

UNDERGRADUATE STUDENT HANDBOOK

School of Social Work College of Education & Human Services

SOUTHERN ILLINOIS UNIVERSITY



**Social
Workers
Make
A
Difference!**

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MISSION OF THE SOCIAL WORK PROGRAM

The central mission of the School of Social Work at Southern Illinois University Carbondale is the educational preparation of professional social workers in compliance with CSWE Educational Policy and Accreditation Standards (EPAS) who are capable of delivering social services to meet the human service needs within state, nation, international, and global contexts, with a special focus on rural areas. The organizing principle of the School of Social Work is the enhancement of the quality of life for individuals, families, groups, organizations, and communities, especially for poor and oppressed populations, through the promotion of social and economic justice and human rights. Student learning is based on theories and knowledge and the acquisition of professional values, ethics, and skills, which are necessary for competent social work practice. Special emphasis is given to evidence-based and strength-based practice, especially as it relates to issues of culture and diversity.

BACCALAUREATE SOCIAL WORK PROGRAM

The mission of the Baccalaureate Program is the Preparation of professionals with generalist practice skills and knowledge that enable them to engage in ethical, responsible, and self-critical, social work practices in public and private social service systems.

ACCREDITATION

The School of Social Work offers a baccalaureate program leading to the Bachelor of Science degree. The BSSW program is fully accredited by the Council on Social Work Education (CSWE). For more information, write or phone:

CSWE Accreditation
1701 Duke Street, Suite 200
Alexandria, Virginia 22314-3457
(703) 683-8080 – Fax (703) 683-8099
Website: <http://www.cswe.org/>
Email: info@cswe.org

WELCOME FROM THE DIRECTOR OF THE SCHOOL OF SOCIAL WORK

We are pleased that you are interested in pursuing a career in social work at Southern Illinois University at Carbondale. Our program is dedicated to the principle that professional social workers should strive to help improve the lives of individuals through the enhancement of families, groups, and communities. We believe that social workers have a responsibility to promote social justice and opportunity, especially for oppressed and disadvantaged populations.

The graduates of the baccalaureate level program are prepared for generalist practice with skills and knowledge founded on family and community-based practice models derived from social systems theory. While our graduates are the primary staffing resource in social services in the region, they also provide services in the state, nation, and in other countries.

You will find that our faculty has extensive experience as social work practitioners, educators, consultants, agency administrators, and researchers. They are committed to meeting the educational needs of our students in a nurturing environment that promotes personal and professional development.

The School provides leadership in Illinois and the rest of the Lower Mississippi River Delta region in promoting social services in rural settings. This is done in partnership with other universities located in the Delta and with state and regional public and private social service agencies. The School has a particular interest in enhancing services for children and families throughout the region. The School's undergraduate and graduate social work degree programs are fully accredited by the Council on Social Work Education.

We look forward to having you as a student in our program. We know that you will find it to be a challenging and inspiring experience that will prepare you for a rewarding career in social work.

THE NASW CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the *NASW Code of Ethics*," provides an overview of the *Code's* main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

The following guidelines are a **Summary of Major Principles** of the NASW code of ethics. A student in the social work department is expected to be led by these principles:

- I. **THE SOCIAL WORKER'S CONDUCT AND COMPORTMENT AS A SOCIAL WORKER**
 - a. **Propriety** – The social worker should maintain high standards of personal conduct in the capacity or identity as social worker.
 - b. **Competence & Professional Development** – The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.
 - c. **Service** – The social worker should regard as primary the service obligation of the social work profession.
 - d. **Integrity** – The social worker should act in accordance with the highest standards of professional integrity.
 - e. **Scholarship & Research** – The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

- II. **THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO CLIENTS**
 - f. **Primacy of Clients' Interests** – The social worker's primary responsibility is to clients.
 - g. **Rights & Prerogatives of Clients** – The social worker should make every effort to foster maximum self-determination on the part of clients.
 - h. **Confidentiality & Privacy** – The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
 - i. **Fees** – When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the client's ability to pay.

- III. **THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO COLLEAGUES**
 - j. **Respect, Fairness, & Courtesy** – The social worker should treat colleagues with respect, courtesy, fairness and good faith.

- k. **Dealing with Colleagues and Clients** – The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.
- IV. **THE SOCIAL WORKER’S ETHICAL RESPONSIBILITY TO EMPLOYERS & EMPLOYING ORGANIZATIONS**
- l. **Commitments to Employing Organizations** – The social worker should adhere to commitments made to employing organizations.
- V. **THE SOCIAL WORKER’S ETHICAL RESPONSIBILITY TO THE SOCIAL WORK PROFESSION**
- m. **Maintaining the Integrity of the Profession** – The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
 - n. **Community Service** – The social worker should assist the profession in making social services available to the general public.
 - o. **Development of Knowledge** – The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.
- VI. **THE SOCIAL WORKER’S ETHICAL RESPONSIBILITY TO SOCIETY**
- p. **Promoting the General Welfare** – The social worker should promote the general welfare of society.

The NASW Code of Ethics is available online at:
<http://www.socialworkers.org/pubs/code/default.asp>

The National Association of Social Workers
750 First Street, NE, Suite 700
Washington, DC 20002-4241
Phone: 202-408-8600

NASW – Illinois Chapter
180 N. Michigan Ave., Suite 400
Chicago, IL 60601-7401
Phone: 312-236-8308 (toll free in Illinois only – 877-9NASWIL)
Fax: 312-236-8410
Website: <http://www.naswil.org/>
Email: office@naswil.org

ADVISEMENT

The social work program at SIUC is accredited by the Council on Social Work Education (CSWE). This means that it has met the high standards of CSWE and prepares students for beginning level careers in the social work field. Toward that end, each social work student, in addition to being advised by the academic advisor, is also advised by a faculty advisor.

The **professional/faculty advisor** is a resource person whom you may consult about issues related to your major and/or your career options. For example, he/she may help you identify career opportunities, discuss issues related to entering a profession or suggest a course that best suits your special interest. Students are strongly encouraged to see their faculty advisor at least once in a semester. Each new student is assigned a faculty advisor at the beginning of their 1st semester in the Social Work program.

The **academic advisor** is a trained advisor who will guide you toward completion of the BSSW requirements. Your advisor will help you monitor your progress toward the fulfillment of the University and the School of Social Work graduation requirements. New freshmen and transfer students, in particular, are strongly encouraged to see their advisor for assistance in adjusting to the University system and/or when they are confused about University rules and procedures. The academic advisor for the School of Social Work is located in Wham 122 and can be reached at 618-453-6340 (appointments are required).

A reminder: Students should make an appointment with the academic advisor during the advanced registration period. Registration for Spring classes generally opens in mid-to-late October; registration for Summer/Fall classes generally opens the end of March or first of April, so, make your appointment with your advisor well before registration opens.

IMPORTANT NOTE:

Please take the time to learn about your graduation requirements. Although the academic advisor is there to guide you, **final responsibility regarding the completion of the University and Social Work Major requirements lies with you, the student.**

ADMISSION AND RETENTION

ADMISSION

Students who are currently enrolled at SIUC or former SIUC students in majors other than social work may request admission to the School of Social Work, provided they have an overall grade point average (G.P.A.) of 2.25 or higher.

Transfer students who have completed fewer than 26 credit hours must meet the admissions requirements of beginning freshmen as well as have an overall G.P.A. of 2.25 (4.0 = A), calculated according to SIUC's grading policies and procedures, from all post-secondary institutions attended.

Transfer students who have completed more than 26 credit hours must have an overall transfer G.P.A. of 2.25 (on a 4.0 scale) to be admitted. Students may transfer at any time, but there are advantages in having completed a baccalaureate oriented associate degree program (AA or AS).

RETENTION

- ✓ Social Work majors **must** maintain a minimum overall G.P.A. of 2.25 (on a 4.0 scale)

- ✓ Students admitted into the program must achieve at least a grade of "C" in SOCW 275 and SOCW 383 courses **and** maintain at least a 2.25 overall G.P.A. (on a 4.0 scale) in each semester to remain in the program.

- ✓ Students **must** have an overall G.P.A. of 2.50 (on a 4.0 scale) in core Social Work courses (SOCW 275, 291, 383, 400A, 400B, 401, 402, 411, & 421) to enroll in the Field Practicum course (SOCW 441 & 442).

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SOUTHERN ILLINOIS UNIVERSITY

SCHOOL OF SOCIAL WORK

BSSW UNDERGRADUATE PROGRAM

The social work curriculum is designed to prepare students for beginning level social work practice. The 120 semester hours of required course work leading to a Bachelor of Science degree are presented in three curricula areas:

- University Core Curriculum Requirements.....39 hrs.
- Electives.....21 hrs.
- Requirements for a Major in Social Work.....60 hrs.
 - Sociology 108, Psychology 102, Economics 113, Political Science 114, and either Plant Biology 115 or Zoology 115
 - Two Liberal Arts Electives – 300/400 level courses in either Anthropology, Philosophy, History, Political Science, Psychology, or Sociology
 - Introductory Statistics course (SOCW 397, PSYC 211, SOC 308, HCM 365, MATH 282, or QUAN 402)
 - Social Work 291
 - Foundations of Social Work – SOCW 275, 400a, 400b, 411, & 421
 - Social Work Practice – SOCW 383, 401, 402, 441, & 442
 - Two Electives in Social Work Policy, Practice, & Issues – SOCW 350abc, 361, 396, 446, 478, 496 (SPED 420 which is required for School Social Work – Type 73), or other pre-approved 300/400 level electives.

Visit us online at: <http://ehs.siu.edu/socialwork/>

Email us at: SocialWorkFrontDesk@siu.edu

SOCIAL WORK Curriculum Guide (2017-2018)

NAME: _____

DAWG TAG: _____

University Core Curriculum (39)

Social Work Requirements (60)

<u>COURSE</u>	<u>SEM</u>	<u>GRADE</u>
Foundation Skills (15)		
ENGL 101 (3) (C min)	_____	_____
ENGL 102 (3) (C min)	_____	_____
MATH 101 (3) or higher	_____	_____
CMST 101 (3)	_____	_____
UCOL 101 (1)	_____	_____

<u>COURSE</u>	<u>SEM</u>	<u>GRADE</u>
Prerequisites (6) plus 9 hrs from the UCC		
ANTH 240A; PLB or ZOOL 115	_____	_____
ECON 113 or 114	_____	_____
POLS 114	_____	_____
PSYC 102	_____	_____
SOC 108	_____	_____

Disciplinary Studies (23)

SOCW Core (39)

Fine Arts (3): Choose 1

SOCW 275 (C Min.) _____

AD 100A, 100B; 101; ARC 314I; CP 101; 354I; ENGL 119; 206A; 307I; FL 200A, 200B, 200C; HIST 201; MUS 103; RT 362I; THEA 101

SOCW 291 (Fall) _____

SOCW 383 (Fall) (C Min.) _____

SOCW 400A (Spring) _____

SOCW 400B (Fall) _____

SOCW 401 (Spring) _____

Human Health (2): Choose 1

SOCW 402 (Fall) _____

BIOL 202; HED 101; HND 101; KIN 101; PHSL 201; REHB 205

SOCW 411 (Fall) _____

SOCW 421 (Spring) _____

Humanities (6): Choose 2 (PHIL 104 or 105 rec.)

Field Practicum:

AD 207A, 207B, 207C; CLAS 230, 270, 271, 315I; CP 358I; EA 102; ENGL 121, 204; FR 101A, 101B; GEOL 329I; GER 101A, 101B; HIST 101A, 101B, 358I; LING 200; MATH 300I; PHIL 102, 103A, 103B, 104, 105, 303I, 307I, 309I

Requires completion of SOCW Core with a min 2.5 Major GPA

SOCW 441 (Field) (Spring) _____

SOCW 442 (Seminar) (Spring) _____

Social Work Electives (6) 300/400 level

SOCW 350A, B, & C; SOCW 361, 396, 446, 478, 496

* SPED 420 (Required for SSW Type 73 Certification)

Other options available but must be prior approved

Science (6): Choose 1 from each group

Liberal Arts Electives (6) 300/400 level

Group 1

Any 300/400 level course from the following areas:

CHEM 106; GEOG 104; 303I, 310I; GEOL 111/112, 121/124, 122/123, 128/129; PHYS 101, 103

Anthropology, History, Philosophy, Political Science, Psychology, or Sociology

Group 2

ANTH 240A; PLB or ZOOL 115

Social Science (6): Choose 2

ECON 113, 114; POLS 114; SOC 108; PSYC 102

General Statistics (3)

SOCW 397 preferred

Other options: PSYC 211, SOC 308, QUAN 402, MATH 282

Integrative Studies (3)

Multicultural (3): Choose 1

AD 227, 267, 307I, 317I; AFR 215, 227, 303I; ANTH 202, 204; CCJ 203; ENGL 205, 212; ENGR 304I; FL 301I; FR 200; HIST 202, 212; KIN 210; LING 201, 320I; MCMA 204; MUS 203, 303I; PHIL 210, 211, 308I; POLS 215, 352I; PSYC 223, 233; SOC 215, 223, 304I; CMST 201, 301I; WGSS 200, 201, 223, 301I, 307I, 320I

Electives / Minors (21)

SUGGESTED SEQUENCE GUIDE: FRESHMAN AND SOPHOMORE YEARS

FRESHMAN YEAR

FALL			
ENGL 101	English Composition I		3
MATH 101	Contemporary Mathematics		3
SOC 108	Introduction to Sociology – Social Science *		3
UCOL 101	Foundations of Inquiry		1
XXX	Core Humanities		3
XXX	Core Human Health		2
		Total	<u>15</u>

SPRING			
ENGL 102	English Composition II		3
CMST 101	Intro to Oral Communication		3
PSYC 102	Introduction to Psychology – Social Science *		3
XXX	Science: Group 1 (Physical Science)		3
XXX	Core Humanities		3
		Total	<u>15</u>

SOPHOMORE YEAR

FALL			
PLB or ZOOL 115	General Biology – Science Group II *		3
POLS 114	Intro to American Gov. & Politics – Social Sciences *		3
XXX	Core Integrative: Multicultural		3
XXX	Core Fine Arts		3
XXX	Elective		3
		Total	<u>15</u>

SPRING			
ECON 113/114	Economics of Contemp. Soc. Issues – Social Science *		3
XXX	Elective		3
XXX	Elective		3
XXX	Elective		3
XXX	Elective		3
		Total	<u>15</u>

* Required for Social Work major.

SUGGESTED SEQUENCE GUIDE: JUNIOR AND SENIOR YEARS

JUNIOR YEAR

FALL			
SOCW 275	Social Welfare as Social Institution		3
SOCW 291	Social Services & Minority Groups		3
SOCW 383	Social Work Interviewing and Interpersonal Skills		3
SOCW	Social Work Elective		3
XXX	Liberal Arts Elective		3
		Total	<u>15</u>

SPRING			
SOCW 400A	Human Behavior in Social environment I		3
SOCW 401	Generalist Practice I		3
SOCW 421	Social Welfare Policy		3
SOCW 397	Stats for Social Workers (or approved Statistics Sub.) **		3
SOCW	Social Work Elective		3
		Total	<u>15</u>

SENIOR YEAR

FALL			
SOCW 400B	Human Behavior in Social Environment II		3
SOCW 402	Generalist Practice II		3
SOCW 411	Methods of Social Research		3
XXX	Liberal Arts Elective		3
XXX	Elective		3
		Total	<u>15</u>

SPRING			
SOCW 441	Field Practicum (Internship) ***		9
SOCW 442	Field Practicum Seminar		3
XXX	Elective		3
		Total	<u>15</u>

**** Required to enroll in SOCW 411**

*****Must have an overall grade point average of 2.50 (on a 4.0 scale) in core Social Work**

SOCIAL WORK COURSES

275-3 Social Welfare as a Social Institution Explores the interdependence of social, cultural, political and economic factors in the history and practice of social welfare with special reference to development of the social work profession. Focus on service integration and coordination in community-based delivery systems in rural areas, especially for poor and oppressed populations.

291-3 Social Services and Minority Groups Exploration of the needs, experiences and attitudes of minority populations pertaining to delivery of social services in rural settings. Emphasis on relationship of cultural diversity to practice, policy and research content.

295 (1 to 6) Field Service Practicum in Southern Illinois This course is designed for freshman and sophomores who are volunteering service to community, social service, or health agencies in southern Illinois. Credit based upon time spent in direct service. Mandatory Pass/Fail.

350 ABC (1 to 6) Social Work Special Issues (A) Practice (B) Policy and Planning (C) Public Welfare Services. Topics will be selected from these three areas. Limited to no more than three (3) credit hours per semester. May be repeated as topic varies up to six semester hours. Junior standing or higher.

361-3 Child and Family Services Problems of child-parent relationships and difficulties in social functioning of children and adolescents. Adoptions, foster home and institutional placements, protective services. Focus on services in rural areas. Junior standing or higher.

363-3 Social Work with the Aged Basic concepts of social work methods applied to the older adult group. Characteristics of the aged group, its needs and potentials. Social trends and institutions involved in services to the aged. Junior standing or higher.

366-3 Public Policies and Programs for the Aged An introduction to public policy, program and planning for the aged. A framework is utilized for analyzing policy issues, programs, and research in such areas as income maintenance, long term care, transportation, leisure time, housing and social services in order to aid present and future practitioners who work with the aged. Junior standing or higher.

383-3 Social Work Interviewing and Interpersonal Skills This is an introductory course in interpersonal skills in the social services in a systems context. Intake, interviewing and recording are emphasized. Focus on practice in multi-service settings. Prerequisite: PSYC 102. Restricted to Social Work Majors only with Junior standing or higher.

396 (1 to 3) Readings in Social Work Varying topics not ordinarily covered in depth in regular courses and of specific interest to advanced students. Special approval needed from the instructor and School Director.

397-3 Statistics for Social Work Statistical methods as applied to social work, focusing on basic descriptive and inferential statistics and their relationship to social work research. Students are provided with statistical methods and models that are applicable to social work research. Lastly, students are prepared to critically analyze published research and apply statistical principles in their own research. Restricted to Social Work Majors only with Junior standing or higher.

400A-3 Human Behavior and the Social Environment for Social Work Practice I The first of two courses that examine the normal and dysfunctional life span development from a systems theory perspective. The first course focuses on the behavior of individuals and families. It also explores the impact of the environment and the implications for generalist practice with rural populations. Not for graduate credit. Prerequisite: PLB 115 or ZOOL 115 or ANTH 240A and SOC 108. Restricted to Social Work Majors only with Junior standing or higher.

400B-3 Human Behavior and the Social Environment for Social Work Practice II Continuation of 400A. A systems perspective is used to examine the theoretical and practice implications of the life cycle as they relate to the development of groups, organizations and communities in rural settings. The course links content to generalist practice skills taught in 401 and 402. Not for graduate credit. Prerequisite: PLB 115 or ZOOL 115 or ANTH 240A and SOC 108. Restricted to Social Work Majors only with Junior standing or higher.

401-3 Generalist Practice in Social Work I The first of two courses, which prepares for generalist practice. Focuses on intervention skills with individuals and families at a beginning level of proficiency. Emphasis on assessment and treatment in multi-service agencies in rural settings. Not for graduate credit. Prerequisite: SOCW 275, SOCW 383. Restricted to Social Work Majors only with Junior standing or higher.

402-3 Generalist Practice in Social Work II Continuation of SOCW 401. Generalist practice skills and knowledge with groups, organizations and communities at beginning level of proficiency. Emphasis on assessment and treatment in multi-service agencies in rural settings. Not for graduate credit. Prerequisite: SOCW 401. Restricted to Social Work Majors only with Junior standing or higher.

411-3 Research Methods Designing Performance Outcomes in Social Work Practice. Social work research in generalist practice. Examines the principles, concepts and methods of scientific investigation in terms of its application to social work research and practices. Provides basic skills for self-assessment research in field practicum in spring semester. Not for graduate credit. Prerequisite: an introduction to statistics course. Restricted to Social Work Majors only with Junior standing or higher.

421-3 Social Welfare Policy In-depth examination of current social welfare policy and program issues in the context of social welfare history in the United States. Utilizes a systematic analytical framework for critical study of multiple causal factors (socio-economic, cultural, governmental structure). Prerequisites: ECON 113; POLS 114, SOCW 275. Not for graduate credit. Restricted to Social Work Majors only with Junior standing or higher.

441-9 Field Practicum Students are expected to complete 420 hours in an approved social service agency during the course of the semester. Utilizes learning contracts with goals, objectives and evaluation to integrate course content into practice, including practice self-assessment. Not for graduate credit. Mandatory Pass/Fail. Restricted to senior standing with GPA of 2.50 in core social work courses. Prerequisites: SOCW 275, 291, 383, 400A, 400B, 401, 402, 411, 421. Must be taken concurrently with weekly practicum seminar, SOCW 442.

442-3 Field Practicum Seminar The seminar assists the student who is in field practicum to systematically conceptualize and integrate the field experience with generalist systems theory, skills and knowledge. The seminar builds on and reemphasizes content provided in previous social work courses. Seminar discussion focuses on shared fieldwork experiences: practice issues related to social work principles, ethics and professionalism, and intervention strategies. Not for graduate credit. To be taken concurrently with SOCW 441.

446-3 Selected Topics in Social Work (A-L) - (3 cr.hr. per section – may be repeated in other sections) Seminar on selected problems and issues in the social work practice. Content varies with interests of instructor and students. May be repeated with different sections. Prerequisite: Junior standing or higher.

478 (1 to 6) International Social Work: Generalist Policy and Practice Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice.

496 (1 to 3) Independent Research in Social Work Provides opportunity for students to conduct independent research with the guidance of a faculty member. Topics of research are identified by the student and faculty member. Special approval needed from the instructor and School Director.

COURSE AND CLASS LEVELS		
100 level courses	Freshman	0-25 hours completed
200 level courses	Sophomore	26-55 hours completed
300 level courses	Junior	56-85 hours completed
400 level courses	Senior	86 hours or more completed

HIGHLY RECOMMENDED SOCIAL WORK ELECTIVES

Six (6) credit hours of Social Work electives are required of all Social Work majors. The following are frequently used courses for this requirement. * Any course, other than the following, must be pre-approved prior to registration (please speak with your advisor).

HCM 360	U.S. Health System
HED 312	Emotional Health
HED 355	Introduction to Community Health
HED 402	Death Education
HED 405	Sex Education
HED 407	Drug Education
HED 440	Health Issues in Aging
REHB 400	Introduction to Rehabilitation
REHB 401	Disability, Diversity and Society
REHB 405	Introduction to Aging and Rehabilitation
REHB 406	Introduction to Behavior Analysis and Therapy
REHB 445	Rehabilitation Services with Special Populations
REHB 446	Psychosocial Aspects of Aging
REHB 461	Introduction to Alcoholism and Drug Abuse
REHB 471	Rehabilitation/Treatment of the Alcohol/Drug Abusers
SOCW 350 ABC	Social Work Special Issues (May be taken up to 6 cr. hrs.)
SOCW 361	Child and Family Services
SOCW 446	Selected Topics in Social Work (various topics offered)
SOCW 478	International Social Work: Generalist Policy and Practice
WMST 492	Women in Religion
WMST 476	Women and the Criminal Justice System
SPED 420 *	Introduction to Special Education: Advance Theories & Practices

* Any course suggested in the Liberal Arts Electives will also satisfy this category, however, one course cannot be used to satisfy both categories.

* SPED 420 is required for School Social Work – Type 73

HIGHLY RECOMMENDED LIBERAL ARTS ELECTIVES

Six (6) credit hours of Liberal Arts electives at the 300/400 level are required of all Social Work majors. The following are frequently used courses for this requirement. Any course, other than the following, must be pre-approved prior to registration.

ANTH 300D	Introduction to Social Cultural Anthropology
ANTH 310A	Peoples and Cultures of Africa
ANTH 330	Biological Foundations of Human Behavior
HIST 360	American Rural History
HIST 362 A&B	Black American History
PHIL 308I	Asian Philosophy
PHIL 309I	Philosophy of Politics, Law and Justice
POLS 321	The Legislative Process
POLS 324	Politics and Public Policy
POLS 330	Introduction to the Legal Process
POLS 332I	Civil Liberties and Rights
POLS 334	Criminal Justice in Society and Court Management
POLS 340	Introduction to Public Administration
PSYC 301	CHILD Psychology
PSYC 303	Adolescence and Young Adulthood
PSYC 304	Adulthood and Aging
PSYC 305	Psychology of Personality
PSYC 306	Positive Psychology
PSYC 307	Social Psychology
PSYC 323	Psychology of Employee Relations
PSYC 331	Abnormal Psychology
PSYC 333	Psychology of Women (same as WMST 341)
PSYC 334	Psychology of African American Experience
PSYC 340	Introduction to Clinical and Counseling Psychology
SOC 302	Contemporary Social Problems
SOC 303	Sociology of Deviant Behavior
SOC 304I	Families of the World
SOCW 307	Global Perspective Sex Diversity
SOC 321	Society and the Individual
SOC 340	Family
SOC 372	Criminology
SOC 423	Sociology of Gender
SOC 462	Victims of Crime
SOC 473	Juvenile Delinquency

HIGHLY RECOMMENDED GENERAL UNIVERSITY ELECTIVES

Twenty-One (21) credit hours of general electives are required for all social work majors in order to make the minimum 120 hours required for graduation. **Any course taken above the minimum Core Curriculum and Major requirements is considered a University elective.** If you have any questions whether or not you need further general electives, talk to your academic advisor.

AFR 109	Introduction to Black America
AFR 209	Critical Issues in the Black American Experience
AFR 215	Black American Experience in a Pluralistic Society
ANTH 104	The Human Experience: Anthropology
ANTH 202	American Cultures
ANTH 204	Anthropology of Latino Cultures
CCJ 201	Introduction to the Criminal Justice System
CCJ 203	Crime, Justice and Social Diversity
CCJ 290	Introduction to Criminal Behavior
CI 199	Library: Information Source (1 cr. Hr.)
CI 227	Marriage and Family Living
CI 237	Early Child Development I
CP 220	Introduction to Photography (2 cr. Hrs.)
CS 200B	Computer Concepts
EDUC 211	School and Society
EDUC 214	Human Growth, Development, & Learning (2 cr. hrs.)
ENGL 119	Introduction to Creative Writing
ENGL 290	Intermediate Expository Writing
ENGL 291	Intermediate Technical Writing
EPSY 100	Decision Making (2 cr. Hrs.)
FIN 200	Personal Finance
FIN 320	Real Estate
FL 120 A&B	Beginning American Sign Language (4 cr. Hrs.)
HED 334	First Aid and CPR
IST 109	Introduction to Computer Concepts
JRNL 160	Mass Communication in Society
LING 201	Language Diversity in USA
MCMA 201	Media in Society
MGMT 304	Introduction to Management
PHIL 211	Philosophy and Diversity: Gender, Race, and Class
PSYC 222	Effects of Recreational Drugs
REC 300	Introduction to Leisure Service
SOC 215	Race and Ethnic Relations in the U.S.
SOC 223	Women and Men in Contemporary Society
SOCW 295	Field Service Practicum in Southern Illinois
SPAN 140 A&B	Elementary Spanish (4 cr. Hrs.)
WED 302	Business Communications
WED 308	Applications for Technology for Workforce Education
WED 327	Management of Family Resources
WMST 201	Multicultural Perspectives on Women

FULL-TIME FACULTY

Kawewe, Saliwe, MSW, PhD – *Director and Professor*

Education – BSW, University of Zambia. MSW, George Warren Brown School of Social Work, Washington University in St. Louis; PhD, Social Work, Saint Louis University.

Experience – Dr. Kawewe is a social work educator, researcher and administrator with diverse practice experience both locally and internationally. Before joining SIUC, she had worked as an Assistant Professor at Wichita State University, James Madison University, Central State University, and Southeastern Louisiana University. She also served as a summer graduate lecturer at Saint Louis University. Dr. Kawewe worked as a Social Services officer with the Missouri Division of Family Services and as a Social Services/Probation Officer in Zimbabwe. Prior to this she had been an Administrative Assistant with the Various Departments and Colleges at the University of Zambia. She is a former board member-at-large and African Regional representative with the Inter-University Consortium for International Social Development (IUCISD), Program Committee and Steering Committee member with the Peace and Social Justice Center of South Central Kansas, and Committee member for the Global Learning Center. Kawewe is the recipient of various community/service awards including recognition for academic excellence. She has taught Generalist Social Work Practice with Micro Systems; Social Work Practice with Macro systems; Human Behavior and the Social Environment; Ethnic Sensitive Social Work Practice; Cultural Diversity for Social Work Practice; Senior and Advanced Practicum Seminar; Community Organization, Social Welfare Policy Development and Analysis; Third World Societies, Social Problems, Gerontological Social Work; Introduction to Social Work Practice; Introduction to Social Work; History and Philosophy of Social Welfare; Global Women and Poverty.

Teaching areas – Advanced generalist practice, policy, research.

Research interests – International social welfare policy, social development strategies in Third World Communities, HIV/AIDS prevention and treatment, women and children, cultural diversity, indigenous populations.

Brinker, Paul, MSW – *Graduate Field Practicum Coordinator & Instructor*

Education – B.S.W., Southern Illinois University Carbondale. M.S.W. – Southern Illinois University Carbondale.

Experience – Worked for the Department of Children and Family Services (DCFS) for 26 years, 19 in supervision, starting as a contract employee progressing through the ranks of social worker. He became the supervisor of the Murphysboro Field Office in 1983, holding that position until retirement in 2002. Primary experience was working with families and children. He started and maintained a mentoring program in Jackson County for children that DCFS worked with, as well as other community resources. He coordinated and supervised a contract between DCFS and SIU Carbondale Counseling Center that provided counseling and intra-familial sexual abuse and educational opportunities for PhD students. In 1979, he was the founder of the Screening Committee for Abuse and Neglect (SCAN Team), which incorporated the medical and legal, as well as the public health field, with social workers to discuss the most serious cases of child abuse and neglect. The SCAN Team continues to this day, meeting monthly to assist in the protection and the provision of services to children and families. He also served as a supervisor of a private agency that worked with special needs foster placements. He has volunteered, assisting families in developing Individualized Educational Plans, and continues to advocate for children and families involved in the child welfare system. He made a presentation at the 1996 National Child Welfare Conference on Behavior Analysis and Public Child Welfare.

Teaching areas – Graduate practicum seminar, child welfare practice, health/mental health practice.

Research interests – Protective service child welfare, social justice through advocacy, community development.

Buila, Sarah, MSW, PhD, LCSW, ACSW – *Graduate Program Director and Associate Professor*

Education – BA, General Studio Art, Southern Illinois University Carbondale. MSW, Southern Illinois University Carbondale. PhD, Social Work, University of Illinois Urbana.

Experience – Ms. Buila has experience as an instructor and as a practitioner. Since 1998, she has taught a variety of courses at SIUC. She has over ten years of experience in the field of mental health, including individual and group counseling in both psychiatric hospital and community settings. She has worked with adults and children, senior adults, disabled adults, and persons with substance abuse. She has extensive experience in psychiatric crisis intervention. She has also worked in the field of medical social work in home health and in hospitals, both in rural communities. This includes working with persons with acute, chronic, or terminal illness. She worked as a volunteer case manager for individuals with HIV for the Southern Illinois Regional Effort of AIDS.

Teaching areas – Social work research methods, statistics, interviewing skills, social welfare policy, generalist practice, substance abuse, psychosocial disorders, health/mental health practice.

Research interests – Social support and management of chronic mental illness, mental illness in childhood, health care policy, and international social welfare.

Jurkowski, Elaine T., MSW, PhD – *Professor*

Education – BSW, Industrial Social Work, University of Manitoba, Canada. MSW, Policy and Administration, University of Manitoba, Canada. PhD, Community Health (Community Health Sciences) and Social Policy (Jane Adams School of Social Work), University of Illinois at Chicago.

Experience – Dr. Jurkowski was previously an Assistant Professor at the University of Windsor. She has held administrative and research positions for the Illinois Public Health Leadership Institute at the University of Illinois at Chicago. She has also held administrative and case management positions within residential and vocational rehabilitative settings, and for the department of Health and Family Services, Manitoba. Dr. Jurkowski was a “Great Cities” Research Fellow in health, and she examined strategies for community needs assessment in the United States and Canada, using citizen participation and traditional needs assessments. Currently, she is interested in improving access to health and mental health care for older adults. She has also served as a program evaluations consultant in a range of public and private settings, including international settings in Canada, India, Hong Kong, and Niger, West Africa.

Teaching areas – Research methods, evidence based practice, program evaluation, aging and health policy.

Research interests – Public health, community planning for health and social services, international models for disability, aging and health/mental health care, the use of technology in teaching.

Current research projects – Comparative models of service delivery for health services, access to health and mental health care, trends in aging/disability services, use of technology to enhance teaching and student learning/outcome competencies.

Koen, Nina MSW – *Undergraduate Field Practicum Coordinator & Instructor*

Education – B.S.W., Southern Illinois University Carbondale, 2006. M.S.W. – Southern Illinois University Carbondale, 2007.

Experience – Worked in adolescent substance abuse for two years. She worked as an Adoption Specialist for a private agency that provided foster care placements, adoption, pregnancy care, and counseling services for almost six years. She worked with the perspective adoptive parents to complete

the Department of Children and Family Services requirements for the parents to be able to adopt domestically and internationally. She completed home studies, home visits, and trainings for the perspective adoptive families. She also worked with the birthparents who were experiencing an unplanned pregnancy and counseled them during their decision making process. As well as maintaining her position as the Adoption Specialist she also supervised the Foster Home Licensing staff. In January of 2013, Nina became a Licensed Clinical Social Worker. Nina was the Clinical Supervisor and a counselor in which provided therapeutic counseling to several foster children during her time with the private agency. Nina continues to be a mentor to foster children.

Teaching areas – Undergraduate practicum seminar 21

Research interests – Adoption Triad, Children and Adolescents in Foster Care, Children and Adolescents mental health

Reese, Dona, MSW, PhD, LCSW – *Professor*

Education – BA, Northwestern University. MSW, University of Maryland. PhD, Social Work, University of Maryland.

Experience – Dr. Reese has fifteen years of clinical and administrative social work experience, including child abuse and neglect treatment and prevention, foster care, children’s residential treatment, domestic violence, hospice, emergency room social work, and private practice. In addition, Dr. Reese has been conducting research and teaching social work as a social work professor since 1994.

Teaching areas – Social work research; social work practice; human behavior, policy.

Research interests – Hospice social work, cultural competence and spirituality in hospice, poverty.

Reichert, Elisabeth, MSW, PhD, LCSW – *Professor*

Education – Dipl. Sozialarbeite, Community Organization, Fachhochschule fuer Sozialwesen, Mannheim, Germany. MSW, Administration and Planning, University of Tennessee Knoxville. PhD, Health Education, University of Tennessee Knoxville.

Experience – Dr. Reichert was awarded a Fulbright Scholarship to study social work at the University of Tennessee. She is a licensed clinical social worker with five years of experience, from 1989-1994, working with the Project Against Sexual Abuse of Appalachian Children. Dr. Reichert has been with the SIUC School of Social Work since 1994. She conducts an established study abroad course on social work and human rights in Europe. She is a board member and editor of two journals and has twenty-three articles on human rights, treatment of sexually abused children, and other social work topics. She has published three books and has presented nationally and internationally on issues of social work and human rights.

Teaching areas – Children, youth, and families practice; HBSE; and international social work.

Research interests – Human rights theory, practice and policy, social work with sexual abuse/incest survivors, international social work.

Saleeby, Patricia, MSSA, PhD – *Associate Professor*

Education – BS, Oberlin College. MSSA, Social Administration / Non Profit Management, Case Western Reserve University. PhD, Social Work, Washington University.

Experience – Dr. Saleeby was previously employed as a Social Work Faculty member at the University of Missouri, St. Louis, School of Social Work. Prior to her faculty appointment, she worked at Washington University School of Medicine conducting research funded by the National Institute on Disability and Rehabilitation Research, Centers for Disease Control and Prevention, and the National Center for Health

Statistics. She has conducted breast health disparities research among women with disabilities, funded Susan G. Komen for the Cure (national). She has developed and evaluated education/outreach interventions to improve breast health services for women with disabilities with funding from the St. Louis Affiliate of Komen and the Missouri Foundation for Health. Dr. Saleeby has extensive clinical and policy experiences in the area of disability, health, and public health, and she has consulted for multiple health, mental health, and disability organizations, including the American Psychological Association, World Health Organization, Paraquad Independent Living Center, and the Starkloff Disability Institute. She has held leadership positions in several national and local non-profit organizations, including Chair of the Council on Social Work Education's Commission on Diversity and Social and Economic Justice and Chair of the CSWE Council on disability. She has been a recipient of a National Science Foundation Fellowship and the Westinghouse Science Talent Search Aware (now Intel Science Talent Search).

Teaching areas – Health/mental health/disability policy and practice, generalist practice, family policy and practice, macro social work, international social work.

Research interests – Specialization in health, public health, disability, and chronic health conditions; international health systems; health disparities; health interventions; and evaluation of health/mental health delivery services.

Soliman, Hussein, MSW, PhD – *Alber Humanitarian Professor*

Education – BSW, University of Helwan, Cairo, Egypt. MSW, University of Southern Mississippi. PhD, Social Work, University of Tennessee at Knoxville.

Experience – Dr. Soliman was previously employed as a Social Work Faculty member at Widener University and Southern Illinois University Carbondale. He served as a consultant and visiting professor for the National Foundation for Drug Prevention in Cairo, Egypt and the Department of Social Work at the United Arab Emirates University in the United Arab Emirates. He has post-masters experience working in Southern Illinois and Philadelphia agencies, where he conducted assessment and provided counseling to families and children. He has extensive service experience that spans state, national, and international settings and includes serving as Chair for the Disaster and Post-Traumatic Stress Symposium and working with the National Center for Social and Criminological Research in Cairo, Egypt.

Teaching areas – Policy; research methods; practice with individuals, groups, and families; HBSE; and social work with persons with disabilities.

Research interests – Cross cultural practice with individuals and communities; disaster and post-traumatic stress; evaluation of mental health practice within community context; and the development of standardized measurement to assess clients' and workers' reactions to the delivery of mental health services.

BACCALAUREATE PORTFOLIO PROJECT

During the last semester of your senior year, you will be required to present a Baccalaureate Portfolio. This Portfolio is a multidimensional tool intended to present a portrait of you as a professional in your chosen field. Items that exhibit knowledge, skills, values, and achievements are purposefully collected and organized to show your competencies as a social worker and your understanding of the Baccalaureate program competencies.

The Portfolio Project is designed to highlight critical thinking and self-assessment skills. It provides an opportunity for you to reflect on your education, practice and volunteer experiences and integrate them with your personal goals and those of the professor of Social Work. It also serves to demonstrate your achievement of professional writing skills.

The Portfolio should be organized around the demonstration that you have achieved knowledge, skills, and values in each of the **nine** undergraduate program competencies:

UNDERGRADUATE PROGRAM COMPETENCIES

Consistent with the Program objectives and Generalist Social Work Education, upon completion of this course, this Program, a student will demonstrate mastery in the following competencies:

<u>Competency 1: Demonstrate Ethical and Professional Behavior</u>

- | |
|---|
| <ul style="list-style-type: none">a make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to contextb use reflection and self-regulation to manage personal values and maintain professionalism in practice situationsc demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communicationd use technology ethically and appropriately to facilitate practice outcomese use supervision and consultation to guide professional judgment and behavior. |
|---|

Competency 2: Engage Diversity and Difference in Practice

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

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

- a** apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- b** engage in practices that advance social, economic, and environmental justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

- a** use practice experience and theory to inform scientific inquiry and research
- b** apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- c** use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- a** identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- b** assess how social welfare and economic policies impact the delivery of and access to social services
- c** apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social economic and environmental justice

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

- a** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- b** empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

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

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

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

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

- a** select and use appropriate methods for evaluation of outcomes
- b** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- c** critically analyze, monitor, and evaluate intervention and program processes and outcomes
- d** apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

UNDERGRADUATE PROGRAM OBJECTIVES

Objective I: Values and Ethics

Understand a professional foundation which builds upon a liberal arts background, includes the values and ethics of the social work profession and interprets the history and philosophy of social work as preparation for entry level social work practice within contemporary society.

Objective II: Reciprocal Interactions between People and Their Environment

Apply theoretical and practical knowledge consistent with beginning generalist social work practice within organizations and service delivery systems that enhances the reciprocal interaction between people and their environment based on the ecological theoretical perspective and social systems approach and to seek change as needed.

Objective III: Intervening

Apply a foundation of knowledge and generalist practice skills for intervening at appropriate systems levels in the human service delivery system in the rural, urban, and on the international level as a mechanism for enhancing the problem-solving abilities of individuals, families, groups and organizations using social work value base.

Objective IV: Evidence-Based Practice

Evaluate programs and one's own practice as well as demonstrate a beginning level of understanding of and appreciation for evidence-based practice using research methods.

Objective V: Policy Analysis

Understanding the mechanisms of discrimination and oppression in order to analyze current policy, and influence and formulate future policy aimed at promoting human rights, social and economic justice.

Objective VI: Diverse and Often Under-Represented Populations

Practice without discrimination and apply strategies of advocacy with the skills necessary for intervention with diverse and often under-represented populations; practice with respect related to clients' age, class, color, culture, ability, ethnicity, family structure, gender, sex, sexual orientation, marital status, national origin, race and religion.

Objective VII: Social Work Practice Skills

Use theory, knowledge, and empirical evidence to implement basic social work practice skills with understanding of individual behavior and development across the lifespan.

Objective VIII: Critical Thinking and Communication Skills

Demonstrate the professional use of self through critical thinking and communications skills which target various client populations, colleagues and communities within the context of social work practice.

Objective IX: Supervision and Consultation

Use supervision and consultation to enhance one's social work practice.

In addition to items such as those listed above, the Project Portfolio must include a **NARRATIVE SELF-ANALYSIS** paper in which you evaluate your progress toward achieving professional knowledge, skills and values in the Social Work arena.

Outline for Self-Assessment Portfolio Section

The self-assessment should be 2 pages and should address the following outline:

Section 1: Short autobiographical introduction (where did you start?)

Section 2: Summary of the most important social work content that you have added to your social work *tool box*. (Strength development)

Section 3: How have you learned to evaluate your practice?

NOTE: *Beginning your junior year, it is recommended that you **save all completed course work**. This will help when you begin to compile your Baccalaureate Portfolio.*

Student Name: _____

BACCALAUREATE PORTFOLIO PROJECT

Evaluation Form

The Likert scale below is used to evaluate each portfolio section in terms of evidence presented for each objective, as well as the quality of the supporting narrative.

	4 Accomplished Competency 1 Sample Outstanding narrative Error Free	3 Moderate Competency 1 Sample Adequate Narrative Moderate Editing Errors (1-4)	2 Beginning Competency 1 Sample Poor Narrative Frequent Editing Errors (5-9)	1 Little to no Competency Sample Narrative Missing Major Editing Errors (10 +)
1. Demonstrate Ethical & Professional Behavior Comments:				_____
2. Engage Diversity & Difference in Practice Comments:				_____
3. Advance Human Rights & Social, Economic, & Environmental Justice Comments:				_____
4. Engage in Practice Informed Research & Research Informed Practice Comments:				_____
5. Engage in Policy Practice Comments:				_____
6a. Engage with Individuals & Families Comments:				_____
6b. Engage with Groups, Organizations, & Communities Comments:				_____
7a. Assess individuals & Families Comments:				_____
7b. Intervene with Groups, Organizations & Communities Comments:				_____
8a. Intervene with Individuals & Families Comments:				_____
8b. Intervene with Groups, Organizations & Communities Comments:				_____
9. Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities Comments:				_____
10. Self-Analysis				_____
				TOTAL <input type="text"/>

PROCEDURES FOR OBTAINING AN UNDERGRADUATE FIELD PLACEMENT*

* To enter the Field Practicum, students must be social work majors with an overall 2.50 G.P.A. in core social work classes: SOCW 275, 291, 383, 400A, 400B, 401, 402, 411, and 421 and have a 2.25 overall G.P.A.

FIELD PRACTICUM

The Field Practicum is designed to provide students with an opportunity to apply theoretical knowledge to practice situations in a purposeful way within the four broad objectives of the Baccalaureate Field Instruction Program which are to increase students' opportunities to:

- I Function Effectively within a Professional Context.
- II Function Effectively within an Organizational Context.
- III Function Effectively Utilizing Knowledge Directed Practice Skills.
- IV Function Effectively within an Evaluative Context.

One of the most important courses in the curriculum is the field experience course:

SOCW 441 – Field Practicum (9 credit hours)

SOCW 442 – Field Practicum Seminar (3 credit hours)

In field placement, students are expected to spend 420 hours per semester, under appropriate supervision, in a social work agency mutually agreed upon by the student and the Field Coordinator. Decisions regarding field placement are made in a series of pre-placement seminars conducted in the **semester prior** to placement. Additionally, students attend a mandatory weekly seminar (SOCW 442) which meets on campus.

Typical undergraduate student field placements include such agencies as the Illinois Dept. of Children & Family Services, Women's Center, SIUC Head Start, Jackson County Nursing Home, Memorial Hospital of Carbondale, and local community mental health agencies.

The School of Social Work requires **block** field placements for fulfilling the required credits of SOCW 441 & SOCW 442.

- ❖ Block placement means full-time field work in an approved agency with concurrent field work seminar, which is done during the last semester of undergraduate work toward completion of a B.S. in Social Work.

NOTE: SOCW 411 – Methods of Social Research cannot be taken concurrently with field placement

UNDERGRADUATE FIELD PLACEMENT

When eligibility requirements for field practicum are met:

- 1) **All** students wishing to enter field placement are required to attend pre-placement seminars which are organized by the Undergraduate Field Coordinator and are held a **semester prior** to the field practicum.

Announcements regarding the pre-placements seminars are posted in the Social Work Student Lounge, at the Office of Student Services, and in the hallway outside the School of Social Work reception/main office.

Students who **fail** to attend these seminars **will not** be allowed to enter field



- 2) Students are responsible for calling the prospective approved agency to set up an appointment for an interview following the pre-placements seminars. If that placement does not work out, the student may call one of two identified alternate placements.



- 3) After the student has been accepted by the agency for placement, the student must return the signed **Field Learning Center Placement Agreement** to the Undergraduate Field Coordinator by a specified deadline.

Work times are to be negotiated by the student and the agency before signing the **Agreement Form**.

CRITERIA FOR ADMISSIONS TO ADVANCED M.S.W. PROGRAM

Applicants who wish to be considered for advanced standing must meet the following criteria:

- ✓ B.S. Degree in Social Work from an **accredited** program
- ✓ G.P.A. of at least 3.0 on a 4.0 scale in the junior and senior years of undergraduate study (last 60 credit hours of graded undergraduate work) excluding experiential and field learning.
- ✓ Consideration will be given to applicants with post BSSW paid experience in a social work position
- ✓ One academic reference
- ✓ One reference from the most recent employment or a general reference
- ✓ Field reference from BSW program
- ✓ Personal statement
- ✓ Graduate Record Examination (GRE) scores are not required but will be considered along with other admissions criteria for those students who plan to apply for graduate assistantship. Find out the test dates for GRE and plan to take it **before you apply for admissions into the MSW program**
- ✓ Completion of a general biology course (PLB 115 / ZOO 115) and general statistics (SOCW 397, SOC 308, EPSY 402, MATH 282 or any approved basic statistics course) are required.
- ✓ Applicants admitted for either the **regular two-year program** or for the **advanced standing program** may be required to take additional courses as a condition of admission
- ✓ All School of Social Work applicants interested in the SSW Type 73 certificate, **must** complete SPED 408 or 420 **before** starting their graduate program and complete EAHE 501 or 503.

CRITERIA FOR ADMISSIONS TO ADVANCED M.S.W. PROGRAM

A reduced-load program is available for a limited number of students with or without a B.S. degree in Social Work, who are either fully employed or prefer to take fewer than 3 courses per semesters of full-time residency as defined by the University (E.G., Fall-Spring, Spring-Summer). Entry is in the Fall semester for students without a B.S. degree in Social Work and in the Summer for students with a B.S. degree in Social Work from an accredited program.

Requests to change from full-time to full-time reduced-load status requires prior approval of the Director.

Documented potential for the profession of social work is considered a part of the admissions criteria which may also include an interview prior to acceptance.

Each application will be individually reviewed. **Please, note that meeting all stated criteria will not automatically guarantee admission to the school.**

Please check with graduate secretary for current dates for

APPLICATION DEADLINES TO THE M.S.W. PROGRAM:

Advanced Standing (Starts in Summer)

Regular Program (Starts in Fall)

LICENSING AND CLASSIFICATION

Illinois statute requires that any person engaged as a social worker (except if employed by the U.S. government or in some cases by the State of Illinois) must be licensed. No person may represent her/himself as a *licensed social worker* or *licensed clinical social worker* without obtaining the proper license.

QUALIFICATIONS

There are two levels of licensure in Illinois: Licensed Social Worker (LSW) and Licensed Clinical Social Worker (LCSW).

1. **Licensed Social Worker:** LSW's are authorized to practice social work which includes social services to individuals, groups, or communities in any one or more of the fields of social casework, social group work, community organization for social welfare, social work research, social welfare administration, or social work education. LSW's may engage in clinical social work practice, as it is not conducted in an independent practice as defined by law. REQUIREMENTS:
 - a. A degree from a graduate program of social work approved by the Illinois Department of Professional Regulation (IDPR) and successful completion of the examination as authorized by the Department; OR:
 - b. A degree in social work from an undergraduate program approved by IDPR, AND successful completion of at least 3 years of supervised professional experience AND successful completion of the examination as authorized by the Department.

2. **Licensed Clinical Social Worker:** LCSW's are authorized to independently practice clinical social work in Illinois under the auspices of an employer or in private practice. REQUIREMENTS:
 - a. A master's degree in social work from an approved program and successful completion of at least 3000 hours of satisfactory, supervised clinical professional experience and successful completion of the examination for the practice of clinical social work as authorized by the Department; OR:
 - b. A doctorate degree in social work from an approved program and completion of at least 2000 hours of satisfactory, supervised clinical professional experience subsequent to the degree, and successful completion of the examination for the practice of clinical social work as authorized by the Department.

FAQ ON LICENSING

Q. What do I have to do to become licensed?

A. To begin the licensure application process, you must submit the completed application form, required supporting documents, and appropriate fees. Detailed licensure requirements can be accessed by clicking on the **Acts and Rules** area located on the right side of the home page. Application packet instructions also contain specific requirements for obtaining a license and may be accessed by clicking on **Applications/Forms**.

Q. How do I request an application?

A. You may download and print an application packet from the **Applications/Forms** section of the web site. To access the application packets, click on the appropriate profession name from the alphabetical listing of professions.

Q. When and where are the exams given?

A. The State of Illinois uses examinations developed by the Association of Social Work Boards (ASWB): THE Intermediate examination for LSW's and the Clinical examination for LCSW's. Tests are administered at sites throughout the state utilizing a computer touch screen. Specific test dates are contained in the application package provided by the Department. Application packets may be downloaded from the Website.

Q. What can I expect at the examination?

A. Applications for examination are screened to determine eligibility based on the education and experience of the applicant. Eligible candidates are scheduled to take the proper examination. Candidates passing the examination and meeting all other requirements for licensure are then licensed by the Department. Each examination is graded immediately following completion and the participant informed of the results on-site.

For more information on licensing:

WRITE: Illinois Department of Professional Regulation
320 W. Washington St., 3rd Floor
Springfield, IL 62786

PHONE: 217-785-0800

ORDER: Social Work Examination Services (SWES) study guides, call: 800-933-8802

WEBSITES: SWES at <http://www.swes.net/>
IL Professional Regulation at <http://www.dpr.state.il.us/WHO/sw.asp>

CAREER OPPORTUNITIES

There is a growing need for social workers trained at both the baccalaureate and graduate level in our society. Although the more responsible supervisory, advanced practice, and administrative positions generally require a master's degree, there are many challenging opportunities for persons with a bachelor's degree in social work. BSSW graduates can provide direct services to individuals and groups through public and private agencies, as well as teach and do research in social welfare.

JOB TITLES:

BSSW Students

Case Worker
Case Manager
Counselor:
- Adolescent
- Geriatric
- Substance Abuse
- Drug/Alcohol Abuse
Social Worker
Therapist
Teen Outreach Coordinator
Child Welfare Specialist
Child Placement Agent
Probation and Parole Officer
Mental Health Worker
Rehabilitation Counselor
Substance Abuse Counselor

MSW Students

Social Work Supervisor
Project Director/Counselor
Outpatient Clinical Therapist
Coordinating Clinician
Foster Care Supervisor
Psychiatric Social Worker
Assistant Professor
Clinical Social Worker
Director of Social Services

Students who graduate with a Bachelor's of Science in Social work may apply for Advance Standing to the Master's Program. Advance Standing allows you to complete the Master's Program in 39 semester hours (1 year).

SOCIAL WORK PROFESSIONS

Professional social workers are trained in and find employment in more than 50 different fields of practice, including, but not limited to:

- Child Welfare
- Foster Care & Adoption Services
- Youth Services
- Health Care
- Behavioral and Mental Health Services
- Hospitals and Nursing Homes
- Social Work with Older Adults
- Schools (Elementary & Secondary)
- Individual & Family Counseling
- Corrections and Criminal Justice
- Family Service Agencies
- Public Administration
- Community Development and Not-For-Profit Management Programs
- Military and Veterans Assistance
- Services for People with Disabilities
- Legal Service Agencies
- International Social Work Agencies
- Poverty and Equality Services
- Hospice
- Alcohol and Substance Abuse Services
- Domestic Violence Programs
- Policy Practice

Visit us online at: <http://ehs.siu.edu/socialwork/>

Email us at: SocialWorkFrontDesk@siu.edu

O*NET ONLINE

OCCUPATION SEARCH

O*NET Online (<https://www.onetonline.org/>) is a great website to use when searching for possible careers. This site not only fully describes the career but lists possible job titles for that career as well as the tasks/knowledge/skills required for that position. O*NET will also give you the average wages and future job outlook for entering this specific career. Links to various social work careers in O*NET are:

- Child, Family, and School Social Workers - Most of these occupations require a four-year bachelor's degree, but some do not.
 - Bright Outlook
 - Faster than average projected growth in the field
 - Median Wages: \$42,120 annual
 - <http://www.onetonline.org/link/summary/21-1021.00>
- Healthcare Social Workers - Most of these occupations require graduate school.
 - Bright Outlook
 - Much faster than average projected growth in the field
 - Median Wages: \$51,930
 - <http://www.onetonline.org/link/summary/21-1022.00>
- Mental Health and Substance Abuse Social Workers - Most of these occupations require graduate school.
 - Bright Outlook
 - Much faster than average projected growth in the field
 - Median Wages: \$41,380 annual
 - <http://www.onetonline.org/link/summary/21-1023.00>
- Social & Human Service Assistants - Most of these occupations require a four-year bachelor's degree, but some do not.
 - Bright Outlook
 - Much faster than average projected growth in the field
 - Median Wages: \$29,790 annual
 - <http://www.onetonline.org/link/summary/21-1093.00>
- Social and Community Service Managers - Most of these occupations require a four-year bachelor's degree, but some do not.
 - Faster than average projected growth in the field
 - Median Wages: \$62,740 annual
 - <http://www.onetonline.org/link/summary/11-9151.00>
- Social Workers – All others
 - Average projected growth
 - Median Wages: \$59,100 annual
 - <http://www.onetonline.org/link/summary/21-1029.00>
 -

REGISTERED STUDENT ORGANIZATIONS

SOCIAL WORK STUDENT ALLIANCE (SWSA)

Social Work Student Alliance (SWSA) is an active student organization that provides the School of Social Work with committee representation and organizes volunteer activities. It provides its members with valuable learning and practical social work experiences and it helps to organize social work events. It also helps students to understand the careers open to them in social work.

Q. How do you join?

- Fill out a membership form (available from officers or the receptionist in Pulliam Room 250)
- Pay \$5.00 membership fee each semester
- Turn money and membership form into any office or the receptionist in Pulliam Room 250

Q. What's in it for you?

- Satisfaction
- Worthiness
- Self-Esteem
- Acknowledgement
- Camaraderie
- Experience
- Making a Difference

We encourage you to join SWSA today!

SWSA needs your energy, creativity, time, and knowledge

GET INVOLVED

Opportunities for student involvement at SIUC include numerous other Registered Student Organizations (RSO's). Please visit Student Development at: <http://getinvolved.siu.edu/> for more information.

SCHOLARSHIPS AND AWARDS

SIUC Scholarships

At Southern Illinois University Carbondale, we recognize the importance of a quality education and are dedicated to helping you find a way to achieve your higher education goals.

- SIU awards more than 10 million dollars in scholarships to undergraduate students each year.
- More than 6 million dollars is awarded to new students each year.
- More than 2,500 incoming students are awarded scholarships each year through Southern Illinois University's Academic Scholarship Office.

Scholarship eligibility is dependent on admissions to SIU, so apply now to get started. International Students can also obtain scholarship information through International Students and Scholars. For more information and to access the online applications, visit: <http://scholarships.siu.edu/>

College of Education and Human Services Scholarships & Awards

Our College offers many scholarships, awards, and fellowships available to its students. More than \$150,000 in tuition assistance is awarded each year, specifically for our students. This is in addition to the many University and Academic unit scholarships SIU offers.

SIU now has a new scholarship application process through an online program called Academic Works. When you complete the general application, the program then matches you to every scholarship or opportunity you qualify for and submits your application for you. You may be prompted to answer a few additional questions if you are matched to a scholarship or opportunity with special qualifications.

For more information, go to: <http://ehs.siu.edu/services/scholarships/index.html> and follow the instructions to access the scholarship website and explore our Academic Unit scholarships.

SIUC Honors Day

Each spring a Scholastic Honors Day convocation is held to honor students exhibiting high scholastic achievement. Qualification for recognition is determined at the end of the third week of the Spring semester. All students who have maintained a cumulative G.P.A. of 3.50 (on a 4.0 scale) or higher, and who have been full-time students during the entire academic year, are honored at this time. A 3.50 G.P.A. is required for all work taken at SIUC, and, in the case of transfer students, the cumulative average must also be at least a 3.50. Each academic unit has its own convocation and each student is recognized individually on this day.

A variety of professional, departmental, and fraternal honorary organizations offer recognition and membership based upon scholastic achievement. Election or selection to most of these organizations is noted at the Scholastic Honors Day ceremonies.

UNIVERSITY POLICIES AND PROCEDURES

COLLEGE CREDIT BY EXAMINATION

Proficiency – Students who believe that they have a mastery of certain subject areas do not need to repeat the content. All University Core Curriculum Courses are available for proficiency testing. Students who believe that they are qualified for the proficiency examination should contact Testing Services.

CLEP: College Level Examination Program – Students may apply for credit that will substitute for University Core Curriculum Courses. Prior to the recording of CLEP credit on the student's transcript, the student must earn 12 credit hours of credit of grade "C" or higher in residence at SIUC.

CLEP is recommended for those with ACT composite scores of 26 (85th to 90th percentile) or higher. CLEP exams must be taken **prior** to taking college level work in the areas included in the exam. Credit is awarded at SIUC for Natural Sciences, Social Sciences, Humanities, Mathematics, and English Composition with essay, and Foreign Languages.

For more information on either of the above and for scheduling testing, call:

Testing Services at 618-453-6003

or Email at testing@siu.edu

Located in Morris Library Room 781 (7th floor)

TRANSFER CREDIT

The School of Social Work follows the University policies and procedures for granting transfer credits. For more information, please visit Transfer Student Services at: <http://transfer.siu.edu/>

Courses transferred from CSWE accredited programs are accepted for transfer credit upon evaluation by the Undergraduate Program Director and the Director of the School of Social Work. It is the student's responsibility to provide course syllabi and additional documentation as requested for any course to be reviewed.

CREDIT FOR LIFE EXPERIENCE AND PREVIOUS WORK EXPERIENCE

The BSSW Program **does not grant academic credit for previous work or life experience.** No core social work course may be waived. Each social work student must successfully complete all professional foundation courses and the field practicum, regardless of prior life or work experience.

REGISTRATION

After you and your advisor have selected classes, you will register for classes via online registration. This will secure your enrollment in specific course sections. All students will need a Registration User Number (RUN) before they can register for classes.

Mere attendance does not constitute registration in a class, nor will attendance in a class for which a student is not registered be a basis for asking that a program change be approved permitting registration in that class. Students should complete the registration process before classes begin.

Schedule of Classes is available to you online in SalukiNet at the following address under “**Registration Quick Links**”: <http://salukinet.siu.edu>

Advanced Registration takes place during the last 8 weeks of the preceding semester and requires no prepayment to the Bursar. Generally, registration for Spring classes opens mid-to-late October and registration for Summer & Fall opens the end of March/first of April.

Late Registration takes place during the first week of classes; course can still be adjusted online, however, a late registration fee is assessed.

Final Registration occurs during the second week of classes and requires signatures of the course Instructor and the Department Chair/Director on a “closed class card – late entry permit”. It is the student’s responsibility to request permission to enter the course late and obtain the necessary signatures. Once completed, the form should be returned to the academic advisor for processing.

Adding a Class or Adjusting a Schedule – please check with your academic advisor prior to making any changes to your schedule to ensure these changes will not jeopardize your planned graduation date.

For more information regarding registration and other important FAQ’s, visit the Registrar at:
<http://registrar.siu.edu/students/index.html>

ERROR MESSAGES ON REGISTRATION

If you receive an error message when attempting to register for a class, please note the exact error message received and contact your academic advisor for assistance.

Some courses are restricted to specific populations or require prerequisites. You may need to request permission from the Instructor and/or Department to access these restricted courses. Check with your academic advisor to see if you qualify.

Some sections of courses may have reached their maximum seat capacity and are “CLOSED” to further registration (denoted with a “C” in the Schedule of Classes in SalukiNet). Some instructors will take on a few overload students, so check with your academic advisor for instructions on how to obtain permission into a closed class.

ADDS / DROPS

You may drop a semester length course any time within the first 2 weeks of the semester for a full refund and not receive a grade. Students may drop a course after the deadline and receive a “W” grade, however, **penalties do exist** and this request must be completed by your academic advisor. Please check with your advisor for the deadlines/procedures for dropping a class or withdrawing from the University.

DEADLINE DATES		
If classes meet for...	Deadline to withdraw for refund...	Final deadline to withdraw...
13-16 weeks	2 nd week	10 th week
9-12 weeks	2 nd week	8 th week
8 weeks	2 nd week	5 th week
7 weeks	1 st week	4 th week
4-6 weeks	1 st week	3 rd week
2-3 weeks	1 st day	1 st week
Less than 2 weeks	1 st day	2 nd day

Note: Ceasing to attend a course does not automatically remove that student from the course requirements and may also affect a student’s financial aid eligibility. The WF counts as an F in the calculation of the GPA. Students who drop courses after the full refund deadline but remain enrolled in the University will not receive any refund. Please contact your academic advisor prior to making any changes to your schedule.

WITHDRAWAL

Students who officially register for a session, may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University.

Withdrawal from the University is a serious decision, which, in many cases, affects financial assistance status, housing contracts, and academic records. Students registered for academic work must obtain a withdrawal if they contemplate leaving the University. If a housing contract has been purchased, the student must contact University Housing to cancel the contract.

There are restrictions on withdrawals. A withdrawal will not be issued beyond the 10th week of the semester, unless the reasons for the withdrawal are beyond the student’s control and verified in writing. **Warning:** if a student obtains a withdrawal after the 100% refund period and is receiving financial assistance, the student may be in violation of the Satisfactory Progress for Financial Assistance policy since no academic credit will be earned for the semester. Please review the Undergraduate Catalog or talk with your academic advisor for information on

withdrawing from the University or for dropping classes, so as not to negatively affect your future financial aid options.

COEHS Academic Advisement Office – 618-453-6340

REPEAT POLICY

Effective for courses taken Summer 2013, or later, an undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of *A, B, C, D, or F*, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned, however, it will not remove the original grade from your transcripts.

Overrides are required to register for a repeat course, therefore, you will need to speak with your academic advisor in order to repeat a course.

Students seeking to repeat a course a second time (third enrollment) must obtain permission from the Office of the Provost to allow the student to register in the course. Please confer with your academic advisor in order to proceed.

INCOMPLETE GRADE

Incompletes are given at the discretion of the Instructor when there are valid reasons why the student cannot complete the course work in a timely manner. For an Instructor to award an incomplete, she/he must receive from the student, written evidence that an emergency has occurred which prevents the student from completing the course work. Incompletes are not given simply because the student failed to complete the coursework as assigned. **The student must not be failing the class at the time the incomplete is granted.**

An *INC* must be changed to a completed grade within a time period designated by the instructor – subject to University policy on the maximum for this time period – or *graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, the incomplete will be converted to a grade of *F* and such grade will be computed in the student's grade point average.

For courses taken Spring 2013 or earlier and assigned a grade of *INC*, the maximum time period noted in above for undergraduate students to complete the course (before the *INC* is converted to an *F*) was set at one year from the close of the term in which the course was taken.

Effective for courses taken Summer 2013 or later and assigned a grade of *INC*, the maximum time period noted above for undergraduate students, (before the *INC* is converted to an *F*) is set at one full semester from the close of the term in which the course was taken (or the next semester that course is offered).

Students should not re-register for courses in which an *INC* has been assigned with the intent of changing the *INC* grade. Re-registration will not prevent the *INC* from being changed to an *F*.

NOTE: Graduating seniors and their instructors should avoid *INC* grades during the student's final semester. An *INC* could delay the student's graduation or, in the case of a course not required for the degree, turn immediately and permanently into an *F*.

ACADEMIC DISHONESTY

Academic dishonesty is defined here as cheating and/or plagiarism. Cheating and plagiarism are unethical and unacceptable practices in any profession, especially social work. Cheating includes illegal obtaining of tests or answer sheets, taking an exam for another student, copying answers on exams from another student, providing another student with an essay or research paper that the student submits as his/her own work. Plagiarism includes submitting someone else's work as one's own, copying the work of another author and presenting it as one's own, not documenting the bibliographical sources one uses to support his/her own ideas. Academic dishonesty may result in failure on the particular assignment, a lower grade, an "F" grade in the course, suspension or dismissal from the School of Social Work and the University.

ATTENDANCE

Students are expected to attend all classes. Instructors may excuse students from classes for valid reasons. Instructors may reduce points for unexcused absences or they may give points for class attendance and/or participation. Each course outline will explain the instructor's policy on unexcused absences.

GRADUATION REQUIREMENTS

Graduation clearance is completed by the academic advisor, usually two semesters prior to the student's potential graduation date. This clearance evaluates all of the coursework the student has completed to that date and lists the courses the student still has to complete in order to complete graduation requirements on time for their anticipated graduation date. **The responsibility for completion of all graduation requirements belongs with the student.** It is, therefore, highly suggested the student request a pre-graduation check from their academic advisor prior to the beginning of their senior year so they know upfront what is needed for completion.

MINIMUM REQUIREMENTS FOR BACHELOR OF SCIENCE DEGREE*

Total Hours: 120 Semester Hours

Residency Requirement: Last 30 Semester Hours OR Total of any 90 Semester Hours

Senior Institution Hours: 42 Semester Hours at Senior (4-year) Institution

Grade Point Average: 2.25 overall GPA **and** 2.50 overall GPA in social work core courses

*** NOTE: Please be aware that these are the MINIMUM hours and GPA required by SIU for graduation. Be sure to check with your academic advisor regarding specific requirements for your major. Many majors have different GPA requirements. This should be noted on your curriculum guide, the undergraduate catalog, and/or you may ask your academic advisor.**

UNDERGRADUATE STUDENT GRIEVANCE POLICY

In the College of Education and Human Services, student grievances are initiated either in the School of Social Work or in the College of Education and Human Services Student Services office, depending on the nature of the complaint. The first step for the student initiating such a grievance is with the Chair/Director of the School of Social Work.

- The academic department Chair/Director is responsible for hearing complaints relating to such things as grades, course work, academic dishonesty, discrimination and admission to and/or retention in the program.
- The Associate Dean for Teacher Education and School partnerships is responsible for hearing complaints related to admission to and/or retention in the Teacher Education Program.
- The Associate Dean for Academic and Student Affairs is responsible for hearing complaints concerning academic advisement and graduation

If a student wishes to appeal the decision of the Department Chair/Director or the Associate Dean, he/she contacts the Associate Dean for Academic and Student Affairs who explains the processes with the Student Grievance Procedure.

The Dean of the College of Education and Human Services is responsible for making the final decision in grievances. In many cases, the Dean will choose to have a panel chosen by the College Affairs Committee hear the case for the Dean. Please see the COEHS Student Handbook available online in SalukiNet at: <http://ehs.siu.edu/common/documents/ug-student-handbook-14-15.pdf>

UNIVERSITY CAREER SERVICES

Career Services is a comprehensive career planning and employment services agency dedicated to preparing students and alumni to take a lifelong, active part in their professional development to improve marketability with potential employers and successful college-to-work transition.

They offer multiple services for students, alumni, employers, faculty and staff. Below are some of the ways they can help you:

- On-Campus Recruiting and Job Postings
- Workshops for Faculty and student groups
- Events and Job Fairs
- One-on-one Counseling
- Major and Career Exploration
- Internship and Job Searches

Go to <http://careerservices.siu.edu> to learn more about Career Services.

CONTACT INFORMATION

Phone: 618/453/2391

Student Services Building – Room 0179

1283 Lincoln Drive, Carbondale, IL 62901

Email: careerservices@siu.edu

SALUKI CARES

Purpose:

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in distress. By working closely with faculty, staff, students and their families, SIUC will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community.

Saluki Cares is an early alert initiative composed of professionals from different areas of campus life who deal with students on a regular basis: Academic Support, Academic Affairs/Faculty, Enrollment Management, Student Life & Intercultural Relations, New Student Programs, and others. All concerns remain confidential.

Referrals are made from faculty, staff, parents, other students, or by the student him/herself. The Saluki Cares team can help students with issues surrounding, but not limited, to:

- deaths (student/family)
- extended illnesses
- financial stress
- adjustment issues
- class attendance problems
- homesickness
- and other general signs of stress

CALL 618-453-5714 or EMAIL siucares@siu.edu

CONTACT INFORMATION

Phone: 618/453/1492

Email: siucares@siu.edu

CLINICAL CENTER

The Clinical center provides diagnostic and treatment services to faculty, staff, and community and their families. Services include diagnostic assessment of:

- Psychological
- Speech
- Hearing
- Reading
- General education problems
- Therapy
 - Therapy includes: speech, hearing, physical, counseling and behavior modification, and educational remediation

CONTACT INFORMATION:

- Phone: 618/453/2361
- Wham Building – Room 141
 - 625 Wham Drive, Carbondale, IL 62901-4802
- <http://clinicalcenter.siu.edu/>

SPECIAL SERVICES AND CONTACT INFORMATION

College of Education and Human Services (COEHS)

www.ehs.siu.edu

- Dean's Office – 618/453-2415
- Academic Advisement – 618/453-6340
- Office of Teacher Education – 618/453-2354
- Recruitment & Retention Office – 618/453-4749

School of Social Work

<http://ehs.siu.edu/socialwork/>

- Front Desk – 618/453/2243
- Email: socialworkfrontdesk@siu.edu

Supplemental Instruction

- Learning Support Services, Morris Library, 7th Floor - 618/453-1369
- Writing Center :
 - Morris Library, Room 236 – 618/453-1231

Student Health Center

<http://shc.siu.edu/>

- Medical Clinic – 618/453-3311
- Pharmacy – 618/453-4417
- Dental Services – 618/536-2421
- Counseling Center – 618/453-5371
- Wellness & Health Promotions Services (Wellness Center) – 618/536-4441
- Sports Medicine & Physical Therapy – 618/453-1292
- Optical (Marion Eye Center Branched in Student Health Center) – 618/549-0615
- Insurance – 618/453-4413

Student Services

- Bursars Office, Student Services Building, Second Floor – 618/453-2221
- Financial Aid, Student Services Building, Second Floor – 618/453-4334
- Information Technology, Northwest Annex, Bldg.A, Room 137 – 618/453-5155

Disability Support Services

<http://disabilityservices.siu.edu/>

618/453/5738

SPECIAL SERVICES AND CONTACT INFORMATION CONT.

Wellness and Health Promotion Services

http://shc.siu.edu/wellness_center/index.html

- Phone: 618/536/4441
- Student Health Center
 - 374 East Grand Avenue, Carbondale, IL 62901-6740

Counseling and Psychological Services (Counseling Center)

<http://shc.siu.edu/counseling/index.html>

- Phone: 618/453/5371
- Student Health Center
 - 374 East Grand Avenue, Carbondale, IL 62901-6740

The Counseling Center offers confidential services to students. It offers help in dealing with such problems/concerns as:

- Depression
- Relationships
- Loneliness
- Re-entry to college
- Stress
- Homesickness
- Alcohol and substance abuse
- Incest
- Rape

Transitional Programs

Phone: 618/453/7041

The staff at Transitional Programs provides assistance to students who need to initiate a back-dated withdrawal, drop you last class for a semester, or to withdraw completely from the University.

SPECIAL SERVICES AND CONTACT INFORMATION CONT.

Non-Traditional Student Services

<http://nontrad.siu.edu/>

- Phone: 618/453/7521
- Student Services Building
 - 1283 Lincoln Drive – Room 484
- Email: nontrad@siu.edu

The Non-Traditional Student Services staff provides assistance, information, support, and referral to other University and community programs to help the non-traditional student (24 years or older). They have many special services and support groups for non-traditional students also offering information regarding:

- Single Parents Support Group
- Non-Traditional Student Union
- Women's Services
- Graduate Assistantships
- Scholarship Information
- University Women's Professional Advancement
- American Association of University Women
- University Career Services
- The Wellness Center
- Emergency Locator
- Domestic/Partner Card
- The Placement Center

Student Emergency Dental Service

http://shc.siu.edu/dental/dental_appointment/index.html

- Phone: 618/536/2421
- Student Health Center
 - 374 East Grand Avenue, Carbondale, IL 62901-6740

OTHER IMPORTANT CONTACT INFORMATION

Campus Emergency (Medical, Criminal, & Fire)	911
SIUC Police – Non-Emergency	618-453-3771
Carbondale Police – Non-Emergency	618-457-3200
Student Health Services	http://shc.siu.edu/
Dental Appointments	618-536-2421
Counseling & Psychological Services	618-453-5371
Psychiatry Clinic	618-453-4346
All Other Appointments – Schedule Online	http://shc.siu.edu/make an appointment/index.html
Urgent Care After Hours	
Carbondale Memorial Hospital	618-549-0721
Center for Medical Arts Prompt Care	866-744-2468
Shawnee Health Service Convenient Walk-In Care	618-519-9401
The Women’s Center (Domestic Violence)	618-529-2324
24 Hour Crisis Hotline	800-334-2029
SIUC Financial Aid Office	618-453-4334
SIUC University Housing Office	618-453-2301
SIUC Morris Library	http://www.lib.siu.edu/
Circulation Desk	618-453-1455
Central Information Desk	618-453-2818
SIUC Student Recreation Center	618-453-1277
SIUC Night Safety Transit	618-453-2212
Students’ Legal Assistance Office	618-536-6677