee;
   H. Pre-approve all expenditures of the Association under $20;
   I. Adhere to all University policies and procedures governing financial transactions of a student organization;
   J. Act upon other matters as directed by the Association.

5. The Class Representatives shall:
   A. Assure communication with members of their class;
   B. Attend organization and Steering Committee meetings;
   C. Represent opinions of the respective class;
   D. Act upon matters as directed by the Association.

Article V: STEERING COMMITTEE

1. The Steering Committee shall:
   A. Consist of a Coordinator, Co-Coordinator, Secretary, Treasurer, Senior representative, Junior representative, Sophomore representative and a Freshman representative; All of whom have a currently paid S.S.WA. membership;
   B. Create committees and designate chairs of those committees;
   C. Determine the policies and activities of the Association and a tentative schedule of activities to be presented to and voted on by association members during the first meeting of the academic year;
D. Approve all expenditures and authorize all disbursements, take counsel with committees and have general management of the Association and its affairs;
E. Actively participate in and promote Association activities;
F. Pre-approve all major expenditures of the Association, in accordance with University policies and procedures governing financial transactions of a student organization.

2. Be subject to all rules that apply to Association membership.
3. Facilitate standing and ad hoc committees’ plans and assist them as needed.
4. Each Steering Committee member is expected to attend all Steering Committee and monthly membership meetings. In the event that more than three meetings per semester are missed, the Steering Committee shall assess the officer’s ability to continue to fulfill duties.

A. If unable to fill his or her position, that officer may be asked to resign. That position will be filled according to By-law procedures.

Article VI: FACULTY ADVISOR(S)
1. The Faculty Advisor(s) shall:
   A. Be appointed by Chairperson of the Department of Social Work for the term of one academic year;
   B. Assist as a non-voting advisor to the Steering Committee;
   C. Offer advice and guidance in matters arising through the operation of the Association.

Article VII: MEETINGS
1. General meetings will be held at least monthly during the academic year. Activities may include guest speakers, group discussions, video presentations, and team-building exercises. These general meetings are where membership voting may take place.
2. Steering Committee meetings will be held a minimum of twice per month and will be open to all members.
3. Executive meetings can be called by and held with only Steering Committee and Faculty Advisor(s) in attendance. Content of these meetings are covered in Article V.
4. Standing committees shall meet monthly.
5. Ad Hoc committees shall meet as needed.

Article VIII: ELECTIONS AND VOTING
1. If an office should be vacated a general election shall be held within 45 days during the academic year.
2. Elections shall be held in April with nominations of officers to be made in March.

3. Nomination process/conditions.
   A. Nominations can be made by self or other Association members;
   B. All nominees shall be currently enrolled at Ball State University;
   C. All nominated officers shall read by-laws and sign the statement verifying he/she comprehends the by-laws of the Association;
   D. All nominees must have a paid membership prior to being nominated;
   E. Nominees for the Coordinator must have served one semester on the Steering Committee;
   F. Nominees for the Co-Coordinator must have been a member of the S.S.WA. for a minimum of 5 months;
   G. A list of nominees shall be compiled by the Secretary after March nominations and shall be available to membership no longer than 2 business days after nominations are made.

4. Outcomes will be decided by simple majority rule.

5. All non-election voting can be available through written proxy delivered to any Steering Committee member 2 business days prior to the general meeting.

6. Opportunities for absentee voting shall be available two business days prior to general elections.

7. One non-voting member or faculty advisor shall tally the votes.

8. Newly elected officers will work in conjunction with outgoing officers immediately following the announcement of election results and shall assume full responsibilities of their position at the end of the academic year.

Article K: COMMITTEES

1. Standing committees shall:
   A. Be established by the Steering Committee;
   B. Meet and file a report with the Steering Committee monthly;
   C. Be responsible for planning and implementing activities as authorized by the Steering Committee;
   D. Consist of a chairperson who is a member of the Association; any other interested persons may serve as committee members.

2. Ad Hoc Committees shall:
   A. Be established by the Steering Committee as needed;
   B. Meet and file reports as needed with the Steering Committee;
   C. Be responsible for planning and implementing specific activities as authorized by the Steering Committee;
   D. Consist of a chairperson who is a member of the Association; any other interested persons may serve as committee members.
Article X: **AMENDMENTS**

A committee may be appointed by the Steering Committee to propose revisions or amendments to this constitution. For these recommended changes to be made, a simple majority vote at a general meeting of the Association is needed.
Appendix C

Statement on Sexual Harassment
Ball State University

1. Harassment on the basis of sex is a form of illegal sex discrimination. Sexual harassment in employment violates Title VII of the Civil Rights Act of 1964, as well as state law. Student-on-student sexual harassment and sexual harassment directed toward a student by a University employee violates Title IX of the Education Amendments of 1972.

2. Ball State University will not tolerate sexual harassment of students or employees by members of its faculty or staff, its students or by other agents of the University and will respond in a suitable manner to every complaint.

3. The University has adapted the Equal Employment Opportunity Commission (EEOC) definition of sexual harassment for our academic community: Sexual harassment is defined as any unwelcome sexual advance, request for sexual favor or other unwelcome verbal or physical conduct of a sexual nature, whether committed on or off campus, when:

3.1 submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment or participation in a University-sponsored education program or activity;

3.2 submission to or rejection of such conduct by an individual is used as the basis or threatened to be used as the basis for employment decisions or academic decisions or assessments affecting an individual; or

3.3 such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or offensive working or educational environment. Such conduct will typically be directed against a particular individual or individuals and will either be abusive or severely humiliating or will persist despite the objection of the person targeted by the speech or conduct.

Sexual harassment includes but is not limited to situations where one person has authority over another. In such situations, sexual harassment is particularly serious because it may unfairly exploit the power inherent in a faculty member’s or supervisor’s position.

4. Sexual harassment can be verbal, visual, physical or communicated in writing or electronically. Some conduct obviously constitutes sexual harassment – such as a threat that a grade or promotion will depend on submission to sexual advance. But whether particular conduct constitutes sexual harassment will often depend upon the specific context of the situation, including the participants’ reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (e.g., supervisor-subordinate, colleague, etc.) and the specific setting.
The inquiry can be particularly complex in an academic community, where the free and open exchange of ideas and viewpoints preserved by the concept of academic freedom may sometimes prove distasteful, disturbing or offensive to some. Sexual harassment must be distinguished from behavior which, even though unpleasant or disconcerting, is appropriate to the carrying out of instructional, advisory, or supervisory responsibilities. Instructional responsibilities, in particular, require appropriate latitude for pedagogical decisions concerning the topics discussed and methods used to draw students into discussion and full participation.

5. Examples of conduct which may constitute sexual harassment include but are not limited to:

5.1 requests for sexual favors;

5.2 unwelcome physical contact such as hugging, rubbing, touching, patting, pinching or brushing another's body;

5.3 veiled suggestions of sexual activities;

5.4 requests for private meetings outside of class or business hours for other than legitimate academic or business-related purposes;

5.5 use in the classroom of sexual jokes, stories or images in no way germane to the subject of the class;

5.6 use in the workplace of sexual jokes, stories or images in no way germane to the subject of the work environment;

5.7 remarks about a person’s body or sexual relationships, activities or experience that are in no way germane to the subject of the work or academic environment;

5.8 use of inappropriate body images to advertise events.

6. Members of the University community can expect to be free from sexual harassment and thus all members of the University community should guard against it. The fact that someone did not intend to sexually harass an individual is generally not considered a sufficient defense to a complaint of sexual harassment, although the reasonableness of the accused’s perceptions may be considered. In most cases, it is the effect and characteristics of the behavior on the complainant and whether a reasonable person similarly situated would find the conduct offensive that determine whether the behavior constitutes sexual harassment.

7. The University will not tolerate retaliation or discrimination against persons who report or charge sexual harassment or against those who testify, assist or participate in any investigation, proceeding or hearing involving a complaint of sexual harassment. In this context, retaliation means speech or conduct that adversely affects another’s terms or conditions of employment or education and is motivated by an intent to harm the targeted person because of his or her participation in the filing or investigation of an allegation of sexual harassment. Any such retaliation – or encouragement of another to retaliate – is a serious violation of University policy and law, independent of whether the
particular claim of sexual harassment is substantiated. Anyone who believes he or she has been subjected to retaliation in violation of this rule may use the procedures described in this policy to complain and seek redress.

8. Any member of the University community who believes he or she is being sexually harassed or is being retaliated against is encouraged to contact the Office University Compliance and make a complaint. The complaint will be investigated in accordance with the “Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process.” A copy of this document may be obtained by contacting the Office of University Compliance.

9. The University can respond to specific instances and allegations of harassment only if it is aware of them. The University therefore encourages anyone who believes that he or she has experienced sexual harassment to come promptly forward (typically within 45 calendar days) with inquiries, reports or complaints and to seek assistance from the Office of University Compliance. In addition, any University employee who becomes aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must report them to the Office of University Compliance. It shall be the responsibility of the Office of University Compliance to respond to allegations and reports of sexual harassment or refer them to other University officials for an appropriate response.

10. Any dean, chairperson, director or department head or other similar administrator who becomes aware of information indicating a significant likelihood of sexual harassment must report such information to the Office of University Compliance. These administrators must respond not only when they receive a specific complaint or report alleging improper activity, but also when such matters come to their attention informally. Unconfirmed or disputed allegations should be clearly labeled as such and reports should indicate any steps already taken to respond. Administrators should consult the Office of University Compliance prior to responding to any situation involving alleged harassment.

11. Possible sanctions for a person found engaging in behavior which is in violation of this policy include but are not limited to the following:

11.1 oral or written reprimand, placed in personnel file;

11.2 required attendance at a sexual harassment sensitivity program;

11.3 an apology to the victim;

11.4 loss of salary or benefit, such as sabbatical or research or travel funding;

11.5 transfer or change of job, class or residential assignment or location (i.e., removing the person from being in a position to retaliate or further harass the victim);

11.6 demotion;
11.7 suspension, probation, termination, dismissal or expulsion.

While counseling is not considered a sanction, it may be offered or required in combination with sanctions. Where alcohol/drugs are involved in the sexual harassment, such counseling may include a substance abuse program.

If students or student groups are guilty of sexual harassment, any of the sanctions set forth in the “Code of Student Rights and Responsibilities” may also be invoked.

12. The University seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of sexual harassment frequently have injurious, far-reaching effects on the careers and lives of accused individuals. Allegations of sexual harassment must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation of sexual harassment will be considered a serious violation of University policy.

Approved by the Board of Trustees December 17, 1999.