

**Indiana University  
School of Social Work**

S401 Integrative Practicum Seminar I (2 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

This course is designed to facilitate integration of material gained from social work practice and theory courses with the realities of practice in the field as they occur in the student's practicum placement, S481 Social Work Practicum I. This course combines an exploration of social work practice with specific application to client situations. To allow students to fully explore issues and questions from the practicum experience, this course is taught in seminar format. Students are expected to share in the success of the seminar by presenting and sharing material from their practicum with seminar participants.

BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to provide the opportunity for demonstration of the social work core competencies and practice behaviors as well as the presentation of products produced during the concurrent practicum. This course content contributes to building knowledge and skills for students to demonstrate all ten of the EPAS competencies as students build their eportfolios. However, emphasis is given to 2.1.1 (professional identity), 2.1.2 (values and ethics), 2.1.4 (diversity), 2.1.5 (human rights and social and economic justice), 2.1.8 (social policy), 2.1.9 (*organizational* context) and 2.1.10 (a) and (b) (engaging and assessing practice). Students will utilize course assignments from their upper-level social work courses and products from the S481 practicum as potential evidence that demonstrates they have achieved competence. Discussion in seminar, as well as individual consultation with the faculty liaison, will provide guidance for appropriate activities and products demonstrating competence of the identified practice behaviors. Curricular emphasis is placed on 23 of the 41 practice behaviors identified by the Council on Social Work Education (CSWE) for professional practice at the BSW level. Remaining practice behaviors are achieved in the second semester of field education in S482/S402 Social Work Practicum II and Social Work Practicum II Integrative Seminar.

### 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:

401-1 Participate in professional growth activities including personal reflection and self-correction. [EP 2.1.1]

401-2 Participate actively in the learning process and consultation to increase professional self-awareness. [EP 2.1.1]

401-3 Demonstrate understanding of and commitment to the standards of professional conduct and ethical practice according to the (2010) NASW Code of Ethics. [EP 2.1.2]

401-4 Apply critical thinking skills required for competent generalist social work practice. [EP 2.1.3]

401-5 Analyze knowledge of and commitment to the positive value of human commonalities and differences. [EP 2.1.4]

401-6 Analyze the forms and mechanisms of oppression and discrimination in order to advocate for social and economic justice. [EP 2.1.5]

401-7 Engage in research-informed practice with individuals, groups, and communities. [EP 2.1.6]

401-8 Analyze the knowledge of bio-psycho-social, spiritual, cultural, and political variables that affect clients and use theoretical frameworks to understand the interactions among and between person and environment. [EP 2.1.7]

401-9 Advance social and economic well-being through the analysis, development and advocacy of policy. [EP 2.1.8]

401-10 Analyze the agency context of generalist practice in terms of current impacts and future trends [EP 2.1.9].

401-11 Analyze engagement and assessment in the helping process of generalist social work practice utilizing interpersonal practice skills necessary for the provision of services to clients. [EP 2.1.10]

## **Content Outline and Reading Assignments**

### **A. Agency Learning Experiences**

Specific learning activities for each student are to be negotiated and specified on the S481(LET). For additional information about the range of learning activities and examples, please see the BSW Field Manual.

### **B. Agency Assignments**

1. Complete the S481 LET of planned learning activities, associated products, and midterm & final evaluation (EPAS 2.1.1-2.1.10)
2. Maintain monthly time sheets, obtain field instructor's signature and turn in to field instructor.

C. Seminar Learning Experiences

Seminar is an opportunity for student-focused discussion, de-briefing, mutual support, collaboration and integration of practicum and social work theories, values, and practice knowledge. Each seminar has topics, readings, assignments, and/or journals which are to be completed for discussion and/or submitted to instructor. Active and respectful participation is necessary and expected as demonstration of professional behavior.

Seminar 1 **Class agenda:**

- Warm-up writing exercise
- Introduction to the course
- Beginning the practicum journey
- How to write your S481LET
- Creating the Senior ePortfolio
- Tips for success in practicum
- Complete Learning Style Questionnaire

**Homework DUE next seminar:**

- Compare Learning Styles with your Field and Task Instructors – make note of similarities and differences for class discussion.
- Practicum-Related Strengths Workbook Activity (Garthwait, pp. 5-8)
- Practicum Agency Information Workbook Activity (Garthwait, pp. 34-5)
- Begin working on LET. Bring a draft to class to review with instructor.
- Mysocialworklab: Follow the directions (Garthwait, p.9) and answer the questions.

**Required Reading:**

- NASW Code of Ethics
- Garthwait (2011) Chapter 1, The Purpose of a Practicum.

Seminar 2 **Class agenda:**

- Warm-up writing exercise
- Hot topics and practicum challenges
- Discuss LET drafts
- Discussion of the NASW Code of Ethics; duty to warn, personal safety, confidentiality (EPAS 2.1.2)
- ePortfolio discussion
- **Due today:**
  - Comparison of Field and Task Instructor Learning Styles
  - Practicum-Related Strengths Workbook Activity (Garthwait, pp.5-8)
  - Practicum Agency Information Workbook Activity (Garthwait, pp.34-5)
  - S481 LET Draft

**Homework DUE next seminar:**

- Continue updating LET
- Reducing the Risk of Harm (Garthwait, pp.56-7)
- Mysocialworklab: Follow directions (Garthwait, p.58) and answer the questions.
- Value, Ethics, and Your Practicum (Garthwait, 151-3)
- Mysocialworklab: Follow directions (Garthwait, p.154) and answer the questions.
- Maintain an up-to-date appointment book/calendar to enter important dates/times of appointments, staff meetings, etc.

**Required Reading:**

- Garthwait (2011) Chapter 6, Personal Safety & Chapter 14, Social Work Ethics.

Seminar 3

**Class agenda:**

- Warm-up writing Exercise
- Hot topics and practicum challenges
- So you are beginning to think about career or grad school? (EPAS 2.1.1, 2.1.3)
- Preparing the Agency Presentation: Tips for a professional poster presentation

**Due today:**

- Reducing the Risk of Harm (Garthwait, pp. 56-7)
- Mysocialworklab: Follow directions (Garthwait, p.58) and answer the questions.
- Value, Ethics, and Your Practicum (Garthwait, pp. 151-3)
- Mysocialworklab: Follow directions (Garthwait p.154) and answer the questions.

**Homework due for next seminar:**

- Merging Self and Profession (Garthwait, pp. 202-3) workbook activity
- Mysocialworklab: Follow directions (p.204) and answer questions.
- August and September timesheets

**Required Reading:**

- Garthwait (2011) Chapter 18, Merging Self and Profession
- Outline for an Individual Process Recording as an Educational Tool (Field Manual/Appendices)  
\*\*Focus on engagement and assessment knowledge and skills.
- Individual Process Recording Instructions (Field Manual/Appendices)

Seminar 4

**Class agenda:**

- Warm-up writing exercise
- How to do an Individual Process Recording
- Hot topics and Practicum Challenges
- **Due today:**
  - August and September timesheets due

**Homework due next seminar:**

- Mysocialworklab: Follow directions (Garthwait, p. 178) and answer questions.

**Required Reading:**

- NASW Code of Ethics-Commitment to Colleagues
- Outline for an Individual Process Recording as an Educational Tool (Field Manual/Appendices)  
\*\*Focus on engagement and assessment knowledge and skills.
- Individual Process Recording Instructions (Field Manual/Appendices)

Seminar 5

**Class agenda:**

- Warm-up writing exercise
- Hot topics and Practicum Challenges
- Agency Presentations (Poster Presentation or PowerPoint)

**Due today:**

- Mysocialworklab: Follow directions (Garthwait, p. 178) and answer questions.

**Homework next seminar:**

- October timesheets
- Individual Process Recording

**Required Reading:**

- NASW Code of Ethics - read Commitment to Agency and Society

Seminar 6

**Class agenda:**

- Hot topics and practicum challenges
- Professional Social Work (EPAS 2.1.1) and Agency Poster Presentations

**Due today:**

- October timesheet

**Homework due next seminar:**

- Individual Process Recording (\*\*focus on engagement and assessment)
- The Image and Impact of Social Work (Garthwait, pp. 142-4) workbook activity
- Mysocialworklab: Follow directions (Garthwait, p. 145) and answer questions
- November timesheets

**Required Reading:**

- Garthwait (2011) Chapter 13, Professional Social Work

Seminar 7

**Class agenda:**

- Warm Up writing exercise
- Hot topics and practicum challenges
- Sharing of termination process and seminar wrap-up
- Presentation of Social Justice Assignment with class

**Due today:**

- November timesheet
- Social Justice Assignment Due

**Homework due next seminar:**

- December timesheets

Seminar 8 **Class agenda:**

- Share/present Social Justice Assignments
- Challenges and Strengths this year
- Celebrate!
- Evaluations completed

**E-Portfolios and final evaluations (LET) are due by \_\_\_\_\_**

As the semester progresses, some modification of content may occur. Issues on confidentiality, oppression and social work values/ethical dilemmas will be discussed all through the semester.

**Required and Recommended Texts and Journal Articles**

**Required:**

Council on Social Work Education. (2008). Education policy and accreditation standards. Silver Springs, MD: Author. Available at <http://www.cswe.org/File.aspx?id=13780>

Garthwait, C. (2011). *The social work practicum: A guide and workbook for students* (5<sup>th</sup> ed.). Needham Heights: Allyn & Bacon. ISBN-13: 978-0-205-76944-5.

National Association of Social Workers. (2010). *Code of ethics*. Washington, DC: Author. Available at <http://www.naswdc.org/CODE.htm>

\* *Materials provided to students by instructor*

\* Indiana University School of Social Work. (2010-2012) *BSW practicum manual*.

**Assignments**

Indiana University School of Social Work (IUSSW) utilizes an eportfolio system to document student achievement of CSWE competencies. Students admitted to the BSW program are expected to provide evidence of CSWE mandated competencies and designated practice behaviors, which are the behavioral manifestations of the competencies, from the Educational Policy and Accreditation Standards (EPAS). Below you will read about specific assignments. The completed assignments may provide evidence of a competency for a specific Practice Behavior and may be useful to document your achievement of the competency in the eportfolio. You are encouraged to save an electronic copy of your assignments as one or more may be useful in documenting competencies.

A variety of teaching-learning methods and experiences will be used throughout the semester in an effort to help students meet course objectives. Students will have agency learning experiences and classroom assignments in order to integrate theory and practice. Classroom activities may include lectures, small group discussions, journaling, assignments and role-playing. Disguised case materials, simulations and audio-visual materials may be utilized as appropriate to clarify particular subject areas. Agency

experiences of the students will be relied on for illustrative purposes.

Seminar assignments.

1. Process Recording. Students complete one process recording (on a 15 minute portion) of an interview with an individual/couple/family experience with focus on the analysis of engagement and assessment knowledge and skills. The Individual Process Recording format and procedures are located in the BSW Field Manual.

**This assignment may provide evidence of competency for Practice Behavior #29 (prepare for action with clients), #30 (use empathy and interpersonal skills), #31 (develop focus of work) , #32 (collect, organize and interpret client data), #33 (assess strengths and limitations) and #33 (develop goals for work). As such, this assignment may be an appropriate product for inclusion in the ePortfolio for those or other practice behaviors.**

2. Social Justice Assignment. This assignment will provide the opportunity for students to examine oppression in relation to a population served by their practicum agencies as well as to develop a meaningful strategy to advocate on behalf of oppressed clients.

**This assignment may provide evidence of competency for Practice Behavior #19 (advocate for human rights and social and economic justice), and #20 (engage in practice to advance social and economic justice). As such, this assignment may be an appropriate product for inclusion in the ePortfolio for those or other practice behaviors.**

3. Journals. Students maintain a reflective journal of practicum learning experiences as an activity of self-reflection and professional growth.

**These assignments may provide evidence of competency for multiple practice behaviors depending upon the focus of the journal. As such, this assignment may be an appropriate product for inclusion in the ePortfolio for those or other practice behaviors.**

4. Agency Poster Presentation. This assignment will provide the opportunity for students to learn about the mission, programs and practices of their placement organization and prepare and share this information in a professional poster presentation to classmates.

**This assignment may provide evidence of competency for Practice Behavior #27 (discover, appraise and attend to changing locales, populations, etc and social trends for practice), and #25 (analyze social policy that advance client well-being). As such, this assignment may be an appropriate product for inclusion in the ePortfolio for those or other practice behaviors.**

5. Mysocialworklab and Workbook Assignments: These assignments are linked to the EPAS Core Competencies in a manner that is helpful to integrate previous coursework with practical applications in field.

**These assignments may provide evidence of competency for multiple practice behaviors depending upon the focus of the journal. As such, this assignment may be an appropriate product for inclusion in the ePortfolio for those or other practice behaviors.**

**NOTE: All written material should demonstrate the student's use of the literature. Points will be deducted for poor grammar, spelling and punctuation. See BSW Paper Criteria.**

### Evaluation and Grading

Students should be ready to participate knowledgeably and constructively in seminar activities. Failure to observe these requirements will be considered in assigning the final grade. The weighing for seminar assignments and participation is as follows:

Seminar Participation, Writing Warm-Ups & Attendance	20%
Mysocialworklab & Workbook Assignments	15%
Process Recording	15%
Journals	20%
Agency Poster Presentation	15%
Social Justice Assignment	15%
<b>Totals</b>	<b>100%</b>
**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		

Grades of C and C+ signify work that is *marginal* in nature. The scholarly products or professional performances meet many but not all of the expected criteria. Grades of C- and lower reflect work that is *unsatisfactory*. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a future BSW-level professional.

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

**University and School Policies** [This entire section should be cut and pasted into every syllabus.]

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 [www.iue.edu/stuserv](http://www.iue.edu/stuserv)

Indianapolis: Adaptive Educational Services [life.iupui.edu/aes/index.asp](http://life.iupui.edu/aes/index.asp)

Kokomo: Affirmative Action [www.iuk.edu/ADMINFIN/affirmative-action](http://www.iuk.edu/ADMINFIN/affirmative-action)

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 that 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.

Electronic Devices in the Classroom (This is a recommended policy.)

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, 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. The use of cell phones during class time is prohibited and these should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or a request from the instructor to leave class.

Incident 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 Oncourse 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.

#### Additional Course Policies

1. Students are expected to conform to the standards and practices established by the agency and by the School for the practicum course including adherence to the Code of Ethics of the NASW.
2. Students are expected to interact respectfully and professionally at all times. Professional interaction and conduct are absolutely expected.
3. Late assignments are not accepted (specific circumstances may be negotiated with the instructor).
4. All assignments/presentations must be of professional quality.
5. Regular attendance is expected in seminar. You may miss no more than 1 of the 8 class classes required. Each class missed beyond 1 will result in the drop a full letter grade. If you must miss a seminar session, inform the instructor in advance.
6. Students are expected to respect the opinions and feelings of other students, instructor, and guest speakers, even though they differ from their own.
7. In accordance with the Indiana University School of Social Work grading policy, students must earn at least a "C" to pass this course.
8. Academic dishonesty (including cheating on exams and plagiarism in papers and learning plan products) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course. Failure of a required social work course will result in automatic dismissal from the social work program. A student's right to appeal such dismissal is outlined in materials at student orientation meetings.

To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Normally, simply including a literature citation in your list of references is insufficient. Rather, you must specifically acknowledge a source each time you use that source, paragraph-by-paragraph, even sentence-by-sentence, as necessary. See the Publication Manual of the American Psychological Association (6<sup>th</sup> Ed.) for guidelines for in-text references.

#### Campus Specific University Policies

IUB –

IUE –

IUN –

IUPUI –

**Principles of Undergraduate Learning (PUL)**

IUPUI Principles of Undergraduate Learning

Revised March 2007; Approved May 1, 2007

The undergraduate education experience at IUPUI is guided by six principles of learning. The Principles of Undergraduate Learning (PULs) are as follows:

- Principle 1: Core Communication and Quantitative Skills;
- Principle 2: Critical Thinking;
- Principle 3: Integration and Application of Knowledge;
- Principle 4: Intellectual Depth, Breadth, and Adaptiveness;
- Principle 5: Understanding Society and Culture; and
- Principle 6: Values and Ethics

This course addresses the following Principles:

- #2. Critical Thinking- (Major Emphasis)
- #6. Values and Ethics – (Moderate Emphasis)
- #4. Intellectual Breadth, Depth and Adaptiveness – (Some 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 IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD; fees are charged for testing. CAPS is located in the Walker building at 719 Indiana Avenue and can be contacted by phone (317-274-2548). For more information, see the CAPS web-site at:

<http://life.iupui.edu/caps/>

**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:

IUPUI Student Advocate  
Division of Student Life  
Campus Center, Suite 350  
420 University Blvd.  
Indianapolis, IN 46202  
Phone: (317) 278-7594  
Fax: (317) 278-9904  
[stuadvoc@iupui.edu](mailto:stuadvoc@iupui.edu)