

Benchmark I  
Compliance  
For Accreditation

Indiana State University  
Department of Social Work  
Master of Social Work (MSW) Program  
Terre Haute, Indiana

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## **Accreditation Standard 1.0—Mission and Goals**

**1.0.1** The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

### **University**

Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

### **College of Nursing, Health and Human Services**

The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives, and life-long learning.

### **MSW Program**

The Department of Social Work at Indiana State University is committed to contributing to the profession of social work through teaching, research, community service, and continuing educational opportunities. The focus of the graduate program (Master of Social Work) is on the promotion of social and economic justice and on the development of competent and skilled clinical social work professionals who are prepared to work with rural populations.  
(August 2012)

#### *Consistency with the Profession's Purpose and Values and the Program's Context*

The MSW Program is committed to enhancing the well-being of all people, with a special emphasis in a rural context. The MSW Program is consistent with the purpose of the social work profession of promoting human and community well-being. The Program incorporates a person and environment construct, a global perspective with an emphasis on rural practice, respect for diversity, and knowledge based on scientific inquiry. The Program has been designed, through the curriculum and field practica, to challenge graduates to pursue social and economic justice, to pursue the prevention of conditions that limit human rights, to pursue the elimination of poverty, and to enhance the quality of life for all persons.

Attention will be given to the rural "environmental forces that create, contribute to, and address problems in living" (National Association of Social Workers, 1999). The program focus is also consistent with the National Association of Social Workers and the Council on Social Work Education core values.

- Service
  - All programs at Indiana State University are expected to include a service component for all students. This theme is evident in the mission statements of the University, College, and MSW Program. Graduates should be able to draw upon the knowledge, values, and skills developed through the MSW Program to help all people in need, with a special focus on people in rural areas, and to address broader social issues.
- Social justice
  - The mission of the MSW Program directly identifies the pursuit of social and economic justice. Graduates will be expected to pursue social change, including change in rural areas. The University and College identify graduates being “productive citizens”. Being “productive citizens” from the construct of the MSW Program means graduates are productive when they pursue social and economic justice.
- Dignity and worth of the person
  - The Program, through its mission to promote social and economic justice, will help graduates promote clients right to self-determination and to work with individuals and broader society to treat people in a respectful manner while being mindful of individual differences, culture, and diversity. MSW graduates will be “productive citizens”, from the mission of the University and of the College, when they hold true to the value of the dignity and worth of the person.
- Importance of human relationships
  - Community service at its core recognizes the importance of human relationships. Graduates of the MSW Program are expected to understand relationships, especially those in rural areas, between and among people, to engage people as partners in the helping process, and to strengthen relationships among people.
- Integrity
  - To develop competent and skilled rural clinical social work professionals (Program mission) means the professionals will have integrity (behave in a trustworthy manner), will function as skilled professionals (College mission), and will be productive citizens (University mission).
- Competence
  - Graduates of the MSW Program are expected to practice within their areas of competence and to develop and enhance their professional expertise, as identified in the NASW Code of Ethics. Competence is directly related to contributing to the profession through teaching and research (also identified in the University and College mission statements), through continuing educational opportunities and life-long learning, and through the development of skilled professionals. A unique focus of the MSW Program will be on the nuances of competent rural social work practice.
- Human rights
  - The promotion of social and economic justice and being a productive citizen encompass human rights. The Program will educate students on the forms and mechanisms of oppression and discrimination, how to advocate for human rights

with respect to self-determination, with an emphasis on doing so from the framework of rural social work.

- Scientific inquiry
  - Students will be required to use rural practice experience to inform research, explore evidence-based interventions, and evaluate their own beginning level clinical practice. Students and faculty members will be expected to contribute to the social work profession through teaching and research, which is also the mission of the University and of the College.

The values of the profession are linked to the mission of the MSW Program, which is also linked to the mission of the University and of the College, in Table 1.

Table 1: Link between University, College, and MSW Program Missions and Professional Values

Mission			Values
University	College	MSW Program	Profession
integrate teaching, research, and creative activity	we champion teaching, research, creative activities	contribute to the profession of social work through teaching and research	<ul style="list-style-type: none"> <li>• Competence</li> <li>• Scientific inquiry</li> </ul>
community and public service	community involvement through health initiatives and life-long learning	contribute to the profession of social work through community service	<ul style="list-style-type: none"> <li>• Service</li> <li>• Importance of Human Relationships</li> </ul>
community and public service	life-long learning	continuing education opportunities	<ul style="list-style-type: none"> <li>• Competence</li> </ul>
prepare productive citizens for Indiana and the world	developing productive citizens	promote social and economic justice	<ul style="list-style-type: none"> <li>• Social Justice</li> <li>• Dignity &amp; Worth of the Person</li> <li>• Human rights</li> </ul>
prepare productive citizens	fostering student excellence and developing productive citizens who function as skilled professionals	develop competent and skilled clinical social work professionals	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Competence</li> </ul>

**1.0.2** The program identifies its goals and demonstrates how they are derived from the program’s mission.

Goals:

1. Prepare graduate students for advanced clinical rural social work practice.
2. Prepare students to practice from a framework which integrates knowledge, values, theories, skills, ethics, and diversity.
3. Commit to, and advocate for, social justice.
4. Contribute to the development of the social work profession and the community and global society through research and scholarship.
5. Promote lifelong professional growth and development.
6. Actively engage in community service.
7. Promote and provide services in a rural community.

Table 2 identifies the connection between the mission statement and goals of the MSW Program.

Table 2: Link between Mission and Goals

MSW Mission	Goals
Contribute to the profession of social work through teaching	1. Prepare graduate students for advanced clinical rural social work practice.
Contribute to the profession of social work through research	4. Contribute to the development of the social work profession and the community and global society through research and scholarship.
Contribute to the profession of social work through community service	6. Actively engage in community service.
Contribute to the profession of social work through continuing education opportunities	5. Promote lifelong professional growth and development.
Promote social and economic justice	3. Commit to, and advocate for, social justice.
Develop competent and skilled clinical social work professionals who are prepared to work with rural populations	2. Prepare students to practice from a framework which integrates knowledge, values, theories, skills, ethics, and diversity. 5. Promote lifelong professional growth and development. 7. Promote and provide services in a rural community.

The narrative below demonstrates how the goals are derived from the Program's mission.

Goal #1 - Prepare graduate students for advanced clinical rural social work practice - is derived from the development of competent and skilled clinical social work professionals who are

prepared to work with rural populations. Curriculum and field experiences will focus on clinical practice from a rural frame of reference.

Goal #2 - Prepare students to practice from a framework which integrates knowledge, values, theories, skills, ethics, and diversity - is derived from the development of competent and skilled clinical social work professionals who are prepared to work with rural populations. To be competent and skilled students must have knowledge of the social work profession, social work values and ethics, theories, and culture and diversity. Student must also develop clinical social work practice skills.

Goal #3 - Commit to, and advocate for, social justice - is derived from the promotion of social and economic justice.

Goal #4 - Contribute to the development of the social work profession and the community and global society through research and scholarship - is derived directly from the mission of contributing to the development of the social work profession through research. Faculty members are expected to make scholarly contributions to the profession. Students are required to complete a research project related to their clinical field practicum experience. Opportunities will be available for student and faculty scholarly collaborations and publications.

Goal #5 - Promote lifelong professional growth and development - is derived from contributing to the profession of social work through continuing educational opportunities. The Department of Social Work hosts three continuing educational (CEU) conferences each year, modeling the promotion of lifelong professional growth and development. Students will be expected to attend these conferences to understand the importance of a commitment to lifelong growth and development.

Goal #6 - Actively engage in community service - is derived from contributing to the profession of social work through community service, a mission of the University, the College, and the MSW Program.

Goal #7 - Promote and provide services in a rural community - is derived from the mission of developing competent and skilled clinical social work professionals who are prepared to work with rural populations. The MSW Program will have a rural focus in all advanced practice courses.

### **Explicit Curriculum**

#### **Accreditation Standard M2.0—Curriculum**

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program:

**M2.0.1** Identifies its concentration(s) (EP M2.2).

The MSW will offer two (2) concentrations with a rural practice theme throughout both concentrations.

1. Mental Health and Addiction
2. Health

The two concentrations and rural focus were based upon the *West Central Indiana – Area Health Education Center health professions workforce needs assessment report* (2009) (See the Appendix), feedback from the MSW Advisory Committee, and community agencies contacting the Department of Social Work seeking MSW professionals for employment. For a detailed rationale for the development of the concentrations, see the narrative under M2.0.5.

**M2.0.2** Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

Advanced practice statements from EPAS M2.0.2 are listed below followed by a discussion of how the MSW mission and goals are consistent with the Educational Policy.

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. (EP M2.2)

- Commitment to contributing to the profession of social work through teaching, research, community service, and continuing educational opportunities. (mission)
  - Prepare graduate students for advanced clinical rural social work practice. (Goal #1)
  - Contribute to the development of the social work profession and the community and global society through research and scholarship. (Goal #4)
  - Actively engage in community service. (Goal #6)
    - Discussion
      - Students must be able to demonstrate their ability to refine and advance the quality of social work practice and the profession.
      - Scholarly activities are expected of faculty members. Their scholarly activities are expected to contribute to the profession of social work, to the community, and to students. Faculty members are also expected to collaborate with students on scholarly activities. The Program also has an evidence-based research requirement related to student field practica. This project will assist students in learning how to successfully complete a research project as well as learning the value of research to community agencies.

- Students and faculty members are expected to be engaged in the community (provide community service). Community service (engagement) is required of faculty members for tenure and promotion and of students per the design of the curriculum.

Advanced practitioners synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. (EP M2.2)

- Develop competent and skilled clinical social work professionals who are prepared to work with rural populations. (mission)
  - Prepare students to practice from a framework which integrates knowledge, values, theories, skills, ethics, and diversity. (Goal #2)
  - Promote lifelong professional growth and development. (Goal #5)
  - Promote and provide services in a rural community. (Goal #7)
    - Discussion
      - Social work content will be taught to students seeking an MSW degree. Students will be expected to draw upon the use of volunteer experiences and role plays. Students will also be required to participate in inter professional educational (IPE) experiences while in the Program, which has begun to be a requirement for all programs in the College. The IPE experiences will help students refine their knowledge of the social work profession while learning about, and working with, other professions. Additionally, students will be required to demonstrate what they have learned in the classroom via two field practica experiences.
      - Students will synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. The curriculum will prepare student to become lifelong learners.
      - Clinical rural social workers must be able to effectively synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.

In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration. (EP M2.2)

- Promotion of social and economic justice and on the development of competent and skilled clinical social work professionals who are prepared to work with rural populations. (mission)
  - Commit to, and advocate for, social justice. (Goal #3)
    - Discussion
      - Through curriculum content and practica student will have opportunities for self-reflection and professional development leading to practice experiences to demonstrate the ability to advocate for social justice.

- Prepare students to practice from a framework which integrates knowledge, values, theories, skills, ethics, and diversity. (Goal #2)
- Promote lifelong professional growth and development. (Goal #5)
- Promote and provide services in a rural community. (Goal #7)
  - Discussion
    - The MSW Program curriculum, including field practica includes the 10 EPAS competencies, 41 practice behaviors, and advanced clinical and substance use disorder practice behaviors. A theme throughout is on clinical rural social work practice with concentrations in mental health and addiction and health. Students will identify one of two concentrations after the foundational courses. Courses thereafter, with the exception of the electives, will be taught from the frame of reference of the concentration.

**M2.0.3** Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

The Program competencies are directly linked to the Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) because the curriculum was designed using the 10 EPAS competencies. Table 3 identifies each Program competency. Rural practice has been infused throughout the Program competencies as well as the practice behaviors. It is expected graduates will be able to demonstrate advanced practice behaviors specifically related to one of two concentrations of the program: 1) mental health and addiction and 2) health. Once students move beyond the foundational level courses (8 courses/23 credit hours) every course will be taught from a rural frame of reference; concentration courses will be infused with either mental health and addiction or health content. Students at the completion of the Program are expected to be able to demonstrate the 10 Program competencies based upon the advanced practice behaviors, regardless of which concentration was selected.

Table 3: Educational Policies and Program Competencies

Educational Policy	Program Competency
EP 2.1.1	Identify as a professional social worker and conduct oneself accordingly
EP 2.1.2	Apply social work ethical principles to guide professional practice.
EP 2.1.3	Apply critical thinking to inform and communicate professional judgments.
EP 2.1.4	Engage diversity and difference in practice.
EP 2.1.5	Advance human rights and social and economic justice.
EP 2.1.6	Engage in research-informed practice and practice-informed research.
EP 2.1.7	Apply knowledge of human behavior and the social environment.
EP 2.1.8	Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
EP 2.1.9	Respond to contexts that shape practice.
EP 2.1.10 (a)	Engage with individuals, families, groups, organizations, and communities.
EP 2.1.10 (b)	Assess individuals, families, groups, organizations, and communities.
EP 2.1.10 (c)	Intervene with individuals, families, groups, organizations, and communities.
EP 2.1.10 (d)	Evaluate individuals, families, groups, organizations, and communities.

**M2.0.4** Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

Table 4: Operational Definitions of Key Terms

General terms	Operational Definition
Rural social work	Social work practice oriented to helping people who have unique problems & needs arising out of living in agricultural, nonmetropolitan, or sparsely populated areas or small towns. (Barker, 2003, p. 377)
Rural social workers	Professional social workers whose predominant clientele and practice activities are in sparsely populated regions. The most successful workers in these settings are well-trained, creative professionals who can work in relative isolation with limited additional resources. (Barker, 2003, p. 377)
Mental health	The relative state of emotional well-being, freedom from incapacitating conflicts, and the consistent ability to make & carry out rational decisions & cope with environmental stresses & internal pressures. (Barker, 2003, p. 269)  Mental disorder: impaired psychosocial or cognitive functioning due to disturbances in any one or more of the following processes: biological, chemical, physiological, genetic, psychological, or social. (Barker, 2003, p. 269)
Addiction	Physiological & psychological dependence on a behavior or substance. (Barker, 2003, p. 7)
Health care	Activities designed to treat, prevent, & detect physical & mental disorders & to enhance people's physical & psychosocial well-being. The health care system includes personnel who provide the needed services; facilities where such services are rendered; laboratories & institutions for detection, research, & planning; & educational & environmental facilities that help people prevent disease. (Barker, 2003, p. 192)

Table 5: Operational Definitions of Competencies

Program Competency	Operational Definitions Students will ...
1. Identify as a professional social worker and conduct oneself	Practice Behaviors: a) Advocate for client access to the services of social work; b) Practice personal reflection and self-correction to assure continual professional development; c) Attend to professional roles and boundaries;

accordingly	<ul style="list-style-type: none"> <li>d) Demonstrate professional demeanor in behavior, appearance, and communication;</li> <li>e) Engage in career-long learning; and</li> <li>f) Use supervision and consultation.</li> </ul>
	<p>Advanced Practice Behaviors for Clinical Social Work (mental health; health):</p> <ul style="list-style-type: none"> <li>g) Readily identify as social work professionals;</li> <li>h) Demonstrate professional use of self with client(s);</li> <li>i) Understand and identify professional strengths, limitations, and challenges;</li> <li>j) Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.</li> </ul>
	<p>Advanced Practice Behaviors in the Prevention of Substance Use Disorders:</p> <ul style="list-style-type: none"> <li>k) Identify opportunities for social work involvement in prevention of substance use disorders.</li> <li>l) Collaborate with other disciplines while representing the profession of social work.</li> </ul>

Program Competency	Operational Definitions Students will ...
2. Apply social work ethical principles to guide professional practice.	<p>Practice Behaviors:</p> <ul style="list-style-type: none"> <li>a) Recognize and manage personal values in a way that allows professional values to guide practice;</li> <li>b) 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;</li> <li>c) Tolerate ambiguity in resolving ethical conflicts; and</li> <li>d) Apply strategies of ethical reasoning to arrive at principled decisions.</li> </ul>

	<p>Advanced Practice Behaviors for Clinical Social Work (mental health; health):</p> <ul style="list-style-type: none"> <li>e) Apply ethical decision making skills to issues specific to clinical social work;</li> <li>f) Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights;</li> <li>g) Identify and use knowledge of relationship dynamics, including power differentials; and</li> <li>h) Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.</li> </ul>
	<p>Advanced Practice Behaviors in the Prevention of Substance Use Disorders:</p> <ul style="list-style-type: none"> <li>i) Apply ethical decision making skills to the prevention of substance use disorders.</li> <li>j) Recognize and manage personal biases as they affect the therapeutic relationship for clients with addiction issues.</li> </ul>

Program Competency	Operational Definitions Students will ...
3. Apply critical thinking to inform and communicate professional judgments.	<p>Practice Behaviors:</p> <ul style="list-style-type: none"> <li>a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</li> <li>b) Analyze models of assessment, prevention, intervention, and evaluation; and</li> <li>c) Demonstrate effective oral and written communication in working with individuals, families, groups,</li> </ul>

	organizations, communities, and colleagues.
	Advanced Practice Behaviors for Clinical Social Work (mental health; health): d) Engage in reflective practice; e) Identify and articulate clients' strengths and vulnerabilities; f) Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools; g) Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; h) Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.
	Advanced Practice Behaviors in the Prevention of Substance Use Disorders: i) Evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with target populations; j) Communicate effectively with diverse populations and with multi- or inter disciplinary colleagues.

Program Competency	Operational Definitions Students will ...
4. Engage diversity and difference in practice.	Practice Behaviors: a) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

	<ul style="list-style-type: none"> <li>c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and</li> <li>d) View themselves as learners and engage those with whom they work as informants.</li> </ul>
	<p>Advanced Practice Behaviors for Clinical Social Work (mental health; health):</p> <ul style="list-style-type: none"> <li>e) Research and apply knowledge of diverse populations to enhance client well-being;</li> <li>f) Work effectively with diverse populations;</li> <li>g) Identify and use practitioner/client differences from a strengths perspective.</li> </ul>
	<p>Advanced Practice Behaviors in the Prevention of Substance Use Disorders:</p> <ul style="list-style-type: none"> <li>h) Identify appropriate substance use disorders prevention target groups;</li> <li>i) Assess predictive factors competently within and across groups (e.g., gender, ethnicity/race, age, SES, sexual orientation) and across system levels;</li> <li>j) Analyze and compare different social constructions of substance use, misuse, abuse, and dependence and their implications.</li> </ul>

Program Competency	Operational Definitions Students will ...
5. Advance human rights and social and economic justice.	<p>Practice Behaviors:</p> <ul style="list-style-type: none"> <li>a) Understand the forms and mechanisms of oppression and discrimination;</li> <li>b) Advocate for human rights and social and economic justice; and</li> <li>c) Engage in practices that advance social and economic justice.</li> </ul>
	<p>Advanced Practice Behaviors for Clinical Social Work (mental health; health):</p> <ul style="list-style-type: none"> <li>d) Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention;</li> </ul>

	e) Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.
	Advanced Practice Behaviors in the Prevention of Substance Use Disorders: f) Advocate at multiple levels for health promotion, for reduction of health disparities and stigma for diverse populations affected by substances and substance use disorders. g) Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

Program Competency	Operational Definitions Students will ...
6. Engage in research-informed practice and practice-informed research	Practice Behaviors: a) Use practice experience to inform scientific inquiry and b) Use research evidence to inform practice.
	Advanced Practice Behaviors for Clinical Social Work (mental health; health): c) Use the evidence-based practice process in clinical assessment and intervention with clients; d) Participate in the generation of new clinical knowledge, through research and practice; e) Use research methodology to evaluate clinical practice effectiveness and/or outcomes.
	Advanced Practice Behaviors in the Prevention of Substance Use Disorders: f) Relate substance use disorders theories, models, and research to appropriate client systems and circumstances; g) Identify, evaluate, and select effective substance use disorders prevention strategies; h) Implement effective substance use disorders prevention strategies with fidelity; i) Apply foundation research skills to the evaluation of prevention of substance use disorders; j) Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

Program Competency	Operational Definitions Students will ...
7. Apply knowledge of human behavior and the social environment	Practice Behaviors: a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and b) Critique and apply knowledge to understand person and environment.
	Advanced Practice Behaviors for Clinical Social Work (mental health; health): c) Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;

	<ul style="list-style-type: none"> <li>d) Use bio-psycho-social spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments;</li> <li>e) Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.</li> </ul>
	<p>Advanced Practice Behaviors in the Prevention of Substance Use Disorders:</p> <ul style="list-style-type: none"> <li>f) Relate substance use disorders theories, models, and research appropriate to client systems and circumstances.</li> <li>g) Use bio-psycho-social spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments.</li> </ul>

Program Competency	Operational Definitions Students will ...
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services	<p>Practice Behaviors:</p> <ul style="list-style-type: none"> <li>a) Analyze, formulate, and advocate for policies that advance social well-being; and</li> <li>b) Collaborate with colleagues and clients for effective policy action.</li> </ul>
	<p>Advanced Practice Behaviors for Clinical Social Work (mental health; health):</p> <ul style="list-style-type: none"> <li>c) Communicate to stakeholders the implications of policies and policy change in the lives of clients;</li> <li>d) Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic wellbeing;</li> <li>e) Advocate with and inform administrators and legislators to influence policies that affect clients and service.</li> </ul>
	<p>Advanced Practice Behaviors in the Prevention of Substance Use Disorders:</p> <ul style="list-style-type: none"> <li>f) Apply policy practice skills for substance use disorders prevention.</li> <li>g) Advocate with and inform administrators and legislators to influence policies that affect clients and service.</li> </ul>

Program Competency	Operational Definitions Students will ...
9. Respond to contexts that shape practice	<p>Practice Behaviors:</p> <ul style="list-style-type: none"> <li>a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</li> <li>b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul>
	<p>Advanced Practice Behaviors for Clinical Social Work (mental health; health):</p> <ul style="list-style-type: none"> <li>c) Assess the quality of clients' interactions within their social contexts;</li> <li>d) Develop intervention plans to accomplish systemic change;</li> </ul>

	e) Work collaboratively with others to effect systemic change that is sustainable.
	Advanced Practice Behaviors in the Prevention of Substance Use Disorders: f) Act as change agent to promote prevention of substance use, misuse, abuse, and dependence; g) Advocate at multiple levels for health promotion, for promotion of known resiliency factors, for reduction of risk and vulnerability factors, for promotion of prevention, and for diverse populations affected by substances and substance use disorders.

Program Competency	Operational Definitions Students will ...
10(a) Engage with individuals, families, groups, organizations, and communities	Practice Behaviors: a) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; b) Use empathy and other interpersonal skills; and c) Develop a mutually agreed-on focus of work and desired outcomes.
	Advanced Practice Behaviors for Clinical Social Work (mental health; health): d) Develop a culturally responsive therapeutic relationship; e) Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; f) Establish a relationally based process that encourages clients to be equal participants in the establishment of

	treatment goals and expected outcomes.
	Advanced Practice Behaviors in the Prevention of Substance Use Disorders: g) Engage diverse groups (e.g., gender, race/ethnicity, sexual orientation and gender expression, age) in prevention practice. h) Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes

Program Competency	Operational Definitions Students will ...
10(b) Assess individuals, families, groups, organizations, and communities.	Practice Behaviors: a) Collect, organize, and interpret client data; b) Assess client strengths and limitations; c) Develop mutually agreed-on intervention goals and objectives; and d) Select appropriate intervention strategies.
	Advanced Practice Behaviors for Clinical Social Work (mental health; health): e) Use multidimensional bio-psycho-social-spiritual assessment tools; f) Assess clients' readiness for change; g) Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;

	<ul style="list-style-type: none"> <li>h) Select and modify appropriate intervention strategies based on continuous clinical assessment;</li> <li>i) Use differential and multiaxial diagnoses.</li> </ul>
	<p>Advanced Practice Behaviors in the Prevention of Substance Use Disorders:</p> <ul style="list-style-type: none"> <li>j) Adapt, modify, and use assessment tools and approaches, including in situations in which specific abilities and functions may be affected by substance use, misuse, abuse, and dependence—such as short and long-term cognitive, affective, and physiological effects;</li> <li>k) Evaluate, select, and implement appropriate assessment instruments for use with target populations;</li> <li>l) Conduct needs assessment for prevention of substance use disorders, including identifying and using existing epidemiological data;</li> <li>m) Relate substance use disorders theories, models, and research appropriate to client systems and circumstances.</li> </ul>

Program Competency	Operational Definitions Students will ...
<p>10(c) Intervene with individuals, families, groups, organizations, and communities</p>	<p>Practice Behaviors:</p> <ul style="list-style-type: none"> <li>a) Initiate actions to achieve organizational goals;</li> <li>b) Implement prevention interventions that enhance client capacities;</li> <li>c) Help clients resolve problems;</li> <li>d) Negotiate, mediate, and advocate for clients; and</li> <li>e) Facilitate transitions and endings.</li> </ul> <p>Advanced Practice Behaviors for Clinical Social Work (mental health; health):</p> <ul style="list-style-type: none"> <li>f) Critically evaluate, select, and apply best practices and evidence-based interventions;</li> <li>g) Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed;</li> </ul>

	h) Collaborate with other professionals to coordinate treatment interventions.
	Advanced Practice Behaviors in the Prevention of Substance Use Disorders: i) Apply types of prevention strategies across levels of intervention, including the individual, family, school, agency community, or larger context; j) Develop and implement collaborative multidisciplinary prevention strategies Identify, evaluate, and select effective substance use disorders prevention strategies.

Program Competency	Operational Definitions Students will ...
10(d) Evaluate individuals, families, groups, organizations, and communities.	Practice Behaviors: a) Critically analyze, monitor, and evaluate interventions. b) Contribute to the theoretical knowledge base of the social work profession through practice-based research.
	Advanced Practice Behaviors for Clinical Social Work (mental health; health): c) Contribute to the theoretical knowledge base of the social work profession through practice-based research; d) Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social spiritual conditions.
	Advanced Practice Behaviors in the Prevention of Substance Use Disorders: e) Apply research skills to the evaluation of prevention of substance use disorders; f) Identify and use evaluation tools for substance use disorders and prevention; g) Communicate and disseminate evaluation results appropriate to the intended audience; h) Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

*(Sources: Council on Social Work Education Advanced Social Work Practice in Clinical Social Work; Advanced Social Work Practice in the Prevention of Substance Use Disorders)*

**M2.0.5** Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

The development of an MSW program with a focus on clinical rural social work practice with concentration in mental health and addiction and on health grew from a formal needs assessment and from recommendations from the MSW Advisory Committee. Shortages were identified in master's prepared social workers, especially in rural areas, mental health professionals, and health care services (Zollinger, Kockhar, Alyea, Ray, Indiana University School of Medicine, & Indiana University Bowen Research Center, 2009) (see the Appendix). The following were specific findings for this region:

- Master's trained social workers were one of nine health professions in the region as having the greatest shortages.
- Having MSW prepared social workers was identified as important for the region
- Difficulty in hiring master's prepared social workers occurred most frequently in the rural areas.

A College of Nursing, Health, and Human Services MSW Development Committee met to discuss the results of the needs assessment report by Zollinger, Kockhar, Alyea, Ray, Indiana University School of Medicine, and Indiana University Bowen Research Center (2009). This committee membership included the Chairperson of the Department of Social Work at the time, the BSW Field Coordinator, the Chairperson of Applied Medicine and Rehabilitation, and a faculty member from the Department of Kinesiology, Recreation, and Sport. Materials from this committee were presented to the Dean of the College of Nursing, Health, and Human Services. Approval was given to pursue the development of the MSW Program.

An MSW Advisory Committee was then formed to determine the specific needs for an MSW program locally and the concentrations to be offered. This Committee agreed to the findings of the needs assessment and identified a need for MSW graduates trained to work with people with addiction issues.

Curriculum was then developed based upon the CSWE EPAS with a rural focus and two areas of concentration (mental health and addiction; health). Curriculum includes a minimum of 60 credit hours with a minimum of 940 practica hours (700 of the hours will be in a clinical setting). Typical program length will be between five semesters for full-time plans of study and ten semesters for part time plans of study.

### **Course Numbering System Overview**

The 500 level lower number courses are identified as beginning level graduate courses. They are considered the basic level courses needed for students interested in graduating with an MSW degree. Advanced standing students are exempt from these courses with the expectation they have mastered the course content in their BSW programs.

The 500 mid-level number courses are for full-time students, including Advanced Standing students, and part-time students.

The 600 level number courses are clinical courses. The field courses have been numbered based upon when they are taken by students. The final course is numbered as SOWK 620. This course will occur after students have taken all the required social work courses.

To summarize, the course numbers increase based upon when courses are offered, course content and course expectations .

## **Foundation Courses**

There are eight (8) foundation courses, developed to ensure all students have baseline knowledge about the social work profession, the person in the environment, theories (e.g., systems theory, strengths perspective, cognitive behavioral theory, and feminist theory), social work ethics and values, diversity, human rights, social policy, research, and social work practice. Content from the foundation courses is to be transferred to field practica via knowledge of the social work profession and demonstrated social work practice skills.

The first two courses are related to history and human behavior. The History and Philosophy of Social Work (SOWK 500) course is designed so all students gain an understanding of the profession, including its values and ethical code. The plan of this first course is to ensure students have an accurate understanding of the profession and to dispel myths that may exist. Human Behavior and the Social Environment I (SOWK 501) will focus on theories of human behavior, specifically related to individuals and families. The timing of this course is to ensure students have foundational knowledge from a biopsychosocial perspective to apply to all future courses.

Students will be concurrently enrolled in Social Welfare Policy (SOWK 502) and Social Work Practice I (SOWK 503). These two courses focus on basic concepts that drive all other courses, including how policy affects practice and how practice affects policy. Students will be taught, and demonstrate, skills needed for their practice framework. Students will demonstrate beginning practice behaviors through role plays and inter professional education (IPE) experiences. Students will be evaluated on their understanding of social work practice, their demonstration of social work skills, their ability to communicate the uniqueness of the social work profession to students from other disciplines, and their ability to collaborate with students from other disciplines.

Culturally Competent Practice (SOWK 504) and Human Behavior and the Social Environment II (SOWK 505), designed to be taken concurrently, build on the students understanding of the profession and theories related to micro and mezzo levels of practice. SOWK 504 and SOWK 505 have been designed to help students increase their self-awareness related to their values and beliefs since learning about social work values and professional standards. Macro and mezzo levels of practice are addressed in the second human behavior course.

The focus of the second practice course, Social Work Practice II (SOWK 506), is on macro level practice. This course is to be taken after students have learned about practice at a micro level and a mezzo level, as well as what they have learned about theoretical constructs at mezzo and macro levels of practice. This course will also include role plays and inter professional education (IPE) experiences as mechanisms of demonstrating practice skills.

Social Work Research and Evidence-Based Practice (SOWK 507) was designed to be taken concurrently with Social Work Practice II (SOWK 506). SOWK 507 introduces the concepts of social work research. The ISU MSW program is a clinical program thus, it is imperative for students to learn the importance of research, how to comprehend research, and how to use research and evidence-based practice when working with clients (consumers).

### **Core Courses (Foundation)**

SOWK 500	History/Philosophy of Social Work	2 credit hours
SOWK 501	Human Behavior & the Social Environment I	3 credit hours
SOWK 502	Social Welfare Policy	3 credit hours
SOWK 503	Social Work Practice I	3 credit hours
SOWK 504	Culturally Competent Practice	3 credit hours
SOWK 505	Human Behavior & the Social Environment II	3 credit hours
SOWK 506	Social Work Practice II	3 credit hours
SOWK 507	Social Work Research & Evidence-Based Practice	3 credit hours

All students must successfully complete, or have completed if admitted to the Advanced Standing Program, all the foundation courses before proceeding to the intermediate level courses.

### **Intermediate Level**

Two-year full-time program students, four-year part-time students, and advanced standing students will be merged once the two-year and four-year students have successfully completed the foundation courses. All students will take the Rural Social Work Practice (SOWK 551) course to ensure an understanding of clinical rural practice.

Full-time students will take the four intermediate level courses during the summer. Students enrolled part-time will take Rural Social Work Practice (SOWK 551) concurrently with Social Work Practice – Groups (SOWK 603) during their first summer and Psychopathology in Social Work (SOWK 600) concurrently with Field Practicum (SOWK 605) during their second summer of courses. Full-time students will also begin their first field practicum (SOWK 605) at this time. These may be clinical sites but must provide opportunities for students to demonstrate their ability to engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

These intermediate level clinical practice courses prepare students for the progress to the clinical curriculum. Student must have an understanding of the Diagnostic and Statistical Manual (DSM) and need to understand group work. It is expected that students will be asked to run/lead groups during their clinical internships.

### **Intermediate level**

SOWK 551	Rural Social Work Practice	3 credit hours
SOWK 600	Psychopathology in Social Work	3 credit hours
SOWK 603	Social Work Practice – Groups	3 credit hours
SOWK 605	Field Practicum	3 credit hours

Students will proceed to the clinical courses upon successful completion of the intermediate level. The curriculum has been designed so students do not have to wait on a cohort to progress to the next level.

### **Clinical Courses – Concentration Level**

Student's progress into clinical courses based upon their concentration (Mental Health and Addiction or Health). The concentration courses will be distinguished based upon the University course numbering system (specifically, its assigned section number). For example, SOWK 606, Advanced Clinical Practice, will have two sections: one section will be assigned for students in the mental health and addiction concentration and one section will be for students in the health concentration. The following description addresses courses broadly, not based upon each concentration.

Advanced Clinical Practice (SOWK 606) and Advanced Policy (SOWK 607) are to be taken concurrently. Full-time student will also be enrolled in Advanced Research I (SOWK 608) and the Clinical Field Practicum I (SOWK 610). The advanced research course must be taken with the clinical practicum due to the required content. Students will be developing their own research project based upon their clinical site. Part-time students will take SOWK 606 and SOWK 607 in one semester and the SOWK 608 and SOWK 610 in a later semester.

Advanced Research II (SOWK 611) and Clinical Field Practicum II (SOWK 615) must be taken concurrently. These are continuation courses from SOWK 608 and SOWK 610. Students will continue in their clinical field site and will continue with their research project. Clinical practicum hours and the research projects are to be completed by the end of these courses.

The Culminating Project course (SOWK 620) is to be taken the last semester before the student completes the MSW program. This course is designed to have students demonstrate the knowledge they have gleaned and skills they have developed throughout their MSW program of study.

### **Clinical Practice Courses – Concentration level**

SOWK 606	Advanced Clinical Practice	3 credit hours
SOWK 607	Advanced Policy	3 credit hours
SOWK 608	Advanced Research I	2 credit hours
SOWK 610	Clinical Field Practicum I	4 credit hours
SOWK 611	Advanced Research II	2 credit hours
SOWK 615	Clinical Field Practicum II	4 credit hours
SOWK 620	Culminating Project	1 credit hour

## Electives

Students are to complete two (2) electives from the list below. Students may request permission to take an elective not listed below. The request must be approved by the MSW Program Director and the instructor of the requested course. Students may take their electives when they have time to work courses into their schedule. The curriculum has been designed for students to take their electives toward the end of their required coursework.

### Electives

SOWK 550	Social Work & Addiction	3 credit hours
SOWK 552	Families/Couples Therapy	3 credit hours
SOWK 553	Social Work & Health	3 credit hours
SOWK 554	Palliative & End of Life Care (Interdisciplinary)	3 credit hours
SOWK 555	Specialty Practice Social Work	3 credit hours
PSY 558	Psychopharmacology	3 credit hours
	Total	60 credit hours

Note: The Psychopharmacology course (PSY 558) is taught through the Department of Psychology. This course is an introduction to the psychoactive drugs with particular emphasis on psychotherapeutic medications for the treatment of common psychological and psychiatric disorders. This course has been added as an elective for students wanting to learn more about psychopharmacology.

Grids are included below to assist in visualizing the curriculum.

Indiana State University

Master of Social Work  
Full-time Program

Program of Study

Year 1	Fall Semester			Spring Semester			**Summer Session		
	Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
	SOWK 500	History/Philosophy of SW	2	SOWK 504	Culturally Competent Practice	3	SOWK 551	Rural Social Work Practice	3
	SOWK 501	Human Behavior/Environment I	3	SOWK 505	Human Behavior/Environment II	3	SOWK 600	Psychopathology in SW	3
	SOWK 502	Social Welfare Policy	3	SOWK 506	Social Work Practice II	3	SOWK 603	Social Work Practice – Groups	3
	SOWK 503	Social Work Practice I	3	SOWK 507	Social Work Research & EBP	3	SOWK 605	*Field Practicum	3

Year 2	Fall Semester			Spring Semester			Summer Session		
	Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
	SOWK 606	Advanced Clinical Practice	3	SOWK 611	Advanced Research II	2	SOWK 5xx	Elective	3
	SOWK 607	Advanced Policy	3	SOWK 615	*Clinical Field Practicum II	4	SOWK 620	Culminating Project	1
	SOWK 608	Advanced Research I	2	SOWK 5xx	Elective	3			
	SOWK 610	*Clinical Field Practicum I	4						

\*\*Advanced Standing Program Begins at this Point (37 Credit Hours)

MSW = 60 Credit Hours (including 6 credit hours [2 classes] of electives)

\*Field Classes (SOWK 605, SOWK 610, SOWK 615)

Elective Options	
SOWK 550	Social Work & Addiction
SOWK 552	Families/Couples Therapy
SOWK 553	Social Work & Health
SOWK 554	Palliative & End of Life Care (Interdisciplinary)
SOWK 555	Specialty Practice Social Work
PSY 558	Psychopharmacology

← Course substitution &/or course replacement based on resources available for SOWK 550 (COUN 595) & SOWK 552 (COUN 536)

Indiana State University

Master of Social Work  
Part-time Program

Program of Study

Year 1	Fall Semester			Spring Semester			Summer Session		
	Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
	SOWK 500	History/Philosophy of SW	2	SOWK 504	Culturally Competent Practice	3			
	SOWK 501	Human Behavior/Environment I	3	SOWK 505	Human Behavior/Environment II	3			

Year 2	Fall Semester			Spring Semester			**Summer Session		
	Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
	SOWK 502	Social Welfare Policy	3	SOWK 506	Social Work Practice II	3	SOWK 551	Rural Social Work Practice	3
	SOWK 503	Social Work Practice I	3	SOWK 507	Social Work Research & EBP	3	SOWK 603	Social Work Practice – Groups	3

Year 3	Fall Semester			Spring Semester			Summer Session		
	Number	Course Title	Credits	Number	Course Title	Credits			
	SOWK 606	Advanced Clinical Practice	3	SOWK 5xx	Elective	3	SOWK 600	Psychopathology in SW	3
	SOWK 607	Advanced Policy	3	SOWK 5xx	Elective	3	SOWK 605	*Field Practicum	3

Year 4	Fall Semester			Spring Semester		
	Number	Course Title	Credits	Number	Course Title	Credits
	SOWK 608	Advanced Research I	2	SOWK 611	Advanced Research II	2
	SOWK 610	*Clinical Field Practicum I	4	SOWK 615	*Clinical Field Practicum II	4
				SOWK 620	Culminating Project	1

\*\*Advanced Standing Program Begins at this Point (37 Credit Hours)  
MSW = 60 Credit Hours (including 6 credit hours [2 classes] of electives)  
\*Field Classes (SOWK 605, SOWK 610, SOWK 615)

Electives	
SOWK 550	Social Work & Addiction
SOWK 552	Families/Couples Therapy
SOWK 553	Social Work & Health
SOWK 554	Palliative & End of Life Care (Interdisciplinary)
SOWK 555	Specialty Practice Social Work
PSY 558	Psychopharmacology

← Course substitution &/or course replacement based on resources available for SOWK 550 (COUN 595) & SOWK 552 (COUN 536)

**3. Implicit Curriculum**  
**Accreditation Standard 3.3—Faculty**

**M3.3.3** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work. *(No fewer than 3 at Commission Visit I, 5 at Commission Visit II, and 6 at Commission Visit III.)*

Chairperson – Paul René Tamburro, PhD, MSW, MA, BSW, LCSW			
Chairperson of the BSW Program	25% release time		
Chairperson of the MSW Program	25% release time	}	75% MSW time
Teaching in the MSW Program	50% time		
MSW Program Director – Peggy C. Weber, PhD, ACSW, LCSW, LCAC			
MSW Program Director	50% release time		
Teaching in the MSW Program	50% time		
Field Coordinator – Dianna Cooper-Bolinsky, MSW, ACSW, LCSW, LCAC			
BSW Field Coordinator	25% release time		
MSW Field Coordinator	50% release time	}	75% MSW time
Teaching in the MSW Program	25% time		

The three identified faculty members above are full-time and principally assigned to the MSW Program (see the Appendix). These same faculty members have an MSW degree from a CSWE accredited program.

- Tenure track faculty – Search initiated Fall 2012
- Tenure track faculty - Search initiated Fall 2012
- Tenure track faculty - Search to be initiated Fall 2013

**Accreditation Standard 3.4—Administrative Structure**

**3.4.4** The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

The MSW Program Director is Peggy C. Weber, PhD, ACSW, LCSW, LCAC

The BSW Program Director is Robyn Lugar, ACSW, LCSW

**M3.4.4(a)** The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

Peggy C. Weber, PhD, ACSW, LCSW, LCAC is the MSW program director.

- Education:
  - PhD in Social Work from the University of Utah (2005)
  - MSW from Indiana University (1987)
  - MS (Gerontology) from Indiana State University (1982)
  - BS (in Social Work) from St. Mary-of-the-Woods College (1981)
- License /Certification
  - Licensed Clinical Addiction Counselor, Indiana (2011 – current)
  - Licensed Clinical Social Worker, Indiana (1992 – current)
  - Academy of Certified Social Workers (1989 - current)
- Teaching
  - Indiana State University Department of Social Work (1982 adjunct; 1992-1993 adjunct; 1987-1989 adjunct; 1999 – current)
    - Practice classes; HBSE; Introduction to Social Work and Social Welfare; Theory; Documentation; Learning Community; Practicum Seminars
  - Rose-Hulman Institute of Technology (1994; 1996; 1997)
    - Psychology of Women class
  - St. Mary-of-the-Woods College, Adjunct (1988-1991)
    - Women's External Degree instructor
- Scholarship
  - Publications
    - Diachek, T. P., Lugar, R. R., Shadsky, O. G., & Weber, P. C. (2005). Long distance course for future social workers: From a collaboration between Russian and American university. *Effective Technologies in Professional Education*, 337-345.
    - Lugar, R. R., & Weber, P. C. (2004). Qualities necessary to succeed as a social worker in the United States. *Professional and Personal Qualities of Professionals in the Social Service Sphere as a Part of Social Education*, 15-18.
    - Weber, P., & Lugar, R. (2004). Home health care policy and recommendations for change: A social work perspective. *The Social Policy Journal*, 3(2), 5-18.
    - Weber, P., & Lugar, R. (2002-2003). International perspective: An American-Russian collaboration. *Teaching and Learning at Indiana State University*, 1, 20-22.
    - Lugar, R., & Weber, P. (2002). Cultivating leadership in social work education for the needs of the 21<sup>st</sup> century. *Modern Technologies Used in Social Work and in Training Specialists at a University*, Tambov, Russia, 48-57.

- Lugar, R., & Weber, P. (2002). Strategic planning in the social work department. *Modern Technologies Used in Social Work and in Training Specialists at a University*, Tambov, Russia, 25-36.
    - Glassburn, S., Kluemper, T., & Weber, P. (1998, October). The critical role of social work in risk management. *Caring Magazine*, 17, 44-47.
  - Presentations (Vitae has a thorough listing)
    - Weber, P. C. (twice per year) *Field Instructor/Task Supervisor Training*.
    - November 10, 2011: The professional of social work, Introduction to healthcare professions class of Dr. Matt Gage, Indiana State University, Terre Haute, Indiana
    - November 3, 2011: Mixed research design. Undergraduate nursing course (NURS 322-001), Indiana State University, Terre Haute, Indiana
    - October 17, 2011: Social Work profession – panel member for two nursing classes with other academic programs at Indiana State University, College of Nursing, Health, and Human Services, Terre Haute, Indiana
  - Grants
    - Weber, P. C., with Impink, R. & Todd, J. (2010-2011). Indiana Child Services Education Program. Indiana State University, Department of Social Work, Terre Haute, Indiana (PIU913)
    - Weber, P. C. (June 2010). *MSW development* (curriculum and accreditation documents). West Central Area Health Education Center. Award: \$6,000.00.
    - Weber, P. C. (April 2010) *Social Work Trip to the United Nations, New York*. Experiential Learning/Community Engagement Grant (AE3ELCE10-06), Center for Public Service and Community Engagement, Indiana State University. Award: \$1,164.30.
    - Behrendt, L., & Weber, P. C. (2006). Sustaining parent education in the Wabash Valley. Award: \$7,940. Sponsor: Experiential Learning & Community Engagement, Indiana State University, Terre Haute, Indiana
    - Lugar, R., Impink, R., & Weber, P. (2006). Indiana Child Services Education Program: Student Tuition and Stipends. Indiana State University, Department of Social work, Terre Haute, Indiana. Award: \$25,801. Title IV-E Funding.
    - Lugar, R., Impink, R., & Weber, P. (2005). Indiana Child Services Education Program. Indiana State University, Department of Social Work, Terre Haute, Indiana. Award: \$74,655. Title IV-E Funding.
    - Lugar, R., Impink, R., & Weber, P. (2003). Enhancement of experiential learning: Internationalizing the Freshman Learning Community. Award: \$1,500. Funded by the Center for Teaching and Learning, Indiana State University, Terre Haute, Indiana
- Curriculum development
  - MSW (approved by Indiana State University, 2011; approved by the Indiana Commission on Higher Education, 2011)
  - Foundational Studies Upper Division Integrative Elective, Indiana State University – sought approval and revised syllabus for SOWK 494 (2010)

- Inter-professional Education Team member, College of Nursing, Health, and Human Services (2010 – current)
- Writing Seminar for Social Work Students (2009 – current)
- Developed on-line SOWK 130 (Introduction to Social Work and Social Welfare)
- BSW Re-affirmation (2007)
- Administrative experience
  - Director of Conferences, Indiana State University Department of Social Work (2000 – current)
  - Field Coordinator, Indiana State University Department of Social Work (1999 – 2012)
  - Acting Chairperson, Indiana State University Department of Social Work – BSW Program (Fall 2010)
  - Camp Linden Tree Director, bereavement camp for children and adolescents, Hospice of the Wabash Valley, Terre Haute, Indiana (1999)
  - Medical Social Services Coordinator, Visiting Nurse Association of the Wabash Valley and Hospice of the Wabash Valley, Terre Haute, Indiana (1996-1999)
- Other academic activities
  - Indiana State University
    - Office of Sponsored Programs, Institutional Review Board (2007 – current)
    - University Research Committee (2004-2006)
    - Faculty Sponsor, College Mentors for Kids, Inc. (2003-2007)
  - College of Nursing, Health, and Human Services, Indiana State University
    - Administrative Affairs Committee (2010 – current)
    - Faculty Affairs Committee (2010 – current)
    - Assessment Committee (2010 – current)
    - Rural Health Initiative Committee – Inter-Professional Education Committee (2010 – current)
    - Inter-Professional Education Simulation Committee (2010 - current)
    - Leadership Committee (2010)
  - College of Arts and Sciences
    - Faculty Council (2000 – 2006; 2008)
      - President (2003-2004; 2008)
    - Administrative Affairs Committee (2003-2006; 2008)
    - Internship Committee (2004)
  - Department of Social Work, Indiana State University
    - Admission and Retention Committee
    - Advisory Committee
    - Assessment Committee
    - Curriculum Committee
    - Personnel Committee
    - Faculty Sponsor, Phi Alpha Honor Society, Mu Tau Chapter
    - Faculty Sponsor, Student Social Work Association
    - Undergraduate Research – assist all seniors with their research projects
- Professional activities (Vitae has a thorough listing)
  - Clinical Social Worker (1990 – current)

- Member, International Federation of Social Workers (2010 – current)
- Member, National Association of Social Workers - Indiana Chapter
  - Delegate for Delegate Assembly (July 2012-current)
  - Treasurer (2009 – June 2012)
  - Professional Education Development Committee (2004-2009)
    - Co-Chairperson (2005-2008)
    - Program Committee Chairperson (2005-2009)
  - Regional 9 Steering Committee Member (2002 – current)
  - Region 4 Representative (2000-2002)
  - Nominations and Leadership Identification Chair, Region 8 (1989-1991)
- Member, National Association of Social Workers
  - Member of the U.S.-Cambodia Joint Conference on Social Work Delegation to Cambodia (November 9, 2007)

(See Weber Vitae in the Appendix)

**M3.4.4(b)** The program provides documentation that the director has a fulltime appointment to the social work program.

The MSW Program Director has a full-time appointment to the MSW Program. The MSW Program Director (Dr. Weber) is responsible for administering, and teaching within, the MSW program. University expectations include teaching (and advising), scholarship, and service (see the Appendix for the letter of appointment).

**M3.4.4(c)** The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

The MSW program director will have 50% release time to administer the MSW program and 50% teaching in the MSW program. Course assignment will be determined once the program enrolls students and faculty members have been hired.

Indiana State University has a policy on Faculty Duties and Responsibilities in the University Handbook (Section 310). Teaching assignments “depend on the departmental schedule requirements, the nature of courses taught, and on non-teaching assignments” (Section 310.1). The normal teaching load is “12 semester credit hours of course work per semester or 24 semester credit hours per academic year (or equivalent)” (Section 310.1.1). “Faculty members may be released from part of all of the teaching load for research or other professional activities” (Section 310.1.1.3).

Release time of 50% has been given to the MSW Program Director to carry out the administrative responsibilities of the MSW Program (see the Appendix). Administrative

responsibilities of the MSW Program Director shall be to make recommendations to the Chairperson of the Department of Social Work on matters related to the MSW Program.

- Course and Program Development
  - Assignment of faculty to teach MSW courses
  - Scheduling of courses
- Council on Social Work Education Accreditation
- Recruitment, Admissions, and Retention
- Program Assessment
- Faculty Personnel Decisions
- Development and Updating the MSW Academic Policies
- Regular Consultation with MSW Faculty
- Management of the MSW Budget
- Consultation with the Field Coordinator Regarding Clinical Rural Placements to meet Program Outcomes

All faculty members at Indiana State University have the expectation of teaching, scholarship, and service. The Department of Social Work has an established policy on Tenure and Promotion which is in line with the College and the University policies. The MSW Program Director responsibilities currently include teaching (and academic advising) and service, with an expectation of time allotted for scholarship. Reviews will occur each semester with the Chairperson of the Department of Social Work to ensure the distribution of time for the MSW Program Director is sufficient.

**3.4.5** The program identifies the field education director.

Field Coordinator – Dianna Cooper-Bolinskey, MSW, ACSW, LCSW, LCAC

**3.4.5(a)** The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

Dianna Cooper-Bolinskey, MSW, ACSW, LCSW, LCAC is the Field Coordinator (Director). She has a plethora of professional experience and awards.

Ms. Cooper-Bolinskey has the ability to provide leadership to the MSW program based upon her previous experiences. She has served the Indiana State University BSW program as a vital member of the Advisory Committee and as a Field Instructor. She participated on the MSW Advisory Committee prior to her employment as the Field Coordinator. She has also served part-time as a Field Coordinator for the University of Southern Indiana (USI). Dianna helped with student research and taught while she worked for USI.

Dianna has clinical social work experience as well as administrative experience as evident by her résumé posted below.

#### Licensure

- 2010 Academy of Certified Social Workers.
- 2010 Indiana Licensed Clinical Addictions Counselor. Number 87000197A.
- 2006 Indiana School Social Worker License. Number 946679.
- 2006 L.C.S.W., Indiana Professional Licensing Agency. Number 34005099A.
- 2004 Virginia School Social Worker License. Number 0602113, Inactive.
- 2002 L.C.S.W., Virginia Board of Social Work. Number 0904005261, Inactive.

#### Education

- Master of Social Work, Radford University, Radford, VA (1999)
- Bachelor of Science, Psychology, Clinch Valley College of the University of Virginia, Wise, VA (1996)

#### Experience

- 2007 – August 2012 Roudebush VA Medical Center, 1481 W 10<sup>th</sup> Street, Indianapolis, IN 46202  
*Primary Mental Health Therapist in the Terre Haute CBOC*  
Serve as primary therapist to veterans requesting mental health services within the service area. Provide individual, group, couples and family support. Refer for additional services as needed. Veteran population includes all ages and genders. Also serve on VA committees to include HFEMA, Advanced Clinical Access, Mental Health Redesign, and Social Work Practice Council. Shaping My Future Leadership program (LEAD) 11/2011.
- 2005 - 2010 University of Southern Indiana, 8600 University Blvd., Evansville, IN 47712  
*Part Time Terre Haute Program Coordinator and Instructor for the Department of Social Work*  
Serve as primary contact for students in the extension program. Facilitate progression through the program, and problem solving with goal of successful completion and graduation. Instructor of Field Placement, Marriage and Family Therapy, and Final Research Projects.
- 2004-2007 Indiana State University, Career Center, 567 N. 5th Street, Terre Haute, IN 47807  
*Associate Director for Experiential Learning*  
Create and manage the Focus Indiana Internship Scholarship Program; design and implement the Career Center Internship Program; research, design, and write the University Internship Handbook; implement the University Internship Repository; facilitate the internship development process within academic units across campus; outreach to employers to establish stronger partnerships, more internship opportunities, and to build the paid internship base. Supervised approx. 20 staff. Also coordinated Career Fairs and Teacher Recruitment Fairs, Networking and Etiquette Workshops, Rex

Breeden Internship Institute, Alumni Mentor's Day, Intern Orientation, and various workshops & presentations regarding internship advancement.

- 2003-2004 Greene County Public Schools, PO Box 1140, Stanardsville, VA 22973  
*School Social Worker*  
Coordinator for the county's homeschooled student enrollment, Coordinator of homebased/homebound educational services, Coordinator for Project Return (an alternative education program), and completing Psychosocial histories for students being evaluated for special services. Responsible for working within state DOE guidelines, employing and training homebound instructors, reporting county statistics to DOE.
- 2000-2003 University of Virginia Medical Center, Box 801429, Charlottesville, VA 22908  
*Clinical Social Worker Senior, The Women's Place*  
Setting is primarily inpatient in the medical center, with some outpatient clinic service. Responsibilities include assessing mental/emotional status, as well as parenting skills, domestic violence risk, issues that impact the well-being of an infant, and brief therapy. Additional responsibilities include providing case management services and extensive resource and referrals. Other aspects include pregnancy options counseling, facilitation of placement for infants born to inmates, adoptions, family intervention, grief and loss support including infant disposition arrangements, and assessment of and referral for postpartum depression. Creator of The Madonna Project, a program within The Women's Place, designed to help ante partum patients with emotional support during lengthy hospitalizations. UVAMC Adoptions Specialist, and Paternity Establishment Program Coordinator. Writer of unit social policies. Weekend rotational coverage provided in the psychiatric unit, emergency room, and whole-hospital. Member of Social Work Redesign Committee, Coverage Committee, and Professional Development Committee.
- 1999 – 2000 Charlottesville Department of Social Services, P. O. Box 911, Charlottesville, VA  
*Foster Care Social Worker*  
Case management of 25 - 30 children. Responsibilities include providing services to children in the public child welfare system as well as their biological and foster families; conducting psychosocial assessments of families and children, participating in determining permanency plans, developing service plans, and representation in court during case reviews, and providing crisis management. Served in self-care group, the social committee, participated in CASA training, and agency FAPT representative.
- 1998 – 1999 Even Start of Montgomery Co. Public Schools, 240 Betty Drive, Christiansburg, VA  
*Graduate Intern, Social Worker*  
Counseling adult/child clients regarding social and special needs through site-based counseling and course instruction as well as home visitation. Also, facilitate client access to community resources.

- 1997 – 1999 Office of Residential Life, Radford University, PO Box 6897, Radford, VA  
*Apartment Complex Manager*  
Manage University-owned and operated apartments, and all aspects of such from recruitment of tenants to facilitating roommate issues, leasing agreements, grounds security, and crisis management. Served rotation of night and weekend coverage with the quad Residence Hall Managers.
- 1997 Project H. O. P. E., School of Social Work, Radford University, Radford, VA  
*Graduate Intern, Field and Research Assistant*  
Collaborative grassroots effort between University and Community to analyze a subpopulation and organize programs to meet the identified needs. First phase of the project consisted of establishing a coalition, conduct a needs analysis (create, implement, and analyze the survey), and reporting of final results.
- 1996 - 1997 Frontier Health Services/Holston Child & Family Counseling Center, Big Stone Gap, VA  
*Student Assistance Program Counselor*  
Prevention and Intervention within the public school system, consisting of educational awareness (classroom instruction) and crisis intervention (individual and group counseling). Served 4 schools.
- 1994 – 1996 Cumberland Associates, Norton, VA  
*Counselor*  
Performed client intake evaluations for staff psychiatrist and therapists.  
*Office Assistant*  
Manage patient records, legal report preparation, insurance pre-authorization and filing claims.
- 1989 – 1990 Orthodontic Supplies, Inc., Burlington, NC  
*Assistant Business Manager and Bookkeeper*
- 1989 Vikon Chemical Company, Burlington, NC  
*Business Manager and Bookkeeper*
- 1988 Virginia Credit Union League, Lynchburg, VA  
*League Investor*

#### Professional Memberships

- National Association of Social Workers (NASW) 1997 - current.
  - Current Region 9 NLIC, Board member.
- Indiana Council for Internships and Cooperative Education (ICICE), 2006 re-charter – 2007.
  - Reorganization Committee and Secretary.
- Midwest Cooperative Education and Internship Association (MCEIA), 2004 – 2009.

- Treasurer, Awards & Recognition Chair, Bylaws Revision Comm., & 2005 Conference Comm.
- Rotary International, Downtown Terre Haute Club, 2006 –2008.
  - Investment Advisory Committee, Youth Exchange Counselor.
- Southeastern Psychological Association (SEPA), 1996-97.
- Virginia Alliance of Social Work Practitioners 1999-01.

#### Advisory and Council Positions

- Indiana State University Department of Social Work Advisory Board, 2007 – current
- Roudebush VA Medical Center, Social Work Practice Council, 2009 – 2012.
- Indiana Virtual Career Fair Planning Committee, 2007
- University of Southern Indiana, School Social Work Council, 2006-2010
- Indiana State University International Disney Program, 2006
- Indiana State University Academic Integrity Forum, 2006

#### Academic Honors and Awards

- 2009 NASW Indiana Region 9 Social Worker of the Year
- Phi Alpha, the National Honor Society for Social Work. Inducted 2/28/99
- Phi Kappa Phi, the National Honor Society for Outstanding Academic Performance, Inducted 4/18/99
- Psi Chi, the National Honor Society for Psychology, Inducted 4/25/96
- Outstanding Research Contribution in Psychology, 1996

**3.4.5(b)** The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or postmaster's social work degree practice experience.

Dianna Cooper-Bolinskey, MSW, ACSW, LCSW, LCAC has an MSW (from Radford University, Radford, VA) and more than 2 years of post MSW degree practice experience.

- 2007 – August 2012 (*Primary Mental Health Therapist in the Terre Haute CBOC*) Roudebush VA Medical Center, 1481 W 10<sup>th</sup> Street, Indianapolis, IN 46202
- 2003-2004 (*School Social Worker*) Greene County Public Schools, PO Box 1140, Stanardsville, VA 22973
- 2000-2003 (*Clinical Social Worker Senior, The Women’s Place*) University of Virginia Medical Center, Box 801429, Charlottesville, VA 22908
- 1999 – 2000 (*Foster Care Social Worker*) Charlottesville Department of Social Services, P. O. Box 911, Charlottesville, VA

**M3.4.5(c)** The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Indiana State University has a policy on Faculty Duties and Responsibilities in the University Handbook (Section 310). Teaching assignments "depend on the departmental schedule requirements, the nature of courses taught, and on non-teaching assignments" (Section 310.1). The normal teaching load is "12 semester credit hours of course work per semester or 24 semester credit hours per academic year (or equivalent)" (Section 310.1.1). "Faculty members may be released from part of all of the teaching load for research or other professional activities" (Section 310.1.1.3).

The Field Coordinator has been given 50% release time to the MSW program and 25% release time to the BSW program (see the Appendix). The remaining 25% is teaching in the social work department thus constituting fulltime appointment to the social work department. The Field Coordinator will teach in the MSW Program once students are accepted into the MSW Program. The Field Coordinator has clear responsibility for on-going field administration, which includes oversight of departmental policies related to field placements, student field assignments, and student and field instructor performance.

The BSW program has consistently maintained approximately 100-125 students, which the previous Field Coordinator has been able to manage with 25% release time. It is expected the new Field Coordinator will be able to pick up the workload for the BSW program while beginning the field duties for the new MSW program. It is also expected the student numbers for the MSW program will grow, as might the BSW students. Adjustments will be made to the work load of the Field Coordinator when the number of students warrants such an adjustment.

All faculty members at Indiana State University have the expectation of teaching, scholarship, and service. The Department of Social Work has an established policy on Tenure and Promotion which is in line with the College and the University policies. The MSW Field Coordinator responsibilities currently include teaching (and academic advising) and service, with an expectation of time allotted for scholarship. Reviews will occur each semester with the MSW Program Director and Chairperson of the Department of Social Work to ensure the distribution of time for the Field Coordinator is sufficient.

**3.4.5(d)** The program provides documentation that the field director has a fulltime appointment to the social work program.

The Field Coordinator has a full-time appointment to the Department of Social Work. Field Coordinator work load responsibilities:

MSW Field Coordination 50% release time

BSW Field Coordination 25% release time

Teaching (MSW courses) 25% time

See the Appendix for the Field Coordinator (Dianna Cooper-Bolinsky) letter of appointment.

#### References

Barker, R. L. (2003). *The social work dictionary* (5<sup>th</sup> ed.). Washington, DC: NASW Press.

Council on Social Work Education. (2008). *Advanced social work practice in the prevention of substance use disorders*. Alexandria, VA: Author.

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Indiana State University. (2012). *Indiana State University handbook*. Retrieved from <http://www.indstate.edu/adminaff/policyindex.htm>

Zollinger, T. W., Kockhar, K., Alyea, J., Ray, D. W., Indiana University School of Medicine, & Indiana University Bowen Research Center. (2009). *West Central Indiana – Area Health Education Center health professions workforce needs assessment report*. Indiana: Indiana Area Health Education Centers Program.