

**Indiana University
School of Social Work**

S402 Integrative Practicum Seminar II (3 Credits)

Section	Instructor Name:
Semester:	Office:
Time:	Office Hours:
Day:	Phone:
Room:	Email:

Course Description and Place in the Curriculum

This second semester of field seminar provides a continuing forum for the integration of academic learning with agency-based field placement. Taken as a co-requisite with S482 Field Practicum II, this course provides students with educational and administrative support to synthesize knowledge from all previous social work courses and the experiential learning from field, increases communication between student, liaison, agency, and provides opportunities critical thinking in problem-solving practice challenges, utilizing collaborative conferencing with peers, and transitioning from student to social work practitioner. The seminar includes discussions on selected topics and issues related to the learning experiences in the field (both instructor- and student-initiated) with emphasis on student demonstration of core competencies for generalist social work practice. Through facilitated discussion, students learn about social work practice in various settings and assist each other in seeing the similarities and differences in applying generalist social work practice, knowledge, and skills across service delivery systems and practice methods.

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 introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate all ten of the EPAS competencies as students complete their eportfolio and as such, serves as a capstone experience for the BSW curriculum. However, emphasis is given to 2.1.2 (values and ethics), 2.1.3 (critical thinking), 2.1.6 (research), 2.1.7 (human behavior and the social environment), 2.1.9 (*community* context) and 2.1.10 (c) and (d) (intervening and evaluating practice). This course serves as a capstone experience for the BSW curriculum where students gather and organize products that demonstrate their competence in their electronic portfolio.

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:

402-1. Participate actively in the learning process and collaborative consultation to increase professional self-awareness [EP2.1.1].

402-2. Analyze complex ethical dilemmas that occur in practice and apply models of ethical-decision-making to determine professional behavior in practice [EP 2.1.2].

402-3. Apply critical thinking skills to make practice decisions which synthesize multiple aspects of client situations including theoretical knowledge, existing empirical research, community context, and the ethical base of the profession. [EP 2.1.3]

402-4. Apply research findings to inform agency-based practice with individuals, families, groups, communities and organizations [EP 2.1.6].

402-5. Synthesize knowledge of bio-psycho-social variables that affect individual development and behavior, and utilize theoretical frameworks to understand the interactions among individuals and between individuals and their environments and make practice decisions based upon that knowledge [EP 2.1.7].

402-6. Analyze the community context of generalist practice in terms of current impacts and future trends [EP 2.1.9].

402-7. Synthesize the knowledge, values and skills of generalist social work to intervene and evaluate practice with systems of all sizes [EP2.1.10 (c) and (d)].

402-8. Synthesize knowledge and practice skills from all previous and concurrent courses to provide evidence of competence for generalist social work practice ([EP 2.1.1 through 2.1.10].

Content Outline and Reading Assignments

S402 is a student-driven seminar that seeks to integrate practicum learning experiences with social work knowledge, values, and skills. Students will have the opportunity to demonstrate their application of social work knowledge gained through their education to client situations as they occur in the field practicum.

Eight (8) seminar sessions will be convened over the course of the semester. The seminar sessions will emphasize the integration and application of social work knowledge and skills through discussion of relevant social work practice issues and practicum experiences. Emphasis will also be given to social work values and ethics via discussion of the NASW (2010) Code of

Ethics and Dolgoff, Loewenberg & Harrington's (2012) ethical decision-making model. Seminar sessions will be organized thematically around CSWE's Education Policy and Accreditation Standards (EPAS), particularly the ten (10) core competencies and related practice behaviors.

Seminar Dates:

1: August 22nd, **2:** September 12th, **3:** September 19th, **4:** October 3rd, **5:** October 24th,
6: November 7th, **7:** November 21st **8:** December 5th

Seminar 1

Seminar Title:	Introduction to S400; Engaging, Assessing, Intervening, and Evaluating Individuals, Families, Groups, Organizations, and Communities.
Seminar Topic(s):	Course overview and expectations; Client Engagement
Due in Seminar:	n/a
Readings:	Core Competency 2.1.10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Dolgoff, Loewenberg, & Harrington (2012), Chapter 1: Ethical Choices in the Helping Professions Garthwait (2011), Chapter 16: Social Work as Planned Change & Chapter 19: Leadership and Social Justice

Seminar 2

Seminar Title:	Engaging Diversity and Difference in Practice
Seminar Topic(s):	Gaining Self-Awareness
Student Discussion Leaders:	
Due in Seminar:	S482 LET Signed Timesheets
Readings:	Core Competency 2.1.4 – Engage diversity and difference in practice; Dolgoff, Loewenberg, & Harrington (2012), Chapters 6: Value Neutrality and Imposing Values Garthwait (2011), Chapter 12: Diversity and Cultural Competency

Seminar 3

Seminar Title	Advancing Human Rights and Social & Economic Justice
Seminar Topic(s):	Advancing Social and Economic Justice in Practice
Student Discussion Leaders:	
Due in Seminar:	Workbook: Chapter 16: Social Work as Planned Change
Readings:	Core Competency 2.1.5 – Advance human rights and social and economic justice; Dolgoff, Loewenberg, & Harrington (2012), Chapters 9: Social Justice, Limited Resources, and Advocacy

Seminar 4

Seminar Title:	Social Work Ethical Principles
Seminar Topic(s):	Ethical Dilemmas and Ethical Decision-making in Social Work Practice
Student Discussion Leaders:	
Due in Seminar:	Instructor Lecture: EAS, ERS and EPS Decision-Making Models 1 st Process Recording Signed Timesheets Midterm Evaluation with ALL signatures
Readings:	Core Competency 2.1.3 – Apply social work ethical principles to guide professional practice. Dolgoff, Loewenberg, & Harrington (2012), Chapter 4: Guidelines for Ethical Decision Making: The Decision Making-Process and Tools NASW Code of Ethics (1999)

Seminar 5

Seminar Title:	Identifying as a Professional Social Worker & Critical Thinking in Social Work Practice
Seminar Topic(s):	Professional Practice Roles & Applying Critical Thinking to Inform Professional Judgments
Student Discussion Leaders:	
Due in Seminar:	Mock Ethical Dilemma Case

	Garthwait (2011) Chapter 13: The Image and Impact of Social Work
Readings:	Core Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly; Core Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgments Garthwait (2011), Chapter 13: Professional Social Work

Seminar 6

Seminar Title:	Human Behavior and the Social Environment
Seminar Topic(s):	Applying Knowledge of Human Behavior and the Social Environment
Student Discussion Leaders:	
Due in Seminar:	Garthwait (2011) Workbook: Chapter 15: Legal Issues and Concerns Signed Timesheets
Readings:	Core Competency 2.1.7 – Apply knowledge of human behavior and the social environment.

Seminar 7

Seminar Title:	Engaging in Research
Seminar Topic(s):	Research-informed Practice and Practice-informed Research
Student Discussion Leaders:	
Due in Seminar:	Agency Ethical Dilemma Assignment
Readings:	Core Competency 2.1.6 – Engage in research-informed practice and practice-informed research. *Dolgoft, Loewenberg & Harrington (2009), Chapter 12: Changing Word, Changing Dilemmas *note section on EBP on page 250

FINAL SEMINAR SESSION 8

Seminar Title:	Engaging in Policy Practice; Examining Contexts that Shape Practice
Seminar Topic(s):	Policy Practice; Contexts that Shape Practice
Student Discussion Leaders:	
Due in Seminar:	2 nd Process Recording w/ Case Analysis Assignment

	Signed Timesheets
	LET Final Evaluation with ALL Signatures
Readings:	Core Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services; and Core Competency 2.1.9 – Respond to contexts that shape practice.

Required and Recommended Texts and Journal Articles

Required Text

Dolgoff, R., Loewenberg, F., & Harrington, D. (2012). *Ethical decisions for social work practice* (9th ed.). Belmont, CA: Brooks/Cole.

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

*Students should use the same workbook purchased for S481 Practicum I

Required Readings

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>

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

Students are also encouraged to consult textbooks and journal articles from previous social work practice courses such as Human Behavior, General Social Work Practice, Emergence of Social Services, Organizational Behavior and Practice, Community Behavior and Practice, and Practice Evaluation as needed for reference materials pertaining to the discussion topics presented in the course.

Assignments

Indiana University School of Social Work (IUSSW) utilizes an eportfolio system to document student achievement of CSWE competencies. Students admitted to the Social Work Program are expected to provide evidence of CSWE mandated competencies and designated practice behaviors, which are the behavioral manifestation of the competencies, from the Educational Policy and Accreditation Standards (EPAS). Below you will read about specific assignments. The completed assignment 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. During this capstone class, you are expected to have completed uploading products for all of the 41 practice behaviors.

1. Topic Discussion Participation & Leadership

Consistent participation is an integral component of the student's overall success in the seminar. Seminar participation is conceptualized broadly as engagement in assigned readings prior to class, attending seminar sessions, completion and submission of discussion papers, and participation in seminar discussions and exercises. A participation grade will be determined for each of the eight (8) seminar sessions based upon the student's presence in seminar and their participation in seminar discussions and activities. Discussion seminar is designed to integrate knowledge derived from previous coursework with practice as it occurs within the field practicum. Discussion topics will follow the outline guided by the EPAS Core Competencies. Topic discussion and leadership constitutes 50% of the final grade.

These assignments may provide evidence of competency for multiple Practice Behaviors. As such, this assignment may be an appropriate product for inclusion in the ePortfolio.

2. Workbook Assignments

Garthwait's (2011) Social Work Practicum: A Guide to Students, utilized in S481 Practicum I will continue to support S482 with focus on chapters 12-19. Selected workbook assignments from these chapters constitute 10% of the final grade.

3. Ethical Decision-Making Assignment

This assignment involves application of Dolgoff's et al. (2009) ethical decision-making model in resolving ethical issues and dilemmas encountered in social work practice. Students are asked to demonstrate their knowledge, understanding, and application of Dolgoff et al.'s model by (1) completing a case analysis of a "mock" ethical dilemma as a practice exercise followed by (2) the demonstration of an actual ethical dilemma encountered in the practicum placement. Dolgoff's et al. (2009) model will be presented and discussed in class. With this knowledge and skill, students are required to identify 1 ethical dilemma encountered in the practicum placement and provide a written product (template to be provided) reflecting critical thinking and analysis in utilization of the ethical tools listed below. Case analysis components are:

1. Identification of an Ethical Dilemma
2. Completion of the Ethical Assessment Screen (EAS)
3. Completion of the Ethical Rules Screen (ERS)
4. Completion of the Ethical Principles Screen (EPS)
5. Plan of Action based and supported by findings

A detailed assignment description is attached to the syllabus. The ethical decision-making assignment constitutes 15% of the final grade.

This assignments may provide evidence of competency for Practice Behavior #7 (managing personal values), #8 (ethical decisions) and Practice Behavior #9 (tolerating ambiguity in ethical conflicts). As such, this assignment may be an appropriate product for inclusion in the ePortfolio.

4. Process Recording I (Community format)

This assignment is required for completion of S482 (Social Work Practicum II) and involves preparing a written process recording analysis based on the templates and directions for the Community format provided in the BSW Field Manual. The Process Recording I constitute 5% of the final grade.

This assignment may provide evidence of competency for Practice Behavior #27 (attend to changing locales to provide relevant services), #29 (prepare for action with groups, communities and organizations), #36 (initiate actions to achieve organizational goals), #8 (ethical decisions) and Practice Behavior #9 (tolerating ambiguity in ethical conflicts). As such, this assignment may be an appropriate product for inclusion in the ePortfolio.

5. Process Recording II with Case Analysis (Individual format)

This individual process recording assignment is required for completion of S482 (Social Work Practicum II) and involves preparing a written case analysis that discusses the following components: the client's presenting problem and background; the client's experience of oppression, marginalization or alienation; how you as the practitioner engaged the client and communicated your understanding of the client's experience of oppression, marginalization or alienation; the intervention you implemented to address the client's problems and your use of the research literature to inform your intervention; and your use of theories or conceptual frameworks in the **intervention and evaluation phases** of the helping process.

After completing the individual process recording, analyzing the interview and discussing it with the agency-based field instructor, students will provide written presentation (either a paper or a PowerPoint Presentation) to the questions below. Responses are NOT to be opinions but grounded in the academic content and theoretical knowledge from social work and other social science courses that the student has completed in the BSW program. References to academic content MUST be cited and a reference page /slide included, all in proper APA format.

1. In way ways has this client experienced oppression, marginalization or alienation? How did you communicate your understanding of these experiences with this client? What did you learn about diversity and difference from this client?
2. In what way did professional research inform your practice with this client? (CITE IT!) How did you use this research with the client?

3. What knowledge did you use to identify appropriate intervention strategies with this client? What plan did you have to assess your work with this client?
4. What theories or conceptual frameworks guided your assessment, intervention and evaluation of your practice with this client? How did you use the theories or conceptual frameworks to guide your assessment, intervention and evaluation in practice with this client.

The Process Recording & Case Analysis Assignment constitutes 15% of the final grade.

This assignments may provide evidence of competency for Practice Behavior #2 (reflection and self-correction for practice)), #14 (recognize culture related to oppression and privilege), #15 (identify personal biases), #23 (critique and apply knowledge) and Practice Behavior #22 (use research evidence to inform practice), #30 (empathy skills), #35 (select appropriate interventions) and #38 (help clients resolve problems), as well as many others. As such, this assignment may be an appropriate product for inclusion in the ePortfolio.

6. E-Portfolio

Throughout the semester, students are encouraged to regularly upload products from classroom courses and field to their Senior E-Portfolio demonstrating competence in the 41 social work practice behaviors. The final week of practicum (December 5-9th) is set-aside for students to put their final touches on the completion of the Senior e-portfolio. E-Portfolio FAQ's are attached to the syllabus. The e-portfolio is 5% of the final grade in this course.

The overall course grade is determined by the student's performance on the assignments described above including seminar participation. The evaluation/grading framework is delineated below.

Evaluation and Grading

<u>Assignment</u>	<u>Corresponding points</u>
Class Discussion Participation & Leadership	50
Ethical Decision-Making Assignment	15
Process Recording I	5
Process Recording II w/ Case Analysis Assignment	15
Workbook Assignments	10
E-portfolio	5

Grading Scale

98 – 100	A+	95 – 97	A	92 – 94	A-
91 – 88	B+	85 – 87	B	82 – 84	B-
78 – 81	C+	75 – 77	C	72 – 74	C-
68 – 71	D+	65 – 67	D	62 – 64	D-
0 – 61	F				

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

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

East: Student Support Services www.iue.edu/stuserv

Indianapolis: Adaptive Educational Services life.iupui.edu/aes/index.asp

Kokomo: Affirmative Action www.iuk.edu/ADMINFIN/affirmative-action

Northwest: Student Support Services www.iun.edu/~supportn

Southeast: Disability Services www.ius.edu/UD/DisabilityServices

South Bend: Office of Disabled Student Services 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

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

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.

Inclement Weather or Other University Emergency

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

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 should have read assigned materials in the order specified by the instructor and should be ready to participate knowledgeably and constructively in class activities.
2. The classroom environment is very important and certain characteristics allow learning and discussion to flourish. It is important that our classroom be one in which there is mutual respect and a sense of community. Though our community will shape itself as the semester progresses, the foundation for this community is built through the demonstration of mutual respect through our classroom interactions. We need to show each other respect by listening when others speak, preparing for each class by completing the readings ahead of time, and acknowledge the contributions and thoughts of others. The classroom is enhanced when you think critically about the issues in class, by regular & timely attendance, and by the sharing of your own ideas, experiences, and comments on class readings and discussions. There are always a variety of perceptions on social issues, therefore respect for one another's views is an important foundation for the class. Students are expected to respect the opinions and feelings of other students, instructor and guest speakers, even though they differ from their own.
3. In accordance with the Indiana University School of Social Work grading policy, students must earn at least a C to pass this course.

Principles of Undergraduate Learning (PUL)

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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, Breath, and Adaptiveness;
- Principle 5: Understanding Society and Culture; and
- Principle 6: Values and Ethics

This course addresses the following PULs (All PULs are described at <http://www.iport.iupui.edu/selfstudy/tl/puls/>, as well as under the "Resource" tab):

- #6. Values and Ethics (Major Emphasis)
- #2. Critical Thinking (Moderate Emphasis)
- #3. Integration and Application of Knowledge (Some Emphasis)

For further information regarding PULs at IUPUI, please see

<http://www.iport.iupui.edu/selfstudy/tl/puls/>.

Given the integrative nature of this course, students will be asked to begin the process of building their BSW Competency Portfolio which will demonstrate that they are competent in the 10 core competencies and 42 practice behaviors identified by the Council on Social Work Education for professional practice at the BSW level. Students will consider course assignments from their upper-level social work courses and products from the S482 practicum as potential evidence that demonstrates they have achieved competence. Discussion in seminar, as well as individual consultation with the faculty liaison, should focus around appropriate activities and products that demonstrate competence of the identified practice behaviors. This course is considered the Capstone course for the BSW program.

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

SYLLABUS ASSIGNMENTS ADDENDUM

Ethical Dilemma Assignment

Assignment Description: Through this assignment, please demonstrate application of social work knowledge, values and skills and utilize Dolgoff's (2009) ethical reasoning strategies and frameworks in the analysis of an ethical dilemma in your practice. The final product will include the detailed responses to 1-7 of the Ethical Assessment Screen along with consensus on a plan of action based on information gathering and the application of the ERS and if applicable the EPS. It is expected that you must correctly apply the frameworks in order to arrive at the most appropriate conclusion/plan of action. The assignment is to follow APA format in terms of citing all references in text and should include a reference list at the conclusion of the posting (in place of a reference page since it is a posting and not a paper

Assignment Steps:

1. Define the term "ethical dilemma" and describe the field-based ethical dilemma to be analyzed through Dolgoff's (2008) frameworks. This is an ethical dilemma (meeting definition in #1) occurring in field practice. Be specific and detailed in the dilemma.
2. Using your case particulars, complete the Ethical Assessment Screen and utilize the ERS and if indicated, the EPS.
3. Complete items 1-7 of the EAS for your practice dilemma. Use sub-headings including: Definition of ethical dilemma, Ethical Dilemma Case, Ethical Assessment Screen (number 1-7), etc.
 - a. Screens will require the identification of specific standards of the Code of the Ethics which apply to this case, state or federal law which may be relevant to the case, and identification of any evidence-based or best practices that may be relevant to the case.
4. Apply the ERS and EPS (if/when indicated to your case). Please describe this process (how and when the frameworks are used and in what order) and explain the rationale for the application of the frameworks with your practice dilemma (describe what ethical framework tools were applied/not applied to this case, and why). Provide a plan of action or decision based on the results of the application of EAS, ERS, and if applicable, the EPS. Include or summarize the additional research findings/facts/information that contributed to the case recommendations. Use sub headings for organization of content such as: Ethical decision making process, Ethical Rules Screen, Ethical Principles Screen (if applicable), Additional Research Findings, and Plan of Action.

ePortfolio FAQs



What is this all about? Why are we doing this ePortfolio?

The Council on Social Work Education, our professional accrediting body, has made the shift to competency-based education, consistent with many other professions such as nursing, medicine and dentistry. The profession needs to have evidence that our graduates are competent to practice social work. CSWE has mandated that every program provide **two measures** of each practice behavior they identified for BSW practice. One measure comes from your S482 field practicum (the LET) and evaluated by your agency-based field instructor. The ePortfolio will provide the second measure of competency on each practice behavior. These scores will be used to evaluate **our program** to ensure that we are doing a good job of preparing BSW students for practice.

What goes into the ePortfolio?

The ePortfolio has a matrix which lists all 41 practice behaviors identified by CSWE for generalist practice. You will need to upload a document in each box that relates to each practice behavior. Anything that can be put into an electronic document (either .pdf or Word) is eligible as long as it represents **YOUR WORK** which is representative of the practice behavior. This includes papers from courses, process recordings, forum posts, PowerPoint presentations, client assessments or case notes (you **MUST** remove all identifying data relating to clients). Even a short uTube video could be uploaded. Group presentations are eligible as long as you identify **YOUR** individual contribution to the project and that represents the specific practice behavior.

Who evaluates the documents uploaded into the ePortfolio?

The portfolio will be introduced in the S381 course and continues through the S400/S482 courses. The seminar instructors from these courses will be responsible for evaluating the documents. The scoring scale right now is the same as for the LET evaluation. We are in the process of developing specific rubrics for each practice behavior.

Can't I just upload the same products from my LET into the ePortfolio?

This is an option, however, you are also able to draw from course assignments as well as field assignments in choosing the products to upload. The portfolio should be reflective of all your coursework and we hope you will consider products from classes that demonstrate your competency. The course assignments **MUST** be applied in nature – not just knowledge, but how it is **applied**.

May I use the same product for more than 1 practice behavior?

Absolutely! Major assignments (i.e. a comprehensive paper in a class or the process recording) are likely to demonstrate multiple practice behaviors. It is important for each student to consider carefully which document best demonstrates their competency for each behavior. We hope that portfolios will demonstrate your intellectual depth and breadth from multiple documents across classroom and field.

Do I get a grade on this? What happens if I don't do this?

You don't get a grade on the portfolio and you won't fail field or the program if you do not do it. However, this information is used for program assessment that leads to the accreditation and therefore, you put the program at risk if you do not participate. And it doesn't help YOU to have graduated from an un-accredited social work program. Your seminar instructors in both field courses will encourage you and provide consultation: Field coordinators and program administrators will be contacting you if you do not complete the ePortfolio.

What is the reflection part? Do I have to write something for every behavior?

It is important that you use the reflection area to **explain your rationale** for why you chose this document to provide evidence of the specific practice behavior. This is particularly important when you use one document for multiple practice behaviors. For example, if you are using a process recording as evidence, you need to identify where in that recording you demonstrate the practice behavior – it would be helpful to even give the page number and describe your practice as to how it meets the required practice behavior.

What if my document is rated as less than competent? Do I have another chance to be competent?

Instructors will return a score to you and if it is less than competent (less than 5 on the 7 point scale), you may amend the document or upload something different – as long as you don't wait until the due date to upload! Your instructor should give you some feedback on how you might better demonstrate your competency. Don't be too discouraged if you receive a score that is less than 5 – remember that this score assesses the **program**, not just your performance as an individual student. When we notice multiple students are not achieving competency, we likely will review curriculum to provide program support to achieve competency.

Still have questions?

Contact your campus Field Coordinator or Program Director for more information!