

**Indiana University  
School of Social Work**

S481 Social Work Practicum I (6 Credits)

<b>Section *****</b>	<b>Instructor Name:</b>
<b>Semester, Year</b>	<b>Office:</b>
<b>Time:</b>	<b>Office Hours:</b>
<b>Day:</b>	<b>Phone:</b>
<b>Room:</b>	<b>Email:</b>

**Course Description and Place in the Curriculum**

Field education provides the opportunity for social work students to demonstrate competency in practice, integrating knowledge, values and skills gained in the professional education curriculum. The practicum experience in the Bachelor of Social Work program allows the student to develop and demonstrate beginning practice competency, culminating the S482 field experience. S481 Social Work Practicum I builds upon the theoretical and experiential learning of both *S331 Generalist Social Work Practice I: Theory and Skills* and *S332 Generalist Social Work Practice II: Theory and Skills* both taught during the Junior year. *S481 Social Work Practicum I* and *S482 Social Work Practicum II* afford the student an opportunity to make application of practice knowledge, values, and skills within seminar facilitation in conjunction with the organizational structure of a human service agency. The seminar is designed to facilitate the integration of material gained from practice and theory courses within the realities of practice as they occur in practicum. In the agency settings, students are expected to demonstrate beginning competency in working with clients, utilizing community resources, interacting with other professionals, and in functioning effectively within an organization. Furthermore, students are expected to identify and work to alleviate oppressive conditions in the lives of their clients.

As a component of *S481 Social Work Practicum I*, each student will participate in an integrative seminar, designed to assist the student to conceptualize his/her practice with the projected aim of professional integration. The seminar activities are designed to be compatible with and supportive of the development of practice behaviors outlined in the competencies defined by the Council on Social Work Education (CSWE). **If students fail S481 they are not allowed to enroll in S482, students must complete both courses consecutively.**

The practicum experience in the agency is developed according to the student's educational needs, practice preferences, and CSWE requirements. The student is at the practicum agency for a minimum of 15 hours a week for the 16-week semester. A formal learning plan (S481/S482 LET) is developed by the student and agency field instructor, and approved by the faculty liaison, to provide opportunity for students to demonstrate the CSWE practice behaviors. Students complete a minimum of 240 hours of supervised practice in the agency.

**Course Objectives and Competencies**

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability to:

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities

- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

**Content Outline and Reading Assignments**

This course is completed through guided learning experiences in both a seminar and practicum agency. In S481 the students are expected to have assignments that involve application of the helping process in working with at least two client systems (individuals, groups, organizations and communities). The student should integrate readings and written assignments from previous and current coursework that is applicable to and supportive of practice in the agency.

The following examples are suggested guidelines as to how a BSW senior student may spend his or her time in the practicum site.

Hours	Activity	
Minimum of 1 hour/week	Supervision	
No more than 25% of semester	Practicum Support	<ul style="list-style-type: none"> <li>➤ process recording (1 required for LET)</li> <li>➤ agency requested research projects</li> <li>➤ reading materials assigned by the field instructor</li> <li>➤ visits to other agencies/communities</li> <li>➤ collaborative activities as assigned by the field instructor</li> </ul>
Remaining of hours	Generalist Practice	<ul style="list-style-type: none"> <li>➤ Micro</li> <li>➤ Mezzo</li> <li>➤ Macro</li> </ul>

**Required and Recommended Texts**

Required Readings

Indiana University School of Social Work. (2015). *Bachelor of social work field manual 2015-2017*. Indianapolis, Indiana: Author. Available at <http://socialwork.iu.edu/Field/bsw-field-manual-appendices.php>

Council on Social Work Education. (2015). *Education policy and accreditation standards*. Silver Springs, MD: Author. Available at <http://www.cswe.org/File.aspx?id=79793>

National Association of Social Workers. (2010). *Code of ethics*. Washington, DC: Author. Available at <http://www.socialworkers.org/pubs/code/code.asp>

Recommended Readings

Garthwait, C. (2014). *The social work practicum: A guide and workbook for students*. Pearson Publishing.

### Assignments

Students admitted to the Social Work Program are expected to provide evidence of CSWE mandated competencies and designated practice behaviors. Assignments will demonstrate evidence of a competency for a specific Practice Behavior(s).

#### Seminar Assignments:

- Process Recording. Students complete one process recording. The Process Recording format and procedures are located in the BSW Field Manual.
- Practicum Staffing.
- Professionalism.

#### Practicum Assignment:

- Planned and implemented use of the Learning Evaluation Tool (LET). The planning process begins in the field agency, where the student and field instructor assess the learning opportunities that are likely to be available over the course of the practicum and match them with the required practice behaviors identified on the LET. The proposed LET is then approved by the faculty liaison/field seminar instructor.

### Evaluation and Grading

The final grade for *S481 Social Work Practicum I* is a letter grade comprised of graded assignment(s) in seminar and satisfactory/fail on the mid-point evaluation of the LET.

Students should be ready to actively participate in seminar activities. Failure to observe these requirements will be considered in assigning the final grade.

The practicum evaluation process begins when the student and field instructor mutually discuss expectations during the pre-placement interview and during the first weeks of placement. **Therefore, the student and the field instructor share responsibility throughout the practicum for assuring that discussion of student progress and performance as well as the student's experiences with the agency and the field instructor are open and ongoing.** By the end of the fourth to fifth week in the placement, the student and the field instructor should have completed the *S481 Learning & Evaluation Tool (LET)* for review and approval by the faculty liaison. The (LET) provides a framework for practicum experiences and the student is evaluated upon his/her ability to demonstrate the CSWE practice behaviors.

The School requires that written evaluative documents be completed at the end of S481 (mid-point).

In order to receive a satisfactory (S) in the practicum, the student must have:

- Completed the Learning and Evaluation Tool components (plan and midpoint evaluation) by deadlines established in the field calendar
- Demonstrated consistency in effort, performance, and development as a social worker.
- Met all required assignments and practicum hours in the field placement.
- Achieved at least a score of "4" on each of the practice behaviors outlined on the S481-S482 Learning Evaluation Tool. (When a field instructor is not able to observe student learning outcomes for a practice behavior, the field instructor and student shall insert "not observed" in the

score for a given practice behavior, and this practice behavior score should be excluded in the determination of the “S” or “F” S481 grade assignment.

For students receiving a score of 3 or below for any practice behavior, the student in conjunction with the field instructor will develop a rationale for the score and a supportive plan to demonstrate how the student will progress to the required “5” for each practice behavior during the S482 course. The student will submit to the field liaison rationale for the score and a supportive plan to be approved by the Faculty Liaison in order for the student to enroll and continue into S482. By the final evaluation, occurring in S482, a score of “5” or above for each practice behavior is required for an “S” S482 grade assignment. (look at the manual for exact wording- propose that the 3 changes to 4 for passing)

Should the field instructor and field liaison assess the student to require remediation that exceeds a supportive plan, the field liaison may determine that the student shall be assessed a Fail (F) grade for the practicum.

### **S481 LET Mid-Point Evaluation**

At the end of the fall semester, the field instructor and student complete the midpoint evaluation. The student completes a self-assessment of their progress toward demonstrating the requisite practice behaviors and outlines the opportunities for demonstrating those not yet demonstrated. The field instructor also completes an assessment of student progress toward demonstrating the requisite practice behaviors and the opportunities for demonstrating those not yet demonstrated. Both student and field instructor discuss, document, and sign the midpoint evaluation which is forwarded to the faculty liaison.

Although ongoing contact with the liaison is expected, it is critical that if there are difficulties in student performance or disagreement between the student and the instructor regarding student performance, the faculty liaison is informed and some discussion between the liaison, the field instructor, and the student take place to examine the problem and plan for its resolution.

The “S” or “F” grade for the practicum portion of the course is assigned by the faculty liaison in consultation with field instructor. The liaison’s role in the evaluation process is to assist field instructors in assessing student performance as well as to assure comparability among expectations for students in various settings. A clear agreement between field instructor and faculty liaison regarding the evaluation and grading process aims to prevent confusion and problems at the semester’s end.

The evaluation process should be characterized by openness, mutuality and specificity regarding student strengths, learning needs, and progress identified as well as the process of the student’s experience with the agency and field instructor. The evaluation process is an integral part of the learning experience and can contribute in a major way to the student’s professional and personal growth.

In addition, students and field instructors evaluate the instruction and course content of *S481 Social Work Practicum I*. It is the responsibility of the BSW program to conduct this evaluation to enhance field education and provide field instructors and faculty liaisons feedback from these course evaluations.

### **GRADING RUBRIC**

The practicum grade for *S481 Social Work Practicum I* is Satisfactory (S) or Fail (F). Students must earn at least a score of “4” on each of the practice behaviors in the LET in order to achieve 100% of the associated points..

1	2	3	4	5	6	7
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Complete <i>inability</i> to demonstrate skills.	Demonstrates skill at a <b>basic, rudimentary</b> level of someone having no formal undergraduate coursework.	Demonstrates skill at the level of <b>beginning-level BSW coursework</b> with no more than one semester/quarter of courses.	Demonstrates skill at the <b>mid-point BSW level</b> of education.	Demonstrates skill at the level of <b>new BSW graduate</b> ( <i>expected performance level by end of practicum</i> ).	Demonstrates skill at the level expected of a <b>relatively new BSW graduate</b> (less than two years of social work experience).	Demonstrates skill at the level of a <b>seasoned, highly experienced post-BSW practitioner</b> (rarely expected score).
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The weighing for seminar assignments and LET is as follows:

Midpoint LET	60%
Assignments	40%
Process Recording.	
Practicum Staffing.	
Professionalism.	
Totals	100%

Total points may vary should assignments be added or deleted at the instructor’s discretion. Any changes in the assignments and/or points will be announced in class.

**Grading Scale**

A+	100-97	C-	72-70
A	96-93	D+	69-67
A-	92-90	D	66-63
B+	89-87	D-	62-60
B	86-83	F	59-below
B-	82-80		
C+	79-77		
C	76-73		

**The above schedule and procedures are subject to change in the event of extenuating circumstances.**

**Additional Course Policies**

1. If students must miss time at the agency due to illness, emergencies, delays or closings, he/she needs to be in communication with the field instructor. Students must make up any missed time.
2. Students are expected to observe the agency schedule for holidays. When agencies are closed during your scheduled hours, this time does NOT need to be made up.
3. Students are expected to abide by the standards and practices established by the agency and by the BSW program for this practicum course including adherence to the National Association of Social Workers Code of Ethics.
4. A formal evaluation of the course and its instructor will be completed at the end of the semester, consistent with the School’s academic policy.
5. Cell phones must be put away during class instruction time. Students may make calls, check messages, etc. during breaks and/or after class. Use of a cell phone during class time may result in loss of a request from the instructor to leave class

6. This course does not require the use of technology devices such as iPads or laptops – the focus is on class collaboration and practice. Non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. These include emailing, texting, social networking, and use of the Internet. Failure to meet these expectations may result in a request from the instructor to leave class.

### **University and School Policies**

Students should be familiar with the *Indiana University Code of Student Rights, Responsibilities, and Conduct* (<http://www.iu.edu/~code/>), from which many of the policies below are derived. In addition, students should refer to the BSW General Student Handbook and their respective campus supplements for more detailed information about these policies and additional resources available to them.

### Cheating

Cheating is grounds for failing the course and possible dismissal from the program and/or university.

Cheating is considered to be any attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.

A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

### Plagiarism

Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person’s actual words, whether oral or written;
2. Using another person’s ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

### Right to Accommodation for Individuals with Disabilities

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

#### Campus support offices:

Bloomington: Disability Services for Students [www.indiana.edu/~iubdss](http://www.indiana.edu/~iubdss)

East: Student Support Services <http://www.iue.edu/support/services.php>

Fort Wayne (IPFW): Services for Students with Disabilities <http://new.ipfw.edu/disabilities/>

Indianapolis: Adaptive Educational Services <http://aes.iupui.edu/>

Northwest: Student Support Services [www.iun.edu/~supportn](http://www.iun.edu/~supportn)

Southeast: Disability Services [www.ius.edu/UD/DisabilityServices](http://www.ius.edu/UD/DisabilityServices)

South Bend: Office of Disabled Student Services [www.iusb.edu/~sbdss](http://www.iusb.edu/~sbdss)

### Class Participation and Observance of Religious Holidays

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and students let instructors know of conflicts very early in the semester, so that accommodations can be made.

Students seeking accommodation for religious observances must make a request in writing by the [end of the 2nd week of the semester](#), or equivalent for non-semester length courses, to the course instructor and must use the [Request for Course Accommodation Due to Religious Observance](#). In the case of religious holidays for which the date may change, the student should state the approximate date and when the exact date is known, inform the instructor of the exact date. The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.

### Military Withdrawal

Indiana University realizes students who are members of the U.S. armed forces may be called to active duty, specialized training, or as part of disaster relief efforts with little notice. While the following policy does NOT pertain to initial active duty training (i.e. basic training), this policy is provided in order to minimize disruptions or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term/session. For the complete policy information, go to <http://veterans.iupui.edu/resources/withdrawal/>

### Grades of Incomplete

A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more

than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar's Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign a *Record of Incomplete and Contract for Completion of Course Requirements* form to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

Professional Conduct Policy (This is a recommended policy.)

Students in a professional program are expected to conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or professionally unbecoming class conduct are likely to result in a lowered grade or deem a student unsuitable for field placement. Students are evaluated on their personal and professional behavior or conduct in this class as described in the *NASW Code of Ethics* (<http://www.socialworkers.org/pubs/code/default.asp>).

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

Inclement Weather or Other University Emergency (This is a recommended policy.)

Please watch the university website for important information about closings or class cancellations. The instructor will post an announcement on CANVAS or send an email to all class members if she/he is cancelling class.

Evaluation of Course

Consistent with the School and University policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

Expectations for Writing (This is a recommended policy)

Effective practice of generalist social work requires excellent writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented as well as for the clarity of that presentation. All formal papers will be typed, double-spaced and paginated. In order to support professional expectations of utilizing evidence to inform practice at all levels, APA style is to be used to cite academic sources, including in-text references and bibliography. The formal APA manual and other guides to writing in APA style are available in the bookstore and are an expected part of the textbooks for the BSW program.

Students experiencing writing difficulties are advised to seek assistance at the University Writing Center in Room 427 of Cavanaugh Hall. Please call 274-2049 to schedule an appointment or drop by to pick up some available written handouts.

The School of Social Work follows the Indiana University policy on plagiarism which states:



Plagiarism is defined on presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgement.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever.
  1. Directly quoting another person's actual words, whether oral or written;
  2. Using another person's ideas, opinions, or theories;
  3. Paraphrasing the words, ideas, opinions, or theories of others whether oral or written;
  4. Borrowing facts, statistics, or illustrative material; or
  5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

### Campus Specific University Policies

#### IUPUI

##### **Principles of Undergraduate Learning (PUL)**

This course addresses the following Principles:

- #2. Critical Thinking (Major Emphasis)
- #4. Intellectual Breadth, Depth and Adaptiveness – Some Emphasis
- #6. Values and Ethics – Moderate Emphasis

PULs are described at <http://www.iport.iupui.edu/selfstudy/tl/puls/>

##### **Counseling and Psychological Services (CAPS)**

During the semester, if you find that life stressors are interfering with your academic or personal success, consider contacting Counseling and Psychological Services. All students are eligible for counseling services at minimal fees. CAPS is located in and can be contacted by phone (). For more information, see the CAPS web-site at: <http://>.

##### **Administrative Withdrawal and Emergency Withdrawal**

A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignment. Keep in touch with me if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting me, you may be administratively withdrawn from this course. Example: *if you miss two weeks of class during the first month of the semester*, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

Various circumstances, often unexpected, may force students to withdraw from an academic term or session; they include, among others, major medical issues, death in the family, job loss, divorce, etc. If students need to use the Emergency Withdrawal procedure, they MUST contact the Student Advocate Office:

Student Advocate Office  
Division of Student Life

Phone: (

Fax: (

[Email:](#)