

COVER PAGE

Institution: Indiana State University

College: College of Nursing, Health, and Human Services

Department: Social Work

Degree Program Title: Master of Social Work (MSW)

**Form of Recognition to be Awarded/
Degree Code:** Master

Suggested CIP Code: 51.1503

Location of Program/Campus Code: Terre Haute, IN

Projected Date of Implementation: Fall Semester 2011

**Date Proposal was Approved by
Institutional Board of Trustees:** May 6, 2011

Signature of Authorizing Institutional Officer

Date

Date Received by Commission for Higher Education

Commission Action

Date

A. ABSTRACT

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

Objectives:

The MSW program will prepare social workers to provide clinical services in mental health and addictions and in health with a special emphasis on rural populations. The curriculum focuses on the development of clinical competencies in caring for individuals, families, groups, and communities, to evaluate, develop, and implement programs and policy in multiple mental health and healthcare settings. This program will work with the initiatives for inter-professional education in conjunction with the Rural Health Innovation Collaborative (RHIC) for improved patient access, safety, and quality care for rural and underserved populations.

Clientele to be Served:

The MSW program will serve Bachelor of Social Work (BSW) graduates and graduates from others undergraduate program looking to pursue their MSW degree. The ISU BSW undergraduate program currently serves approximately 100 students each year (graduating approximately 20 students annually). Those students secure employment and/or enroll in graduate programs (currently outside the Wabash Valley area). The MSW program will serve students wanting to stay in the area to pursue their MSW degrees; students wanting to focus on rural issues while pursuing their clinical MSW degree; and those wanting to concentrate on health issues or mental health and addiction issues. Having an MSW program at ISU will also benefit employees who have wanted to pursue an MSW degree but were unable due to the lack of a program in this community. Loyal ISU students who wish to continue to study at an institution where they already understand the system and feel supported by the faculty and staff is additional reasons to support an MSW program at ISU.

Curriculum:

The MSW program will require 60 post baccalaureate graduate credit hours and a total of 940 hours of field practica. Bachelor of Social Work graduates with a degree from a Council on Social Work Education accredited program and who meet criteria for admission to the MSW program as an advanced standing student will have the first year foundation courses (23 credit hours) waived. There is no thesis requirement; the program does include a rigorous research project for credit hours related to the students' clinical practicum. The research project outcome will be a written and oral presentation. A culminating project will also be required whereby students will critically examine, integrate and apply their learning throughout the MSW program. Students will conduct a critical case-based analysis on a pressing rural social work issue determined by faculty for study each year.

Employment Opportunities:

Opportunities for clinical social workers exist in the areas of clinical practice, leadership roles, consulting, and education. This is in alignment with the strategic plan of the University and the initiatives for higher education in Indiana. Social workers with an MSW are equipped to meet the challenges of individuals, families, groups, and the community in need and to fill the demand for clinical experts in social work.

B. Program Description

1. Describe the proposed program and state its objectives.

The need for master-prepared social workers continues to increase as do people in need for clinical services. People in need has issues such as poverty, child abuse and neglect, substance abuse and addictions, homelessness, the lack of access to services (particularly in rural areas), and the lack of quality services. The undergraduate social work program at Indiana State University prepares graduates for generalist practice. Social work graduates, and graduates from other degree programs who want to pursue their master-prepared social work education, currently have to seek their degree outside the community. The ability to provide an MSW program locally would benefit students, residents of the immediate and surrounding communities, and providers of services.

Meeting the health needs of rural and underserved populations requires knowledge and skill. Students will be taught how to engage, effectively assess individuals and populations, how to develop a plan for meeting needs, implementing the plan, and evaluating the outcome. Students will also develop their own self-awareness as they build on their cultural competency.

The MSW program will help to address the health care and mental health and addiction needs of the underserved and rural populations. There will be a strong clinical practice foundation. From this base, students will explore existing health care and mental health and addiction research as it applies to rural and underserved populations. Students will seek ways to influence the quality of health care and mental health and addiction services.

The MSW program will work with the communities it serves in the discovery of how to improve social work practices, how to identify practice needs, and then how to disseminate findings. It is expected faculty, students, and field instructors will collaborate on scholarly work and seek to disseminate such work through professional conferences and publications.

Indiana State University social work faculty will be a blend of PhD and MSW prepared practitioners. This is needed as we move to the clinical MSW program. The 60 credit-hour program (with 940 field practica hours) builds on the undergraduate social work program (76 credit-hours with 550 practica hours) for 1490 hours of total practice, 700 which will be clinically based. The field hours are based upon the Council on Social Work Education accreditation guidelines.

The curriculum and courses are designed to develop master-prepared social workers who are evidence-based clinical practice specialist and dynamic leaders who advocate for social justice and contribute to the profession and society.

Objectives of the Program:

1. Prepare graduate students for advanced 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.

2. Describe admission requirements, anticipated student clientele, and student financial support

a. Admission Requirements:

Applicants must meet the admission requirements for the College of Graduate and Professional Studies. Applicants must also meet the following requirements:

- A minimum undergraduate grade point average of 3.0 on a 4.0 scale.
- Provide a 2-3 page sample of written scholarly work.
- Complete the Department application for admission to the MSW program.
- TOFFEL of 550 or greater, if English is not the primary language spoken.

Admission Process. Applicants who seek admission to the MSW program must first achieve admission through the College of Graduate and Professional Studies at the University level. Once application for graduate studies is attained and all materials have been received by the Department of Social Work, the applicant may be considered for admission to the MSW program. Admission to the MSW program will be competitive with consideration given to Indiana State alumni and Indiana residents.

Progression.

- Satisfactory grades on the foundation courses (1st year) must be completed prior to beginning the second year of the program (unless admitted in the Advanced Standing Program);
- Successful completion of the first field practicum must be completed prior to beginning the second field practicum;
- Maintains a cumulative GPA of 3.0 or greater

Dismissal.

- May have one semester of probationary status if the cumulative GPA is less than 3.0; more than one semester will result in dismissal from the program.

- ### **b. Prerequisite coursework and degree.**
- Applicants must have successfully graduated from an undergraduate CSWE accredited program in social work or a degree in a human service field of study as well as have successfully completed a statistics course at the 500 level or higher. A student may also be conditionally admitted to the MSW program provided the upper level statistics class is successfully completed before SOWK 608 (Advanced Research I). Plans of study will be designed based on clinical

specializations in mental health and addiction or health; a theme throughout the program will be on rural issues and practice.

- c. Needs of specific students.** This program is designed for both the full-time graduate student and the part-time graduate student. The Clinical Field Practicum courses must be completed in the designated sequence with the research courses. A graduate student may enroll in the other courses as available. Most social work graduate courses are only taught once a year.
- d. Enrollment restrictions.** Initially, enrollment will be limited to 20 full-time students. Permitting only a small number of students in the initial phases will promote a supportive environment at the highest quality for both students and faculty as this new clinical social work program develops. A gradual increase in enrollment numbers is expected based on the need for MSW degreed clinical social workers. The Advanced Standing program and the part-time program will begin after the first year. Criteria utilized for selecting applicants will be based on graduate admission criteria, MSW application criteria, as well as individual ratings by the Application and Review Committee on written scholarly work and reference letters. Consideration is given to Indiana residents and to alumni of Indiana State University.
- e. Student financial support.** Various forms of financial support exist for eligible students including grants and loans. Many employers offer student incentives for tuition reimbursement. Students may also apply for scholarships offered by local agencies as well as national organizations to assist them in furthering their education.

3. Describe the proposed curriculum

a. Requirements

Curriculum will include a minimum of 60 credit hours with a minimum of 940 practica hours in a variety of settings (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.

Core Courses

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

Guided Elective

SOWK 551	Rural Social Work Practice	3 credit hours
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Concentrations

(Mental Health and Addiction)

SOWK 550	Social Work & Addiction, and	3 credit hours
SOWK 552	Families/Couples Therapy, or	3 credit hours
SOWK 555	Specialty Practice Social Work	

(Health)

SOWK 553	Social Work & Health, and	3 credit hours
SOWK 554	Palliative & End of Life Care (Interdisciplinary), or	3 credit hours
SOWK 555	Specialty Practice Social Work	

Clinical Practice Courses

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
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

Total 60 credit hours

b. Sample Curriculum. The MSW curriculum sequencing of course by semester is listed below for both the full-time and part-time plans of study. A program of study grid that includes the MSW program is included in the Appendices.

Full-Time Plan of Study

First Year – Fall Semester

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	<u>3 credit hours</u>
Total		11 credit hours

First Year – Spring Semester

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	<u>3 credit hours</u>
Total		12 credit hours

First Year- Summer Semester (*Advanced Standing students begin here)

SOWK 600	Psychopathology in Social Work	3 credit hours
SOWK 603	Social Work Practice – Groups	3 credit hours
SOWK 605	Field Practicum	<u>3 credit hours</u>
	Total	9 credit hours
Second Year – Fall Semester		
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	<u>4 credit hours</u>
	Total	12 credit hours
Second Year – Spring Semester		
SOWK 611	Advanced Research II	2 credit hours
SOWK 615	Clinical Field Practicum II	4 credit hours
SOWK ____	Elective option	<u>3 credit hours</u>
	Total	9 credit hours
Second Year- Summer Semester		
SOWK 620	Culminating Project	1 credit hour
SOWK ____	Elective option	3 credit hours
SOWK ____	Elective option	<u>3 credit hours</u>
		7 credit hours
	TOTAL	60 credit hours

Part Time Plan of Study

First Year – Fall Semester		
SOWK 500	History/Philosophy of Social Work	2 credit hours
SOWK 501	Human Behavior & the Social Environment I	<u>3 credit hours</u>
	Total	6 credit hours
First Year – Spring Semester		
SOWK 504	Culturally Competent Practice	3 credit hours
SOWK 505	Human Behavior & the Social Environment II	<u>3 credit hours</u>
	Total	6 credit hours
Second Year – Fall Semester		
SOWK 502	Social Welfare Policy	3 credit hours
SOWK 503	Social Work Practice I	<u>3 credit hours</u>
	Total	6 credit hours
Second Year – Spring Semester		
SOWK 506	Social Work Practice II	3 credit hours
SOWK 507	Social Work Research & Evidence-Based Practice	<u>3 credit hours</u>
	Total	6 credit hours
Third Year – Summer Semester		
SOWK 600	Psychopathology in Social Work	3 credit hours

SOWK 603	Social Work Practice – Groups	<u>3 credit hours</u>
	Total	6 credit hours
Third Year – Fall Semester		
SOWK 606	Advanced Clinical Practice	3 credit hours
SOWK 607	Advanced Policy	<u>3 credit hours</u>
	Total	6 credit hours
Third Year – Spring Semester		
SOWK ____	Elective	3 credit hours
SOWK ____	Elective	<u>3 credit hours</u>
	Total	6 credit hours
Fourth Year – Summer Semester		
SOWK 605	Field Practicum	4 credit hours
SOWK ____	Elective	<u>3 credit hours</u>
	Total	7 credit hours
Fourth Year – Fall Semester		
SOWK 611	Advanced Research II	2 credit hours
SOWK 615	Clinical Field Practicum II	<u>5 credit hours</u>
	Total	7 credit hours
Fourth Year – Spring Semester		
SOWK 611	Advanced Research II	2 credit hours
SOWK 615	Clinical Field Practicum II	5 credit hours
SOWK 620	Culminating Project	<u>1 credit hour</u>
	Total	8 credit hours
	Total	60 credit hours

c. Existing courses. There are currently no existing courses that will be included in with the MSW curriculum. If students have not had a statistics course prior to initiating the MSW program, they would be able to take the biostatistics course (HLTH 340) taught at Indiana State University. This would then make them eligible for potential admission.

d. New courses. None of the courses in this program of study will be provided by a sponsoring campus. All the MSW courses were approved through the policies as established by the College of Nursing, Health, and Human Services and Indiana State University. The program was approved by the faculty of the Department of Social Work, the faculty committees of the College of Nursing, Health, and Human Services, Dean of the College, New Graduate Program Task Force, Graduate Council, Faculty Senate, Provost and Vice President of the University, and the Board of Trustees.

e. Courses delivered by other institutions. All MSW courses will be delivered by Indiana State University.

4. Describe the form of recognition.

- a. **Type of Degree.** Students who complete the program will be awarded the Master of Social Work (MSW). The degree awarded is consistent with the *Council on Social Work Education* accreditation requirements.
- b. **Suggested CIP Code.** CIP code for the MSW program is 51.1503.
- c. **Student diploma.** The information that will appear on the student’s diploma will be Master of Social Work, Indiana State University, College of Graduate and Professional Studies, Terre Haute, Indiana.

5. **List program faculty and administrators.**

- a. **Existing Faculty and Administration.** The table lists the name, highest academic degree, rank, specialization, and nature of appointment for the administrators and potential faculty directly involved in the undergraduate program.

Name	Degree	Rank	Specialization	Appointment
Administration				
Richard Williams		Dean	Leadership Curriculum Physiology	Full-time
Marcia Miller	PhD MSN	Associate Dean/ Executive Director for Nursing Associate Professor	Informatics Statistics Educational Theory Curriculum Dev. Leadership Research	Full-time
Faculty				
Rhonda Impink	PhD	Associate Professor	Macro level practice	Full-time
Robyn Lugar	MSW	Associate Professor	International social work	Full-time
Jennifer Todd	MSW	Instructor	Child Welfare	Special Purpose
Peggy Weber	PhD	Associate Professor	Clinical Practice Field Practice	Full-time

b. **New faculty requirements**

One new faculty for a twelve month, tenure/tenure track position, has been requested for the 2011 program start. This twelve month faculty position will be for the Program Coordinator, who will also work on accreditation of the program from the Council on Social Work Education.

A second faculty line for a nine month, tenure/tenure track position will also be needed in the first year. The faculty person must have a clinical background and be able to teach and be the Field Coordinator (for practica). The new faculty member will be

required to teach two courses per semester and coordinate all the students' field placements.

6. Describe needed learning resources

- a. Available and needed learning resources.** The Cunningham Memorial Library supports the research and educational goals of the Department of Social Work at Indiana State University through a variety of resources and personnel. The collection at Cunningham Library includes print and electronic resources, numerous databases, a liaison librarian, government publications, and inter-library loan services. The library strives to provide an environment conducive to academic freedom and intellectual curiosity.

STUDENT SERVICES

Graduate students may check items out of the core collection for 120 days and may renew the items up to three times (unless someone has requested the item). Students can also recall items from other patrons. Graduate carrels are available for a limited number of students (free of charge). Inter-library Loan is available for items the library does not own.

Students have numerous ways to contact a librarian for support or research assistance. An E-mail a Librarian service is available (response time is usually 24 hours). Chat with a Librarian is available during regular operating library hours. Students can also visit the ASK Desk (formerly the Reference Desk) for assistance. The librarian liaison for Social Work is available to meet with students in person or via telephone or e-mail. The librarian liaison also visits Social Work classes to demonstrate searching the catalog and databases; additionally workshops for Social Work are offered during the school year. Workshops and classes can meet in the Instruction Lab available for reserve in the library.

COLLECTIONS

As mentioned above, the collections at Cunningham Memorial Library include print and electronic monographs, CDs, DVDs, videotapes, and government resources (the librarian liaison for Social Work is also the Government Publications Librarian). Besides the Cunningham Memorial Library collection, students can also use resources from Rose-Hulman Institute of Technology, Saint Mary of the Woods, and Vigo County Public Library (the four institutes share a catalog).

The ISU Library is a federal government depository, receiving approximately 52% of the materials available from the GPO (Government Printing Office), including resources on crime, health, education, and psychology.

Preference is given to collecting journals and periodicals in an online format. The library has numerous online journals dealing with social work issues available to students and faculty. More than 17 online databases include records for social work -

related journals or topics, magazines, newspapers, and other sources. Some of the available databases include Social Work Abstracts, Social Services Abstracts, MEDLINE, PDRhealth, PsycINFO, PsycARTICLES, CINAHL, Academic Search Premier, JStor, Health Source, and Criminal Justice Periodicals. In addition, Worldcat provides resources in various areas of social work; users can locate resources and determine the closest library housing the material. In addition, the library subscribes to several more databases that include research on topics such as culture, business administration, technology, and education.

- b. Consequences of unmet learning resources.** There will be a request for four additional full-time faculty persons to teach in the MSW program. There is a \$100 Field Practica fee for each semester students are in their placements. This fee may be used for educational resources, adjunct faculty, and travel related to graduate student clinical education. There is a need for resources and budgetary allowances and for the evaluation of those resources and continuation or procurement of additional learning resources to fill identified needs. Social work faculty work closely with the library and will continue to update holdings in the electronic realm.

7. Describe other program strengths

- a. Special/distinctive features.** Graduates of the MSW Program will be prepared for clinical social work practice with a special focus on rural issues. Areas of specialization will be 1) health, and 2) mental health and addiction.
- b. Collaborative arrangements.** The MSW Program has a MSW Field Coordinator whose responsibility includes the management of field placement and field instructor agreements. Signed agreements are reviewed by the MSW Field Coordinator for appropriate site and credentials of field instructors. Those approved are kept in a locked file and entered into a database.

C. Program Rationale

1. Institutional Factors

- a. Compatibility with institutional mission.** The focus of the graduate (Master of Social Work) program will be on the promotion of social justice and on the development of competent and skilled social work professionals. A theme throughout this program will be on rural issues. The MSW program will collaborate with the Rural Health Innovation Collaborative (RHIC) to address the challenge of improving health and mental health and addiction care in rural and underserved communities. The Program will increase the number of social work professionals, increase the Indiana professional workforce, and build a program with strong student demand. The MSW Program will also contribute to the University tradition of strong community engagement and service learning. An additional benefit will be to enhance the University's abilities in teaching, and in research and service for students and faculty.
- b. Planning process.** The planning process for the MSW program was started in 2010 with information seeking at the local and state level through participation in meetings.

The social work program faculty embraced the idea of identifying Indiana State University developing a mission that was congruent with the social work undergraduate program already in existence and the need to develop a sustainable program that will meet the national requirements for advance practice social work. A task force comprised of several social work faculty, social workers, and social service leaders in the community has been meeting to proceed with the planning of the MSW program in a transparent and collaborative environment. The timeline for the MSW program is listed below. Please refer to Table C.1.1.

Table C.1.1 Planning Process for MSW Program

TIMELINE	MSW PLANNING ACTIVITY
Summer 2010	Exploration of MSW Programs Essentials
	MSW Proposal submitted to the Dean
	MSW Advisory Committee formed and meetings (2) held
	Survey conducted with Advisory Committee members
	Review of other MSW Programs
	Framework of MSW Program started
	Competencies of MSW Program developed
	Obtained ISU Administrative support
	Development of syllabi and content mapping
November 2010	Attended the Council on Social Work Education Annual Program Meeting
	Finalization of MSW budgetary resources
	Finalize syllabi
December 2010	Meeting with Dean Williams, College of Nursing, Health, and Human Services to discuss his role
January 2011	Finish process with College, Graduate Council, and Faculty Senate for University approval and submission to Indiana Commission for Higher Education

During the past several years the social work faculty attended Council on Social Work Education workshops on the role and development of curriculum. A faculty member attended the Fall 2010 Council on Social Work Education Annual Program Meeting specifically for an accreditation and curriculum updates on providing an MSW program.

- c. Impact of the proposed program.** It is anticipated that there will be increased interest and application in the existing master’s program, as the MSW program provides further educational opportunities to continue graduate education with a focus on rural and underserved populations. Preliminary interest from previous ISU graduates and graduates from other institutions remains high as the need for advanced practice clinical social workers continues to increase. Serving the West Central Indiana area, which is a large rural and underserved population, is the focus of the MSW program.

- d. **Impact on Utilization of Existing Resources.** Students who have not obtained their BSW will be able to pursue this degree at ISU. Students who have completed an undergraduate in social work or some other human service major but have not completed the pre-requisite statistics course will be given the opportunity to enroll at ISU in a seamless and systematic manner, complete a statistics course and then be able to progress into the MSW program.

2. Student Demand

The MSW Program will meet the needs of ISU BSW students who want to remain at ISU to pursue their advanced degree in social work. Students who meet the criteria for Advanced Standing, which requires an undergraduate degree in social work from a Council on Social Work Education (CSWE) accredited program, will be able to complete this program within a one year time frame. It will be also be available for students wanting full-time enrollment and there will be a part-time option. It is expected that students will be from Indiana and throughout the United States. Currently, there are two MSW programs with CSWE accreditation in Indiana.

- a. **Derivation of enrollment projections.** A questionnaire administered in 2010 to local professionals indicates strong interest in a MSW program at ISU for people in the community to pursue continuing education and lifelong learning needs. It is anticipated that initial enrollment (first year) will be 20 full-time students and the second year 10 Advanced Standing students plus an additional 20 students in the full-time program. The table below reflects graduates from the BSW Program at Indiana State University, some of whom will continue with their education at ISU.

Total BSW Graduates	
<u>Year</u>	<u>Graduates</u>
2011	19 anticipated
2010	15
2009	12
2008	21
2007	09
2006	12

It is expected there will be students from other undergraduate programs at Indiana State University applying to the MSW Program. Examples of some of these undergraduate programs include Criminology and Criminal Justice, Family and Consumer Sciences (including Human Development and Family Studies), and Psychology.

Graduates from the above three ISU Programs	
<u>Year</u>	<u>Graduates</u>
2010	154
2009	230
2008	237
2007	211
2006	242

b. Enrollment and Completion Data.

BSW students who enter ISU in the social work major are able to complete the BSW program in four years. Students who transfer from other majors on campus are able to complete the BSW requirements in three or more years, depending upon the courses they successfully completed prior to entering the BSW program.

3. Transferability

There are no unique agreements with other institutions regarding transfer of students. ISU has allowed a course equivalency evaluation of previous course work, which may be for the foundation courses. Students will not be given course credit for advanced standing courses, field courses, or work experience.

4. Access to graduate and professional programs

Not applicable.

5. Demand and employment factors

a. Geographic region to be served. The primary geographic region to be served by the ISU - MSW program is Indiana and the Mid-western United States.

b. Review of literature. The information in this section was obtained from the United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2010-11 Edition as related to social work: a) Employment is projected to grow faster than the average for all occupations, b) While a bachelor's degree is necessary for entry-level positions, a master's degree in social work or a related field is necessary for some positions, c) Job prospects are expected to be favorable, particularly for social workers who specialize in the aging population or work in rural areas.

Employment for social workers is expected to grow faster than the average for all occupations through 2018. Job prospects are expected to be favorable, particularly for social workers who specialize in the aging population or work in rural areas.

Employment of social workers is expected to increase by 16 percent during the 2008–18 decade, which is faster than the average for all occupations. The growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in rapid job growth among gerontological social workers. Employment of social workers in private social service agencies also will increase.

Mental health and substance abuse social workers will grow by almost 20 percent over the 2008–18 decade, which is much faster than the average. In particular, social workers specializing in substance abuse will experience strong demand. Substance abusers are increasingly being placed into treatment programs instead of being sentenced to prison. Also, growing numbers of the substance abusers sentenced to prison or probation are, increasingly being required by correctional systems to have substance abuse treatment added as a condition to their sentence or probation. As this trend grows, demand will strengthen for treatment programs and social workers to

assist abusers on the road to recovery. Opportunities for social workers in private practice will expand, as they are preferred over more costly psychologists. Furthermore, the passage of legislation that requires insurance plans offered by employers to cover mental health treatment in a manner that is equal to treatment of physical health may increase the demand for mental health treatment.

Growth of medical and public health social workers is expected to be about 22 percent, which is much faster than the average for all occupations. One of the major contributing factors is the rise in the elderly population. These social workers will be needed to assist in finding the best care and assistance for the aging, as well as to support their families. Employment opportunities for social workers with backgrounds in gerontology should be excellent, particularly in the growing numbers of assisted-living and senior-living communities. The expanding senior population also will spur demand for social workers in nursing homes, long-term care facilities, home care agencies, and hospices.

Job prospects are expected to be favorable. Many job openings will stem from growth and the need to replace social workers who leave the occupation. Opportunities should be good in rural areas, which often find it difficult to attract and retain qualified staff. By specialty, job prospects may be best for those social workers with a background in gerontology and substance abuse treatment.

c. Potential employers. Potential employers include community mental health centers, child welfare agencies, hospitals, home health, hospice, in-patient and out-patient treatment facilities, private industry and Veterans Administration. It is expected that clinicians prepared with an MSW will have the ability to demonstrate their worth based on clinical practice, leadership, and policy knowledge and skills they will acquire in the MSW. It is expected that rural health agencies, public and private agencies, state and federal agencies will be eager to hire these graduates. Master prepared social workers are in demand throughout every state. These graduates will have the evidence based practice and leadership to be change agents in any agency. They will look at new and better ways to create a) health, and b) mental health and addiction care delivery systems meeting the needs of their particular population.

d. Independent needs analysis.

- According to the *Strategic Initiative* by the National Association of Social Workers Indiana Chapter, “Employment of social workers is expected to increase for all fields through 2016. The rapidly growing elderly population and the aging baby boom generation will create greater demand for health and social services.... Many job openings also will stem from the need to replace social workers who are retiring or leaving the profession.”
- According to the *Strategic Initiative* by the National Association of Social Workers Indiana Chapter, “strong demand is expected for substance abuse social workers over the 2006-2016 projected periods. Substance abusers are increasingly being placed into treatment programs instead of being sentenced to prison. Because of the increasing numbers of individuals sentenced to prison or probation who are substance abusers,

correctional systems are increasingly requiring substance abuse treatment as a condition added to their sentencing or probation. As this trend grows, demand will increase for treatment programs and social workers to assist abusers on the road to recovery.” According to the West Central Indiana – Area Health Education Center (WCI - AHEC) *Health Professions Workforce Needs Assessment Report* (2009), the ratio of existing licensed social workers in the WCI – AHEC region (14.3) was approximately half that of the state (31.4).

- According to the West Central Indiana – Area Health Education Center (WCI - AHEC) *Health Professions Workforce Needs Assessment Report* (2009), Master’s trained social workers were one of nine other health professions in the region as having the greatest shortages.
- According to the West Central Indiana – Area Health Education Center (WCI - AHEC) *Health Professions Workforce Needs Assessment Report* (2009), 1) having MSW prepared social workers were identified as important for the region, and 2) “difficulty in hiring master’s prepared social workers occurred most frequently in the rural areas”.

- e. **Program experience.** The undergraduate program was “approval” by the Council on Social Work Education from 1968 to 1970 and “accredited” by the Council on Social Work Education in 1975. The current accreditation period runs until 2016.

The undergraduate program began in the Department of Sociology in the College of Arts and Sciences. In 1995 it became a stand-alone department, which remains today. The department moved to the College of Nursing, Health, and Human Services on July 1, 2010.

6. **Regional, state, and national factors**

- a. **Comparable programs in the region and state.** Indiana has two (2) MSW programs: Indiana University School of Social Work (at several locations in the state); University of Southern Indiana. MSW programs in the region include the following: Illinois (13); Minnesota (6); Wisconsin (3); Michigan (7); Ohio (7); Kentucky (6); Tennessee (3). There are 200 accredited programs throughout the country (as of February 2010). IU and USI do not offer a specialization in rural practice but there are rural courses for students in northern Indiana offered by IU.
- b. **External agencies.** The Council on Social Work Education (CSWE) is the accrediting body for social work programs at the bachelor and master levels. CSWE provides direction for the curriculum, the expected outcomes for the program, the evaluation of the program, and budgetary requirements (see Appendix D). The National Association of Social Workers (NASW) is a membership organization for social workers across the nation. The Indiana Professional Licensing Agency (IPLA) is the licensing organization for social workers in Indiana (see Appendix E).

D. Program Implementation and Evaluation

Implementation

The MSW program will be marketed through presentation, newsletters, alumni publications and brochures for current baccalaureate social work students (14 accredited in Indiana). The social work website will be updated to provide information on the MSW program. We anticipate that our first students will be admitted and start the program fall semester of 2011. Twenty post-bachelor of social work students will be admitted the first year. The MSW program will seek internal funding for additional faculty positions.

Evaluation

The design of this MSW program was constructed based on the following evaluation criteria: 1) quality and efficiency; 2) appropriateness of the program offering; 3) availability of similar programs; 4) personal and social utility; 5) student demand; 6) student access; 7) flexibility of program design; 8) market demand; 9) inter-institutional and inter-departmental cooperation; 10) flexibility of providing instruction.

1) Quality and efficiency

The Department of Social Work extensively reviews the current master plan criteria for total program evaluation, which includes compliance with Council on Social Work accreditation guidelines. These evaluation procedures will be applied to the MSW program and include evaluation procedures: course evaluation, faculty evaluations, field instructor and task supervisor evaluations of student, student evaluation of clinical and field instructor and task supervisor experiences, student evaluation of learning resources, support, advising, technology, exit surveys, student satisfaction, employment rates, employer surveys, and alumni surveys. Student retention and graduation rates are compiled and analyzed annually. All these evaluation procedures are necessary to provide extensive ongoing evaluation that express competency, achievement, and areas of recommended changes.

Evaluation forms will be adapted to include specific MSW program outcomes and MSW graduate and employer surveys. An MSW Advisory Committee has been established to review evaluation results and make recommendations for program changes.

2) Appropriateness of program offering to institution's identity and mission

The appropriateness of this MSW offering to the identity and mission of the University is based on "community and public service" and also integrating "teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world". The University mission is also supported by the College of Nursing, Health, and Human Service mission. In addition to the University support, this program will reinforce the CNHHS mission related to graduates functioning as "skilled professionals" and to "community involvement through health initiatives, and life-long learning".

The MSW as a clinical master's degree requires students to be engaged in clinical settings and to complete research based upon their clinical internships. The practica courses actively involve the students with their communities through meaningful service.

3) Availability of similar programs

According to the Council on Social Work Education (June 2010), there are:

- Overall accredited master's social work programs – 201
- Overall accredited baccalaureate social work programs – 471
- Accredited master's programs in Indiana and the surrounding area:
 - Indiana - 2
 - Illinois – 13
 - Kentucky – 6
 - Michigan – 7
 - Minnesota – 6
 - Ohio – 7
 - Tennessee – 3
 - Wisconsin – 3
- Accredited baccalaureate social work programs in Indiana - 14

There is no MSW program in Indiana that includes the theme of rural clinical practice throughout their curriculum. Local students interested in pursuing an MSW must now commute at minimum 90 minutes one-way. This increases the inability of non-traditional students from pursuing their MSW degree. Some traditional students are also uncomfortable with this commute. Pursuing an MSW degree in another location has the potential to reduce the chance of the student returning to this community to practice upon the completion of the MSW degree.

4) Personal and social utility

Earning a clinical practice master's degree in social work will allow the individual to pursue additional career opportunities in both practice settings and education. The social utility will be the increase in the number of clinical providers that have sensitivity to rural and underserved populations.

5) Student demand

Student demand will increase as seamless post-baccalaureate social work education becomes available in this region. There are 14 Council on Social Work Education accredited undergraduate programs in Indiana. Students from these programs could be eligible for the "Advanced Standing" option of the MSW program at Indiana State University. Also, students from other undergraduate majors on campus would be eligible to apply to the MSW program.

6) Student access

Student access is based on a partnership with a clinical facility for the student's scholarly research and clinical practica. This community supported a MSW hybrid program offered by the University of Southern Indiana (USI) on the campus of Indiana State University for several years. Indiana State has the technology support and faculty skills to expand to the MSW level.

7) Flexibility of program design

One of the strengths of the ISU MSW program is that it offers both full-time and part-time options. This adds greater flexibility for the adult learner that may already be working and have family responsibilities.

8) Market demand

Based on currently enrolled Indiana State undergraduate social work students, the MSW Advisory Committee, and as evident by the support letters, there is a strong market demand for an MSW program at Indiana State University.

9) Inter-institutional and inter-departmental cooperation

Students are loyal to their university and wish to continue working with faculty they know and trust. By contrast, the formation of the new College of Nursing, Health, and Human Services has built a strong resource of faculty talent and research interest.

10) Flexibility of providing instruction

The design of instructional methods includes quality learning through Blackboard, Powerpoint presentations, selected readings, electronic web sources, interactive faculty and student discussion boards with problem based learning, group projects, video recordings by students, and student presentations. Every effort is made to provide content for the visual, auditory, and kinetic learner through high quality content delivery and coordinated clinical partnerships with field instructors and task supervisors. Non-traditional student schedules will be considered when determining the time of day when classes are offered.

E. Tabular Information

1. Table 1: Enrollment and Completion Data—see following page 20
Calculations on Table one are based on 20 full-time and 0 part-time students for the first year
2. Table 2A and 2B: Cost and Revenue Data—see following pages 21 and 22
One new full-time twelve month faculty line has been requested to serve as the Program Director. One full-time nine month faculty line has been requested prior to the delivery of this program. The Field Coordinator will be shared with the BSW and MSW program. An additional four full-time nine month faculty lines has been requested. One Administrative Assistant has been requested and one Student Support Specialist for the department. There is a \$300 *Clinical Education and Faculty Fee* per student for each field practicum course.
3. Table 3: New Program Proposal Summary—see following page 23

Table 1 Program Enrollments and Completions
Annual totals by Fiscal Year (Use SIS Definitions)

Campus: Indiana State University
Program: Masters in Social Work
Date: October 18, 2010

	Total Year 1 FY 2012-2013	Total Year 2 FY 2013-2014	Total Year 3 FY 2014-2015	Total Year 4 FY 2015-2016	Total Year 5 FY 2016-2017	Total Year 6 FY 2016-2017
A. PROGRAM CREDIT HOURS GENERATED						
1. Existing Courses	<u>0</u>	<u>640</u>	<u>1590</u>	<u>1770</u>	<u>1950</u>	<u>2080</u>
2. New Courses	<u>640</u>	<u>840</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	<u>640</u>	<u>1480</u>	<u>1590</u>	<u>1770</u>	<u>1950</u>	<u>2080</u>
B. FULL-TIME EQUIVALENTS (FTE's)						
1. FTE's generated by Full-Time s	<u>20</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
2. FTE's generated by Part-Time s	<u>0</u>	<u>0</u>	<u>5</u>	<u>10</u>	<u>15</u>	<u>20</u>
TOTAL	<u>20</u>	<u>50</u>	<u>55</u>	<u>60</u>	<u>65</u>	<u>70</u>
3. On-campus Transfer FTE's	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
4. New-to-Campus FTE's	<u>20</u>	<u>50</u>	<u>55</u>	<u>60</u>	<u>65</u>	<u>70</u>
C. PROGRAM MAJORS (HEADCOUNT)						
1. Full-time students	<u>20</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
2. Part-time students	<u>0</u>	<u>0</u>	<u>10</u>	<u>20</u>	<u>30</u>	<u>40</u>
TOTAL	<u>20</u>	<u>50</u>	<u>60</u>	<u>70</u>	<u>80</u>	<u>90</u>
3. On-campus Transfers	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
4. New-to-campus Majors	<u>20</u>	<u>50</u>	<u>60</u>	<u>70</u>	<u>80</u>	<u>90</u>
5. In State	<u>15</u>	<u>40</u>	<u>45</u>	<u>50</u>	<u>60</u>	<u>70</u>
6. Out-of-State	<u>5</u>	<u>10</u>	<u>10</u>	<u>15</u>	<u>15</u>	<u>20</u>
D. PROGRAM COMPLETIONS	<u>0</u>	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>	<u>40</u>

Table 2A
Total Direct Program costs and Sources of Program Revenues

Campus: Indiana State University

Program: Masters in Social Work

Date: October 18, 2010

	Total Year 1 FY 2012-2013		Total Year 2 FY 2013-2014		Total Year 3 FY 2014-2015		Total Year 4 FY 2015-2016		Total Year 5 FY 2016-2017		Total Year 6 FY 2016-2017	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
A. TOTAL DIRECT PROGRAM COSTS												
1. Existing Departmental Faculty Resources	0	\$0	1	\$25,000	1	\$25,000	1	\$25,000	1	\$25,000	1	\$25,000
2. Other Existing Resources		\$0		\$0		\$0		\$0		\$0		\$0
3. Incremental Resources (See Table 2B)		\$301,500		\$425,000		\$416,500		\$430,000		\$415,000		\$415,000
TOTAL		\$301,500		\$450,000		\$441,500		\$455,000		\$440,000		\$440,000
B. SOURCES OF PROGRAM REVENUES												
1. Reallocation		\$0		\$0		\$0		\$0		\$0		\$0
2. New-to-campus Student Fees		\$270,880		\$602,064		\$672,968		\$770,044		\$825,338		\$861,278
3. Other (non-state)		\$6,000		\$18,000		\$18,000		\$18,000		\$21,000		\$27,000
4. New State Appropriations:												
a. Enrollment change funding		0		0		0		0		0		0
b. Other State Funds		0		0		0		0		0		0
TOTAL		\$276,880		\$620,064		\$690,968		\$788,044		\$846,338		\$888,278
Profit per year		-\$24,620		\$170,064		\$249,468		\$333,044		\$406,338		\$448,278
Running Total		-\$24,620		\$145,444		\$394,912		\$727,956		\$1,134,294		\$1,582,572

Table 2B
Total Direct Program Costs and Sources of Program Revenues

Campus: Indiana State University
Program: Masters in Social Work
Date: October 18, 2010

	Total Year 1 FY 2012-2013		Total Year 2 FY 2013-2014		Total Year 3 FY 2014-2015		Total Year 4 FY 2015-2016		Total Year 5 FY 2016-2017		Total Year 6 FY 2016-2017	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
1. PERSONAL SERVICES												
a. Faculty	3	\$205,000	6	\$340,000	6	\$340,000	6	\$340,000	6	\$340,000	6	\$340,000
b. Support Staff	1	\$23,000	1	\$23,000	1	\$23,000	1	\$23,000	1	\$23,000	1	\$23,000
c. Graduate Teaching Assistants	1	\$13,000	1	\$13,000	1	\$13,000	1	\$13,000	1	\$13,000	1	\$13,000
TOTAL	5	\$241,000	8	\$376,000	8	\$376,000	8	\$376,000	8	\$376,000	8	\$376,000
2. SUPPLIES AND EQUIPMENT												
a. General Supplies/Equipment		\$20,000		\$15,000		\$5,000		\$20,000		\$5,000		\$5,000
b. Recruiting		\$6,000		\$6,000		\$6,000		\$6,000		\$6,000		\$6,000
c. Travel		\$6,000		\$3,000		\$3,000		\$3,000		\$3,000		\$3,000
d. Library/Acquisitions		\$5,000		\$3,000		\$3,000		\$3,000		\$3,000		\$3,000
TOTAL		\$37,000		\$27,000		\$17,000		\$32,000		\$17,000		\$17,000
3. EQUIPMENT												
a. New Equipment Necessary for Program		\$1,500		\$0		\$0		\$0		\$0		\$0
b. Routine Replacement		\$0		\$0		\$1,500		\$0		\$0		\$0
TOTAL		\$1,500		\$0		\$1,500		\$0		\$0		\$0
4. FACILITIES												
5. STUDENT ASSISTANCE												
a. Graduate Fee Scholarships		\$22,000		\$22,000		\$22,000		\$22,000		\$22,000		\$22,000
b. Fellowships		\$0		\$0		\$0		\$0		\$0		\$0
TOTAL		\$22,000		\$22,000		\$22,000		\$22,000		\$22,000		\$22,000
SUM OF ALL INCREMENTAL DIRECT COSTS		\$301,500		\$425,000		\$416,500		\$430,000		\$415,000		\$415,000

Table 3
New Program Proposal Summary
Date: August 27, 2010

1. Prepared by Institution: Indiana State University

Institution Location: Terre Haute, IN
Program: Master of Social Work
Proposed CIP Code: 51.1503

	Total Year 1 FY 2011-2012	Total Year 2 FY 2012-2013	Total Year 3 FY 2013-2014	Total Year 4 FY 2014-2015	Total Year 5 FY 2015-2016	Total Year 6 FY 2016-2017
Enrollment Projections (Headcount)						
Full-Time	<u>20</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
Part-Time	<u>0</u>	<u>0</u>	<u>10</u>	<u>20</u>	<u>30</u>	<u>40</u>
TOTAL	<u>20</u>	<u>50</u>	<u>60</u>	<u>70</u>	<u>80</u>	<u>90</u>
Enrollment Projections (FTE)						
Full-Time	<u>20</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
Part-Time	<u>0</u>	<u>0</u>	<u>5</u>	<u>10</u>	<u>15</u>	<u>20</u>
TOTAL	<u>20</u>	<u>50</u>	<u>55</u>	<u>60</u>	<u>65</u>	<u>70</u>
Degree Completion Projections	<u>0</u>	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>	<u>40</u>
New State Funds Requested (Actual)	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
New State Funds Requested (Increases)	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

II. Prepared by CHE

New State Funds to be considered for recommendation (Actual)	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
New State Funds to be considered for recommendation (Increases)	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>

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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 600	Psychopathology in SW	3
	SOWK 501	Human Behavior/Environment	3	SOWK 505	Human Behavior/Environment	3	SOWK 603	Social Work Practice – Groups	3
	SOWK 502	Social Welfare Policy	3	SOWK 506	Social Work Practice II	3	SOWK 605	*Field Practicum	3
	SOWK 503	Social Work Practice I	3	SOWK 507	Social Work Research & EBP	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 5xx	Elective	3
	SOWK 608	Advanced Research I	2	SOWK 5xx	Elective	3	SOWK 620	Culminating Project	1
	SOWK 610	*Clinical Field Practicum I	4						

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

MSW = 60 Credit Hours (including 9 credit hours [3 classes] of electives)

*Field Classes (SOWK 605, SOWK 610, SOWK 615) each have a \$300.00 field fee

Mental Health & Addiction (directed electives)		Health (directed electives)	
SOWK 550	Social Work & Addiction, &	SOWK 553	Social Work & Health, &
SOWK 551 Rural Social Work Practice, &			
SOWK 552	Families/Couples Therapy, or	SOWK 554	Palliative & End of Life Care (Interdisciplinary), or
SOWK 555 Specialty Practice Social Work			

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	3	SOWK 505	Human Behavior/Environment	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 600	Psychopathology in SW	3
	SOWK 503	Social Work Practice I	3	SOWK 507	Social Work Research & EBP	3	SOWK 603	Social Work Practice – Group	3

Year 3	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 5xx	Elective	3	SOWK 605	*Field Practicum	3
	SOWK 607	Advanced Policy	3	SOWK 5xx	Elective	3	SOWK 5xx	Elective	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 9 credit hours [3 classes] of electives)

*Field Classes (SOWK 605, SOWK 610, SOWK 615) each have a \$300.00 field fee

Mental Health & Addiction (directed electives)		Health (directed electives)	
SOWK 550	Social Work & Addiction, &	SOWK 553	Social Work & Health, &
SOWK 551 Rural Social Work Practice, &			
SOWK 552	Families/Couples Therapy, or	SOWK 554	(Interdisciplinary), or
SOWK 555 Specialty Practice Social Work			

Indiana State University MSW Program Outcomes and Competencies

Educational Policy	Program Outcome	Competency
EP 2.1.1	Identify as a professional social worker and conduct oneself accordingly	Verbalize knowledge of the profession's history
		Demonstrate a commitment to enhancing the profession
		Conduct self as a professional social worker
		Identify a commitment to career-long learning and growth
		Advocates for client access to the services of social work
		Practices personal reflection and self-correction to assure continual professional development
		Attends to professional roles and boundaries
		Demonstrates professional demeanor in behavior
		Demonstrates professional demeanor in appearance
		Demonstrates professional demeanor in communication
		EP 2.1.2
Demonstrates knowledge of, and abides by, the ethical standards of the profession		
Demonstrates knowledge, and abides by, laws relevant to social work		
Recognizes and manages personal values in a way that allows professional values to guide practice		
Makes ethical decisions by applying standards of the NASW 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		
Tolerates ambiguity in resolving ethical conflicts		
Applies strategies of ethical reasoning to arrive at principled decisions		

Indiana State University MSW Program Outcomes and Competencies

Educational Policy	Program Outcome	Competency
EP 2.1.3	Apply critical thinking to inform and communicate professional judgments.	Demonstrate knowledge about the principles of logic and scientific inquiry
		Is able to grasp and comprehend what is obscure
		Is skilled in using critical thinking augmented by creativity and curiosity
		Analyzes complex material
		Appraises and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom
		Is skilled at analyzing models of assessment, prevention, intervention, and evaluation
		Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues
		Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues
EP 2.1.4	Engage diversity and difference in practice.	Is knowledgeable and respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation
		Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
		Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
		Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences
		Views self as a learner and engages people with whom one works as informants

Indiana State University MSW Program Outcomes and Competencies

Educational Policy	Program Outcome	Competency
EP 2.1.5	Advance human rights and social and economic justice.	Understands the forms and mechanisms of oppression and discrimination
		Advocates for human rights and social and economic justice
		Engages in practices that advance social and economic justice
EP 2.1.6	Engage in research-informed practice and practice-informed research.	Uses practice experience to inform research
		Uses research evidence to inform practice.
EP 2.1.7	Apply knowledge of human behavior and the social environment.	Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation
		Critique and apply knowledge to understand person and environment
EP 2.1.8	Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	Analyzes, formulates, and advocates for policies that advance social well-being
		Collaborates with colleagues and clients for effective policy action
EP 2.1.9	Respond to contexts that shape practice.	Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
		Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
EP 2.1.10 (a)	Engage with individuals, families, groups, organizations, and communities.	Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities
		Uses empathy and other interpersonal skills
		Develops a mutually agreed-on focus of work and desired outcomes

Indiana State University MSW Program Outcomes and Competencies

Educational Policy	Program Outcome	Competency
EP 2.1.10 (b)	Assess individuals, families, groups, organizations, and communities.	Collects, organizes, and interprets client data
		Assesses client strengths and limitations
		Develops mutually agreed-on interventions goals and objectives
		Selects appropriate intervention strategies
EP 2.1.10 (c)	Intervene with individuals, families, groups, organizations, and communities.	Initiates actions to achieve organizational goals
		Implements prevention interventions that enhance client capacities
		Helps clients resolve problems
		Negotiates, mediates, and advocates for clients
		Facilitates transitions and endings
EP 2.1.10 (d)	Evaluate individuals, families, groups, organizations, and communities.	Critically analyzes, monitors, and evaluates interventions

Council on Social Work Education

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.²

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1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

¹ These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

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.*

1.0.2 *The program identifies its goals and demonstrates how they are derived from the program's mission.* ³

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

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 decision-making. 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 Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- 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.

²National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

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 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 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.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They 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.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

- B2.0.1** *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*
- B2.0.2** *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*
- B2.0.3** *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*
- B2.0.4** *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*
- B2.0.5** *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

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).*
- M2.0.2** *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*
- M2.0.3** *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP 2.2.*
- 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].*
- 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).*
- M2.0.6** *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

⁴Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

- 2.1.1** *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*
- B2.1.2** *Provides generalist practice opportunities for students to demonstrate the core competencies.*
- M2.1.2** *Provides advanced practice opportunities for students to demonstrate the program's competencies.*
- 2.1.3** *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*
- 2.1.4** *Admits only those students who have met the program's specified criteria for field education.*
- 2.1.5** *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*
- 2.1.6** *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*
- 2.1.7** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*
- 2.1.8** *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

⁵ Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

- 3.1.1** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*
- 3.1.2** *The program describes how its learning environment models affirmation and respect for diversity and difference.*
- 3.1.3** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

- B3.2.1** *The program identifies the criteria it uses for admission.*
- M3.2.1** *The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.*
- 3.2.2** *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*
- M3.2.3** *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*
- 3.2.4** *The program describes its policies and procedures concerning the transfer of credits.*
- 3.2.5** *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

Advisement, retention, and termination

- 3.2.6** *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*
- 3.2.7** *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*
- 3.2.8** *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Student participation

- 3.2.9** *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*
- 3.2.10** *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

- 3.3.1.1** *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*
- 3.3.1.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*
- B3.3.3** *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*
- 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.*
- 3.3.4** *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

- 3.3.5** *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*
- 3.3.6** *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

- 3.4.1** *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*
- 3.4.2** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*
- 3.4.3** *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*
- 3.4.4** *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*
 - B3.4.4(a)** *The program describes the BSW 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 with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*
 - B3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
 - B3.4.4(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 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*
 - 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.*
 - M3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
 - 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.*

- 3.4.5** *The program identifies the field education director.*
- 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.*
- 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 postbaccalaureate or postmaster's social work degree practice experience.*
- B3.4.5(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 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*
- 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.*

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

- 3.5.1** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*
- 3.5.2** *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*
- 3.5.3** *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*
- 3.5.4** *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*
- 3.5.5** *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*
- 3.5.6** *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

- 4.0.1** *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*
- 4.0.2** *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*
- 4.0.3** *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*
- 4.0.4** *The program describes how it makes its constituencies aware of its assessment outcomes.*
- 4.0.5** *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

Indiana Professional Licensing Agency (IPLA)

Licensed Clinical Social Worker (LCSW) Required content areas:

- Psychopathology
- Clinical practice with diverse populations
- Clinical theory and practice
- Family practice
- Group practice
- Human Behavior in the Social Environment
- Practice evaluation (research)

Per the LCSW application at <http://www.in.gov/pla/files/50325.pdf>

IC 25-23.6-5-3.1

Graduate program providing clinical experience

Sec. 3.1. (a) Except as provided in subsection (b), a graduate program is considered to have emphasized direct clinical patient or clinic health care services if the graduate program meets the following requirements:

(1) Required coursework in clinical social work and related areas such as psychiatric social work, medical social work, social case work, case management, psychotherapy, group therapy, and any other coursework accepted by the board.

(2) Required a supervised field placement that was part of the applicant's advanced concentration in direct practice, during which the applicant provided clinical services directly to clients.

(3) Required completion of twenty-four (24) semester hours or thirty-seven (37) quarter hours of clinically oriented services courses in the theory and research of human behavior and social environment and practice methods. However, if the graduate degree was obtained before October 1, 1990, and the applicant submitted an application under section 3 of this chapter (before its repeal) before July 1, 1999, twenty-one (21) semester hours or thirty-one (31) quarter hours in clinically oriented services are required. Not more than six (6) semester hours or nine (9) quarter hours of the clinically oriented services courses may be from independent study coursework.

If the applicant's transcript does not clearly identify the content of the coursework, the applicant shall submit a syllabus, a course catalog description, or other documentation that describes the coursework.

(b) An applicant who graduated from a graduate program that did not emphasize direct patient or client services may complete the clinical curriculum requirement by returning to a graduate program allowed under section 2(1)(B) of this chapter to complete the education requirements.

(c) Coursework that was taken at a baccalaureate level does not meet the requirements under this section unless an official of the graduate program certifies that the specific course, which a student enrolled in the same graduate program was ordinarily required to complete at the graduate level, was waived or exempted based on completion of a similar course at the baccalaureate level.

As added by P.L.147-1997, SEC.49.

Web address: <http://www.in.gov/legislative/ic/code/title25/ar23.6/ch5.html>

Indiana State University
College of Nursing, Health, and Human Services
Master of Social Work Program
Faculty Qualification Information

<p>Name: Robyn Lugar</p>	<p>Office Phone: 812-237-3428 Email: Robyn.Lugar@indstate.edu</p>
<p>Degrees / School: MSW /Indiana University (May 1981) BSW/Indiana State University (May 1978)</p>	<p>Research Interest: International social work attitudes and characteristics; friendship and gender in Russia and the U.S.</p>
<p>Professional Activities: Co-Coordinator of conferences: hate crimes; Social Work with Tambov State University Department of Social Work. Coordinated exchange programs for social work students (Russia and Morocco). Member of United Way Allocation Panel. Helped Tambov State University (Tambov, Russia) and Hassan II University (Mohammedia, Morocco) develop social work programs. Appointed to the 2003 Commission on Abused and Neglected Children by the State of Indiana Office of the Governor, which completed its report (August 2004). Coordinated Tambov, Russia delegation (2002) which led to Sister City relations between Tambov and Terre Haute.</p>	
<p>Sample Publications: Sheets, V., & Lugar, R. (2005). Friendship & gender in Russia and the United States. <i>Sex Roles</i>, 52(1-2), 131-140. Sheets, V., & Lugar, R. (2005). Sources of conflict between friends in Russia and the United States. <i>Cross-Cultural Research</i>, 39, 380-398. Diachek, T. P., Lugar, R. R., Shadsky, O. G., & Weber, P. C. (2005). Long distance course for future social workers: Collaboration between a Russian and American university. <i>Effective Technologies in Professional Education</i>, 1, 337-345. Diachek, T. P., Lugar, R. R., & Kurin, A. U. (2004). Experiences of the development of a long distance course (International Social Work: Russia and U.S.A.). <i>Theory and Practice in Education: History and Present</i>, 13, 62-66. Presentations at Social Work Conferences (Tambov, Russia & Hassan II University, Morocco): Social Work Practice, Values and Ethics; The Organization of the Field Practicum in the BSW Program; Social Work Structure in the United States, Description of the Social Work Structure of Social Work Education in the U.S.</p>	
<p>Relevant teaching experience: social work research, professional seminar, introduction to the fields of social welfare, social work learning community, history of social welfare & social work. Chairperson of Sociology and Social Work Department (BSW Program), St. Mary-of-the-Woods College</p>	<p>Clinical Practice: None currently. Past: hospital and nursing home social work; mental health; family services</p>

Indiana State University
College of Nursing, Health, and Human Services
Master of Social Work Program
Faculty Qualification Information

Name: Rhonda Vickery Impink	Office Phone: 812-237-3003 Email: Rhonda.Impink@indstate.edu
Degrees / School: 1990 – Ph.D. : University of Texas-Arlington (Social Work Administration Program) 1980 – MSW: University of Wisconsin-Milwaukee (Concentration - Administration) 1972 – BA: Kutztown University (Major - Social Welfare)	Research Interest: <ul style="list-style-type: none"> • Social Services Collaboration • Diversity Issues • Leadership • Spirituality and Social Work • International Social Work • Historical Development of Social Work Profession
Professional Activities: <ul style="list-style-type: none"> • National Association of Social Workers (NASW), Indiana Chapter, Legislation Education and Advocacy Day Planning Committee • Influencing Public Policy (Social Work Educator’s Association) and Social Work Action Alliance • Prevent Child Abuse local chapter • Wabash Valley Homelessness Coalition 	
Presentations: at various conferences related to social work, family violence, leadership development for social workers, and social and economic justice including NASW- IN, Indiana Association of Social Work Educators, and Council on Social Work Education conferences. International conference presentations in Tambov, Russia; Mohammedia, Morrocco; Keele, England. Publications: Richmond Journal of Law and Public Interest; the Industrial Geographer; Social Policy Journal, and international conference proceedings.	
Relevant teaching experience: Social Policy; Ethno-Cultural; Culture and Diversity; Human Behavior in the Social Environment: Macro Practice; Generalist Social Work Practice III; Family and Child Welfare; Social Welfare History; and Special Topics – Planning a Poverty Simulation Project.	Clinical Practice: None

Indiana State University
College of Nursing, Health, and Human Services
Master of Social Work Program
Faculty Qualification Information

<p>Name: Jennifer Todd, MSW LCSW Title IV-E Instructor</p>	<p>Office Phone: 812-237-8948 Email: Jennifer.Todd@indstate.edu</p>
<p>Degrees / School: MSW Master of Social Work University of Cincinnati, Cincinnati, OH BSW Bachelor of Social Work Indiana State University, Terre Haute, IN</p>	<p>Research Interest: Rural Social Work</p>
<p>Professional Activities:</p> <ol style="list-style-type: none"> 1. Member of the National Association of Social Workers Indiana Chapter 2. Provided social work clinical licensure supervision for 3 area social workers 2008-2010 	
<p>Presentations and Publications:</p> <p>Family Violence, Presenter; provided to Americorps, Terre Haute, Indiana (March, 2010)</p> <p>Ethics and Boundaries, Presenter; provided to Continuity of Care Organization, Terre Haute, Indiana (March, 2008; March, 2009; & March 2010)</p> <p>Social Work and Rural Health in the Home Care and Hospice Settings, Co-Presenter; provided to National Association of Social Workers, Indiana Chapter Annual Conference, Indianapolis, Indiana (October, 2009)</p> <p>Children and Grief, Co-Presenter; provided as part of IARCCA conference, Indianapolis, Indiana (September 2006 & September 2007)</p> <p>End of Life Care: Physical, Psychological and Spiritual Issues, Co-Presenter, provided as part of Indiana State University conference (March 2005)</p>	
<p>Relevant teaching experience: Social Work Undergraduate Courses: Introduction to Social Welfare, Family & Child Welfare (on campus and distance education), Human Development in the Social Environment, Child Abuse & Neglect, Generalist Social Work Practice, BSW Child Welfare Scholars Course</p> <p>Converted two on campus courses to distance education courses.</p>	<p>Clinical Practice:</p> <p>Provide psychotherapy services for two area long term care facilities.</p>

Indiana State University
College of Nursing, Health, and Human Services
Master of Social Work Program
Faculty Qualification Information

<p>Name: Peggy C. Weber Acting Chairperson Associate Professor Field Coordinator</p>	<p>Office Phone: 812-237-8786 Email: Peggy.Weber@indstate.edu</p>
<p>Degrees / School: PhD Social Work University of Utah, Salt Lake City, UT MSW Social Work Indiana University, Indianapolis, IN MS Gerontology Indiana State University, Terre Haute, IN BS Social Work St. Mary-of-the-Woods College, St. Mary-of-the-Woods, IN</p>	<p>Research Interest: Health care Family issues Human – Animal Bond Practice issues</p>
<p>Professional Activities:</p> <ol style="list-style-type: none"> 1. National Association of Social Workers 2. National Association of Social Workers, Indiana Chapter, Board member (Treasurer) 3. National Association of Social Workers, Indiana Chapter, Region 8 Steering Committee 4. International Federation of Social Workers 5. Indiana State University Department of Social Work Professional Advisory Committee 6. Phi Alpha Honor Society, Mu Tau Chapter, Indiana State University 7. Academy of Certified Social Workers 8. Council on Social Work Education member 	
<p>Presentations and Publications</p> <ul style="list-style-type: none"> • Field Instructors/Task supervisor Workshops – twice per year • “Working from a strengths perspective” 2009, CARS, Greencastle, IN • Family assessment form – copyrighted • Weber, P. C. (2005). The effect of therapeutic horseback on self-esteem of children with a disability (doctoral dissertation, University of Utah, 2005). <i>Dissertation Abstracts International</i>, A 66/05, 1962. (AAT No. 3176972) • Weber, P., & Lugar, R. (2004). Home health care policy and recommendations for change: A social work perspective. <i>The Social Policy Journal</i>, 3(2), 5-18. 	
<p>Relevant teaching experience: Graduate: Graduate Thesis committee member; Undergraduate: social work practice, field practica, theory, introductory courses; gender issues course; women’s external degree courses; chairperson of all undergraduate research studies</p>	<p>Clinical Practice: (since 1987): Clinical Social Worker (currently); Medical Social Worker; Hospice Social Worker; Nephrology Social Worker; Home Health Social Worker; Consultant</p>



DEPARTMENT OF VETERANS AFFAIRS

**Richard L. Roudebush
VA Medical Center
1481 West 10th Street
Indianapolis IN 46202**

In Reply Refer To:

Peggy C. Weber, Ph.D., ACSW, LCSW
Department of Social Work, Indiana State University
218 N. 6th St., Erickson Hall
Terre Haute, IN 47809

Dear Dr. Weber,

On behalf of the Richard L. Roudebush VA Medical Center in Indianapolis, IN, I wholly support your efforts to develop a Master of Social Work (MSW) Program at Indiana State University.

As the Chief of Social Work at the Medical Center, I oversee and coordinate the recruitment of Master-prepared social workers for employment in various fields of practice with Veterans. In the past several years, the Medical Center has hired close to forty (40) MSWs, with our social work workforce now numbering eighty-four (84) MSWs.

While recruitment in Indianapolis is generally non-problematic, recruitment in the Terre Haute area has proven challenging. The lack of qualified, experienced Master-degreed social workers in that region resulted in significant hiring delays for two positions. One eventual hire commutes a significant distance to his position in Terre Haute.

With an emphasis on expanding its presence in rural areas, the Veterans Health Administration (VHA) will likely seek to expand health and mental health services in areas such as Terre Haute, where we have an existing Community Based Outpatient Clinic. Social workers will play a critical role in such expansion efforts. While I cannot specifically quantify the growth of social work positions due to an excess of variables affecting such decisions, social workers in VHA function as integrated team members in the Patient-Centered Medical Home initiative and lead efforts in readjustment counseling and care management for Veterans of the Iraq and Afghanistan wars, in expanded mental health treatment and suicide prevention, and in the elimination of homelessness among Veterans.

Additionally, to best serve our Veterans, a diverse social work workforce is optimal. Indiana State University's reputation for diverse student enrollment will likely carryover into admissions into an MSW Program. Improved diversity among MSW graduates will enhance our opportunities for diverse staffing.

In sum, please consider this letter an unequivocal endorsement of your efforts to initiate a MSW Program at Indiana State University.

Respectfully,

A handwritten signature in black ink that reads "Matt Greenlee, MSW, LCSW".

Matt Greenlee, MSW, LCSW
Chief, Social Work Service
Richard L. Roudebush VA Medical Center

FRIENDS OF FAMILIES, INC.
103 S. Fruitridge Ave.
Terre Haute, IN. 47803
(812) 234-4701 Fax (812) 242-1741

August 18, 2010

Dr. Peggy C. Weber
Indiana State University
Department of Social Work
218 N. 6th St; Erickson Hall Rm. 535
Terre Haute, IN 47809

Dear Dr. Weber,

This letter is in support for Indiana State University Department of Social Work developing a Master of Social Work (MSW) program. Friends of Families, Inc. is a community based nonprofit organization serving the needs of families with addiction issues. We link families up to services and providers in Vigo and surrounding counties to help meet their needs.

Friends of Families employs social workers and also works with social workers in the local community. There is an insufficient number of MSW's in the community, especially those trained in addiction services. We have families who are placed on waiting lists or go without services due to the lack of trained providers.

Friends of Families has received funding from Access to Recovery. Indiana is one of a few states with Access to Recovery services. Access to Recovery provides a coordinated array of services around the recovering person. There is, and will continue to be, a need for addictions services. The MSW program at Indiana State University would fill a need for the local community.

Friends of Families strongly supports the development of a MSW degree from Indiana State University.

Sincerely,



Nyala Bolen
Executive Director
Friends of Families, Inc.



August 11, 2010

Peggy Weber, PhD, LCSW
Indiana State University
Department of Social Work
EH535
Terre Haute, IN 47809

Dear Dr. Weber:

We are pleased to write a letter of support of the development of a Masters in Social Work (MSW) degree at Indiana State University. Hamilton Center, Inc. (HCI) is a not for profit community mental health center located in the south central part of Indiana. We provide a wide range of behavioral health care services in ten counties, from the Indiana-Illinois border to, and including, the city of Indianapolis. We have an average staff of 650. Our services range from ten outpatient satellite offices to a sixteen bed inpatient unit. We have five, ten bed supervised group homes and a fifteen bed sub acute unit. We are one of two community mental health centers in Indiana to have an active department for the developmentally disabled adult population. We provide employment services for those with disabilities. Our child and adolescent program serves children from birth to eighteen years of age. Our chemical addictions program works closely with the legal system. We are proud of our relationships with the community and community agencies such as the Light House Mission, St. Ann's Clinic, Mental Health of America, FSSA, Community Corrections and other legal entities, the school systems, and Ryves Hall Youth Center to name a few. Our staff consists of psychiatrists, psychologists, social workers, nurses and teachers, counselors, case managers and direct service technicians. HCI is the largest community mental health center in Indiana.

Terre Haute and the surround area, although beautiful to some and home to many, is not an area that entices persons of many and varied professional interests to migrate. When professionals move to the area, they frequently obtain their licenses, certifications and registrations and then leave the area for advancement elsewhere. We are continually in the process of advertising for positions. Those persons who do not leave are those individuals who are in some way related to the area.

We use the philosophy of "growing our own" when it comes to looking to the future and filling the professional vacancies that we know will occur. Currently, we are in need of nurse practitioners with a specialty in mental health. We are financially supporting several of our nurses to obtain this specialization from Stony Brook in New York because we cannot find enough psychiatrists.

It is no different with social workers. There are two MSW programs in Indiana and one in Champaign, Illinois that are within 1 ½ to 2 ¼ hour drives. Indiana University Purdue

University at Indianapolis (IUPUI), the University of Southern Indiana (USI) and the University of Illinois at Champaign (U of I) all offer the Master in Social Work degree. There is nothing in our immediate region. It is extremely difficult, if not impossible, for a staff member to work full time and drive 2 hours, one way, to attend class.


Simply stated, we need Master level social workers who want to serve our community. We need Master level social workers to work with children and adolescents, the chemically addicted, and the seriously and persistently mentally ill. We need MSW's to work in our rural counties where they may be the only MSW in the entire county. We need them in our schools, providing services in our jails, working with the poor and disenfranchised. We need MSW's who are interested in rural America who want to engage in local politics, immerse themselves in their communities, organize and work to make our part of Indiana an even better place to live. We have people interested in social work; we need the program located here in our community to teach these individuals so they can remain in their home communities and work to better the lives of those in need.

It goes without saying that we generally always have an opening for an MSW, more specifically, a licensed clinical social worker who wants to remain in our area or make this part of Indiana their home. When a social worker leaves our employ it frequently takes weeks, if not months to fill the position. Then, it takes several weeks, if not more, to orient them to the clientele, agency and community. The fiscal cost is immense. The longer a position remains vacant, the longer the clients must wait to be seen and the higher the overall cost to provide services.

We need MSW's who want to work in the field of mental health and addictions in rural areas. We strongly support having an MSW program at Indiana State University and will support those efforts however possible. If it would help, we would be pleased to meet to discuss this possibility and our need for MSW's in our community.

Respectfully,


Galen Goode, CEO


Cynthia Sartor, PhD, LCSW
Executive Director: CSS



Mitchell E. Daniels, Jr., Governor
James W. Payne, Director

Indiana Department of Child Services
Vigo County Office
30 North 8th Street
Terre Haute, Indiana 47807-3106

812-234-0100
FAX: 812-234-1802

www.in.gov/dcs

Child Support Hotline: 800-840-8757
Child Abuse and Neglect Hotline: 800-800-5556

August 13, 2010

To Whom It May Concern:

Region 8 Department of Child Services is in support of the establishment of an MSW program at Indiana State University. There has long been a need for such a program. Region 8 has FCMs who would like to earn an MSW; but are unable or unwilling due to family and work commitments, to commute to programs offered elsewhere. Providing a program that could be done on a part time as well as a full time basis would be of great benefit.

Department of Child Services staff would have the opportunity to earn a degree and the Department of Child Services would have the opportunity to hire MSWs from a program with emphasis on rural, mental health and medical populations; enriching our staff and diversifying our knowledge base to benefit those whom we serve.

Dr. Weber's leadership further earns our support as she has been a welcome and active participant in partnerships with the Department of Child Services. She has done an excellent job with the Department of Child Services BSW internship program. It has been a pleasure to work and partner with her and we look ahead to a new partnership with the Indiana State University MSW program.

If you have need of further information, do not hesitate to contact us.

David Uberto
Department of Child Services
Regional Manager Region 8
30 N. 8th Street
Terre Haute, IN 47807

Pamela M. Connelly
Department of Child Services
Local Office Director – Vigo County
30 N. 8th Street
Terre Haute, IN 47807
812-244-2000



Protecting our children, families and future



Peggy C. Weber, Ph.D., ACSW, LCSW
Indiana State University
Department of Social Work
Erickson Hall, Room 535
218 N. 6th Street
Terre Haute IN 47809

Dear Dr. Weber:

On behalf National Association of Social Workers (NASW), I am excited to support a Masters of Social Work Program at Indiana State University. Indiana is a rural state, it can be challenging for many students to obtain an MSW Degree with a rural focus.

Today, those seeking graduate degrees depend on quality, convenience, and this program will impact positively on quality education in rural Indiana. Education utilizing evidence-based practices and the most up-to-date information, theory, tools related to the social work field is critical to our state. This program can meet the objective of future rural social workers who will be providing more effective services to clients in rural communities; insuring that they are receiving the necessary care regardless of where they live.

NASW can see the program as an integrative approach to social work students and BSWs working in the field seeking a graduate degree. The citizens of Indiana will benefit from having trained social workers with a rural focus as will their family members and caregivers.

Thank you for your efforts to serve the Indiana community.

Sincerely,

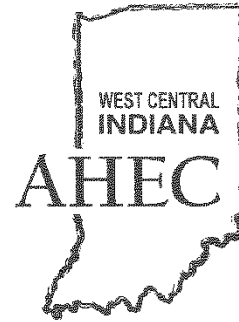
A handwritten signature in cursive script that reads "Josephine Hughes".

Josephine Hughes, MSW, LCSW
Executive Director

West Central Indiana Area Health Education Center

Louise A. Anderson, M.S.N., R.N., Director
Landsbaum Center for Health Education
1433 North 6½ Street
Terre Haute, Indiana 47807-1037

812-237-4365
812-237-9688
812-237-2926 (fax)



August 12, 2010

Peggy C. Weber, Ph.D., ACSW, LCSW
Indiana State University, Department of Social Work
Erickson Hall, Room 535, 218 N. 6th Street
Terre Haute IN 47809

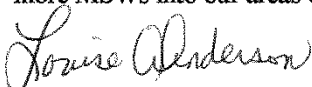
Dear Dr. Weber,

West Central Indiana Area Health Education Center (WCI-AHEC) fully supports your application for a Masters Degree in Social Work (MSW) at Indiana State University (ISU). While AHEC itself is not likely to employ a MSW in the near future, the findings published in *West Central Indiana-Area Health Education Center Health Professions Workforce Needs Assessment Report, December 2009*, show the need for MSWs. From page 41, *the secondary data, the Summit, and the interviews all suggested a need for more social workers existed. There were frequent comments during the interviews about the importance of this group of employees. Difficulty in hiring master's prepared social workers occurred most frequently in the rural areas. It was felt that there were a sufficient number of social workers with bachelor's degrees.*

In addition to the findings specific to the MSW, page 40 of the report reveals a shortage of mental health professionals. *Data suggested that a shortage in the number of mental health professionals existed in the WCI-AHEC region. Additionally, relatively strong support came from the Summit participants and the interviews that this was an important shortage area.*

Summit participants and key informants for the above study came from the 11 counties in the WCI-AHEC region—a highly rural area with three federally designated mental health professions shortage areas. In addition to the shortage areas, feedback from rural primary providers indicates the need for more mental health services especially in the areas of post traumatic stress disorder and alcohol/drug abuse.

WCI-AHEC is ready to assist the program with clinical placements and other service as needed to bring more MSWs into our areas of need. Thank you.


Louise A. Anderson, Director

Serving 11 West Central Indiana Counties:
Clay, Fountain, Greene, Montgomery, Owen, Parke, Putnam, Sullivan, Vermillion, Vigo, and Warren

visit our Web site at www.indstate.edu/wciahec

Dianna Cooper-Bolinskey, MSW, ACSW, LCSW
30 Allendale
Terre Haute, IN 47802
August 13, 2010

Peggy Weber, PhD, ACSW, LCSW
ISU Department of Social Work
218 N 6th Street, Erickson Hall
Terre Haute, IN 47809

Dear Dr. Weber:

I would like to thank you for the opportunity to serve on the advisory council of the ISU Department of Social Work as you consider development of an MSW program; furthermore, I appreciate the opportunity to share my thoughts with you in writing about developing this program.

There are 3 relevant points of history to share that offer an understanding of my perspective. First, I came to Terre Haute in 2004 from Virginia, where I earned my MSW, and found The Department to be especially helpful in educating me about opportunities and limitations of such in this area. As an established professional, I found it difficult to secure employment due to underpaid positions, lack of available positions, and lack of communication and marketing for MSW/LCSW jobs. Since that time, The Department has been a leader in establishing more effective communication via sharing open positions within the community, establishing a listserv to support community need and helping to fill those social needs with resources, and helping employers to understand the benefits of utilizing social workers in positions that are not traditionally filled with social workers. The Department serves an active role in our community and serves as a leader in identifying and filling social needs, thus, helping to strengthen resources and opportunities in our community.

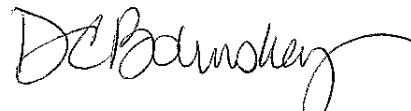
My second perspective is as an educator through the University of Southern Indiana. I accepted a part time position with USI in 2005, serving as the local program coordinator and adjunct faculty. This position recently ended as USI decided to direct funds toward a different focus, primarily enhancement of international social work and development of an administrative track of MSW. USI's Terre Haute program offered a hybrid model of the MSW program regionally, producing 30 MSWs. Courses were structured primarily online, through Blackboard, with classroom sessions numbering between three and five each semester on Saturdays. Students in this program were required to live within the 'region' of Terre Haute, though proximity ranged as far West as Olney, IL, to the East at Nashville, TN, with Rockville, IN being the most Northerly point, and Jasper, IN being Southernmost. Nearly all of these graduates have advanced in employment to MSW appropriate positions. Likewise, nearly all of these students have stated that they could not have completed their MSW in a traditional 2 year track, full time program due to inability to leave work, family, and home communities to attend college. That said, I believe that with the cessation of this program, there is an unmet need for this population

in this area. There has been continued inquiry about this program, with little option for the population that the program was designed to serve. Successful advancement of these graduates into MSW appropriate positions would indicate community need and availability of employment opportunities.

Finally, I am employed full time as a mental health provider through the local Veterans Administration clinic. The population of veterans served is very rural, often struggling to get to appointments even though we offer 'travel pay' to the clinic from their home. The homeless population is of major concern, and issues such as limited food pantries, shelters, heating and cooling assistance, access to emergency services, logistics and transportation, and simple isolation often overwhelm clients to the point of inability to overcome obstacles to meet basic needs. There are clients that cannot access home health care to accommodate medical needs, self medicate with substances, and live in substandard housing. Understanding the rural population and unique combinations of needs is vastly understated, thus, highlighting my appreciation for consideration of focus of this program toward Rural Social Work.

Please feel free to contact me, should you wish, for further discussion of these issues. I strongly believe in the MSW degree, and based on my perspective see need for it in this community from the perspectives noted above. Thank you for considering this venture, and for your dedication to not only the community, but to the small population of MSWs in this community.

Regards,



Dianna Cooper-Bolinskey, MSW, ACSW, LCSW