

**Indiana University  
School of Social Work**

555 Practicum I (3 Credits)

**Note: Syllabi from your MSW courses are often needed for application of licensure and other MSW graduate career advancement opportunities following graduation. Keep this syllabus in your files.**

<b>Class # *****</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>

Prerequisites: 501 Professional Social Work at the Masters Level: An Immersion  
502 Research I  
503 Human Behavior and the Social Environment I  
504 Professional Practice Skills I  
505 Social Policy Analysis and Practice

Pre-requisites or Co-requisites:

513 Human Behavior and the Social Environment II  
514 Practice with Individuals, Families and Groups  
516 Social Work Practice II: Organizations, Communities, Societies  
517 Assessment in Mental Health & Addictions

**Course Description and Place in the Curriculum** (as approved by the IUSSW Faculty Senate on November 18, 2016)

The MSW Social Work Practicum I is an educationally-directed practice experience under the direct supervision of an approved agency field instructor. The practicum provides students with opportunities to integrate the intermediate curriculum (theories, values, knowledge, and practice principles) in a practice setting. The practicum fosters the development of core competencies in generalist social work practice with emphasis on acquiring graduate-level, strengths-based interpersonal skills for work at all systems levels.

Learning opportunities in this first graduate practicum experience emphasize students demonstrating professional social work competencies. Fifteen hours of integrative seminars provide a supportive environment for students to discuss their Learning Plan, demonstrate beginning mastery of the social work core competencies operationalized at a graduate education level, and process practice issues that arise in the field placement setting.

**Practicum I Competencies**

Through active participation in the experiential learning activities and completion of the readings, assignments, and seminar projects and attendance, students are expected to demonstrate an intermediate level of competency with respect to the following:

- 555-01 [EP 1] Demonstrate Ethical and Professional Behavior
- 555-02 [EP 2] Engage Diversity and Difference in Practice
- 555-03 [EP 3] Advance Human Rights and Social, Economic, and Environment Justice
- 555-04 [EP 4] Engage in Practice Informed-Research and Research-Informed Practice
- 555-05 [EP 5] Engage in Policy Practice
- 555-06 [EP 6] Engage with Individuals, Families, Groups, Organizations, and Communities.
- 555-07 [EP 7] Assess with Individuals, Families, Groups, Organizations, and Communities
- 555-08 [EP 8] Intervene with Individuals, Families, Groups, Organizations, and Communities
- 555-09 [EP10] Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **Seminar Outline and Reading Assignments**

This practicum course requires the attendance of five seminars.

#### Seminar 1

- Overview of practicum competencies and related practice behaviors
- Guidance to completing the Learning Plan with the Field Instructor
- Engaging agency staff and supervisors in the field experience

Recommended readings:

Council on Social Work Education (2015). *Educational Policy and Accreditation Standards*.  
Alexandria, VA: Council on Social Work Education, pp. 6-9.

Indiana University School of Social Work (2015). *MSW Field Manual*.

#### Seminar 2     **Assignment #1: Organizational Structure and Policies Assignment due – [EP 2 and EP 5]**

- Student brief presentations on overview of organizational structure, relevant internal policies and social policies that affect the agency and client systems (may be in groups if more than one student in an agency)
- Review student progress on Learning Plans

Required reading:

Agency manuals and policies; review of social policies discussed in courses

#### Seminar 3     **Assignment #2: DEAL Structured Critical Reflection due – emphasizing HBSE theories [EP 2, 6 and EP 8]**

- Theories from HBSE that relate to the client group, including attention to diversity and difference

Recommended reading:

- Lay, K., & McGuire, L. (2012). DEAL papers: Adapted from DEAL model of structured critical reflection [PowerPoint slides].

Seminar 4      **Assignment #3: Ethical Decision Making Assignment due [EP 1]**

- Ethical dilemmas encountered or potential ethical dilemmas in the setting; completed table turned in.

Required readings:

- Allen, K. (2012). What is an ethical dilemma? *The New Social Worker*, 19(2), 4-5.
- Congress, E. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work*, 1(1), 1-22. Indianapolis, IN: IU School of Social Work. Retrieved from:  
<https://journals.iupui.edu/index.php/advancesinsocialwork/article/view/124/107>
- National Association of Social Workers. (1999). Code of ethics of the National Association of Social Workers. Washington, DC. NASW Press.

Seminar 5 (Field instructors invited) **Assignment #4: Client System Assessment [EP 7]**

- Client System Assessments presentation to peers

**Seminar Assignments**

**#1: Organizational Structure and Policies (20 pts):** This is a written paper and oral presentation. [EP 2, and EP 5]

**#2: DEAL Structured Critical Reflection Paper Emphasizing HBSE Theory (15 pts):** This is a written paper. [EP 2, EP 6, EP 8]

**#3: Ethical Decision Making (15 pts):** This is a completed table. [EP 1]

**#4: Client System Assessment (20 pts):** This is a written paper and oral presentation. [EP 2 and EP 6]

**#5: Professional Participation (10 pts):** *Professionalism* demonstrated in seminar. Overall evaluation of class participation will take into account the manner and extent to which a student:  
a) attends all seminars and comes prepared for discussion and engagement; b) submits practicum

related assignments and documents in a timely fashion; c) raises relevant questions and issues; d) appropriately participates in seminar discussion, displaying openness, alertness, and awareness of multiple perspectives; and e) gives and uses feedback constructively. Seminar attendance is vital to the student's success in 555. Failure to attend seminar may result in a failing grade. Professional class participation is essential. A brief narrative evaluating all criteria and completion of the professional participation rubric must be turned in with the completed rubric on the last day of class. [EP 1]

<b>Evaluation and Grading</b>	Points/Percentage of Grade
Seminar Assignments (40%):	
Assignment #1	20
Assignment #2	15
Assignment #3	15
Assignment #4	20
Assignment #5 Professional Participation	10
Field Instructor Evaluation/555 LET (60%)	120
<hr/> Total	<hr/> 200

### **Evaluation and Grading**

In 555, it is recognized that student field performance is reflected from both in the demonstration of professional activities in the agency and in the classroom. The 555 course grade is comprised of points earned from *satisfactory* performance on the 555 Learning Plan (120 possible points) and the points earned from seminar assignments and attendance in seminars (80 possible points).

The 555 Learning Plan final evaluation is determined to be either *satisfactory* or *unsatisfactory* based on scoring of demonstrated competence in practice behaviors. Students achieving satisfactory performance on the Learning Plan receive 60 points. Students failing to achieve satisfactory performance on the Learning Plan receive 0 points. In order to earn satisfactory performance (120 points) on the 555 Learning Plan, the student must earn an average of "5" [determined by totaling the points (i.e. 1-7) for each practice behavior, then dividing by 16 (total number of practice behaviors)]. Students earning less than a "5" average would receive 0 points of the 120 possible points towards the overall course grade, thus failing 555.

#### Attendance & Grading:

Attendance in seminar is important to student success in 555. Failure to attend seminars may result in a failing grade for 555.

- Missing one seminar class will result in a half a letter grade drop in the final course grade.
- Missing two seminars will result in a full letter grade drop in the final course grade.
- Missing three seminars will result in a failing course grade.

### **Grading in the MSW Program** as approved by the IUSSW Faculty Senate

In the Indiana University School of Social Work MSW program, grades of *B* are the expected norm. Reflecting competency and proficiency, grades of *B* reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that *B* is the average grade. Grades in both the *A* and the *C* range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned *A* grades in their undergraduate studies may conclude that a *B* grade reflects a decrease in their academic performance. Such is not the case. Grades of *B* in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a *B* grade in graduate school is analogous to an *A* grade in undergraduate studies. MSW students must work extremely hard to achieve a *B* grade. If you are fortunate enough to receive a *B*, prize it as evidence of the professional quality of your work.

Grades of *A* reflect *Excellence*. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn *A* grades.

Grades of *B* signify *good* or *high* quality scholarly products and academic or professional performance. Grades in the *B* range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the *good* and the *excellent*. We expect that most MSW students will earn grades in the *B* range—reflecting the *good* or *high* quality work expected of competent future helping professionals.

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. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. *Satisfactory* in many respects, its quality is not consistently so and cannot be considered of *good* or *high* quality. We anticipate that a minority of MSW students will earn *C* and *C+* grades.

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 graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of *C-*, *D*, and *F*.

Grade minimums are as follows [Note: grades below *C* are *Unsatisfactory* in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality
D+	67%	Unsatisfactory Quality
D	63%	Unsatisfactory Quality
D-	60%	Unsatisfactory Quality
F	<60%	Unsatisfactory Quality

**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 MSW 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 <http://studentaffairs.indiana.edu/disability-services-students/index.shtml>

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

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

Kokomo: Affirmative Action <http://www.iuk.edu/admin-services/disability-services/>

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

Southeast: Disability Services <http://www.ius.edu/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

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 or Agency

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 is distracting and seriously disrupts 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 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

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 MSW program.

### Campus Specific University Policies and Services

## **Bibliography**

- Allen, K. (2012). What is an ethical dilemma? *The New Social Worker*, 19(2), 4-5.
- Ash, S.L., & Clayton, P.H. (2004). The articulated learning: An approach to guided reflection and assessment. *Innovative Higher Education* 29(2), 137-154.
- Berkenmaier, J., & Berg-Wegen, M. (2011). *The practicum companion: Integrating class and field work*. Boston: Allyn & Bacon.
- Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work* 1 (1).
- Council on Social Work Education (2008). *Educational policy and accreditation standards*. Alexandria, VA: Council on Social Work Education, pp. 3-7.
- Dolgoff, R., Loewenberg, F. & Harington, D. (2012). Ethical decisions for social work practice (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Edmond, T., Megevern, D., Williams, C., Richman, E., & Howard, M. (2006). Integrating evidence-based practice and social work field education. *Journal of Social Work Education* 42(2), 377-396.
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- Lay, K., & McGuire, L. (2012). DEAL papers: Adapted from DEAL model of structured critical reflection [PowerPoint slides].
- National Association of Social Workers. (1999). Code of ethics of the National Association of Social Workers. Washington, DC. NASW Press.
- Paul, R., & Elder, L. (2012). *Critical thinking: Tools for taking charge of your learning and your life*. Boston: Pearson Education, Inc.
- Paul, R. & Elder, L. (2006). *The miniature guide to critical thinking*. Santa Rosa, CA: The Foundation for Critical Thinking.
- Pollo, D.E., & Macgowan, M.J. (2011) *Evidence-based group work in community settings*. New York: Routledge.
- Roberts, A.R., & Yeager, K.R. (2006). *Foundations of evidence-based social work practice*. New York: Oxford University Press.

## Assessment Resources

Centerpoint for Leaders. (2007). *Organizational performance assessment*. Found at [www.centerpointforleaders.org/toolkit\\_org\\_home.html](http://www.centerpointforleaders.org/toolkit_org_home.html). Washington, D.C.: Centerpoint for Leaders, Inc.

Hardcastle, D.A., Powers, P.R., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers*. New York: Oxford University Press. See Chapter 5, Assessment: Discovering and documenting the life of a community, pp. 133-154, and Chapter 6, Using assessment in community practice, pp. 155-181.

Sowers, K., Rowe, W., & Rapp-Paglicci, L.A. (Eds.). (2008). *Comprehensive handbook of social work and social welfare. Volume 3, Social work practice*. Hoboken, NJ: Wiley. See various chapters. by various authors, in this volume related to assessment with children, adolescents, adults, elderly, families, groups, communities, organizations, and institutions.