

D651/D652 Advanced Generalist

Approved by the MSW Curriculum Committee 5 September 2014

**Indiana University
School of Social Work**

ADVANCED GENERALIST CONCENTRATION

D651/D652 Practicum II/III (9 Crs.)

Section:	Instructor Name:
Quarter, Year:	Office Hours:
Email:	Phone:
Other contact:	Other email:

Prerequisites: *Students must complete all 500 level courses before enrolling in any concentration courses*

Pre-requisites or Co-requisites for D651/D652 are:

- D618,
- D641,
- D623,
- D642,
- D661, and
- D600 (electives).

Course Description and Place in the Curriculum

D651 (Practicum II) and D652 (Practicum III) together provide an in-depth advanced practicum experience for MSW students in the Advanced Generalist Concentration. Students complete both of these practicum courses in the same community agency/organization under practice supervision of an approved agency field instructor, and academic guidance of a faculty field liaison.

Practicum II and III build upon the generalist-focused Intermediate Practicum I and deepen the integration and application of social work knowledge, values, and skills for advanced generalist practice. Students spend a minimum of 640 hours in an organizational setting that provides them with experiences that support mastery of all ten core competencies as operationalized by advanced practice behaviors for roles in engaging, assessing, intervening, and evaluating client systems of all sizes. This may include other fields of practice (i.e. mental health, child welfare, health, supervision, management, and other arenas of micro, macro, and mezzo practice).

D651/D652 Course Competencies

Through active participation in the learning experiences and completion of readings, assignments, and learning projects offered throughout these courses, students are expected to master the following competencies:

1. **[EP 2.1.1]** Identify as a professional social worker and conduct oneself accordingly, as demonstrated by the following practice behaviors:
 - 1.1: Assume appropriate professional roles and maintain boundaries appropriate to those roles.
 - 1.2: Utilizes feedback from multiple sources including; introspection, supervision, peer consultation and/or continuing education.
 - 1.3: Take independent initiative in advocating with and on behalf of client systems.
 - 1.4: Demonstrate the capacity to provide effective supervision and peer consultation.

2. **[EP 2.1.2]** Apply social work ethical principles to guide professional practice, as demonstrated by the following practice behaviors:
 - 2.1: Employ the NASW Code of Ethics and currently accepted models of ethical decision-making to inform decisions and manage ambiguities in complex multi-system, multi-disciplinary settings.
 - 2.2: Demonstrate collaborative behaviors with respect for boundaries, values, and ethical standards of other professions while adhering to those of social work practice.

3. **[EP 2.1.3]** Apply critical thinking to inform and communicate professional judgments, as demonstrated by the following practice behaviors:
 - 3.1: Autonomously identify and evaluate multiple sources of research-informed, consumer-informed, and practice-informed knowledge and provide recommendations to integrate into evidence-based, creative, and “best in situation” practices.
 - 3.2: Utilize appropriate communication skills to gather, synthesize, and interpret information concerning client systems and clearly articulate the rationale for decisions.

4. **[EP 2.1.4]** Engage diversity and difference in practice, as demonstrated by the following practice behaviors:
 - 4.1: Advance diversity and difference from a strengths perspective, with emphasis on inclusion of diverse individuals in functions and decisions within groups, organizations and communities.
 - 4.2: Seek out unjust situations with vulnerable populations that often go unattended and adapt evidence-based/best practices to address specific strengths and needs.

5. **[EP 2.1.5]** Advance human rights and social and economic justice, as demonstrated by the following practice behaviors:
 - 5.1: Investigate gaps in social service delivery that contribute to oppression and discrimination and provide leadership to change these.
 - 5.2: Actively participate in agency, local, state, national, or global efforts to confront oppression as it relates to advancing human rights, social, and/or economic justice.

6. **[EP 2.1.6]** Engage in research-informed practice and practice-informed research, as demonstrated by the following practice behaviors:
 - 6.1: Identify, evaluate, and apply research-informed engagement, assessment, and intervention strategies in work with client systems.
 - 6.2: Engage in ongoing evaluation, track the progress and efficacy of interventions at all chosen system levels.
 - 6.3: Conduct research initiatives to fill service gaps that benefit complex client systems.

7. **[EP 2.1.7]** Apply knowledge of human behavior and the social environment, as demonstrated by the following practice behaviors:
 - 7.1: Integrate HBSE conceptual frameworks to inform and guide the engagement, assessment, intervention, and evaluation processes in work with client systems.

8. **[EP 2.1.8]** Engage in policy practice to advance social and economic well-being and to deliver effective social work services, as demonstrated by the following practice behaviors:
 - 8.1: Analyze the internal and external constraints for achieving effective service delivery or creating change (including laws, policies, procedures, and differential benefits for diverse and at-risk populations).
 - 8.2: Select and apply appropriate strategies of planning, advocacy and political change for effective policy action to advance social and economic well-being.

9. **[EP 2.1.9]** Respond to contexts that shape practice, as demonstrated by the following practice behaviors:
 - 9.1: Analyze the historical and contemporary multifaceted relationships between individuals, families, groups, organizations, communities, and broader societal systems.
 - 9.2: Demonstrate leadership for service delivery sustainability and effectiveness in the context of social, political, economic and environmental factors.

10. [EP 2.1.10(a)-(d)] Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities, as demonstrated by the following practice behaviors:

(a) Engage

10a.1: Demonstrate advanced skills in empathy, reflective listening, supportive confrontation, and other interpersonal skills in engaging individuals at all system levels.

10a.2: Autonomously develop and continuously engage in practice that includes complex and changing client systems.

(b) Assess

10b.1: Autonomously implement assessments (instruments, tools, and methods) at multi-system levels.

10b.2: Interpret assessment data with client systems to create mutually agreed upon observable and measurable, culturally-appropriate goals and intervention strategies.

(c) Intervene

10c.1: Autonomously implement evidence- and strengths-based interventions for complex client systems.

10c.2: Facilitate transitions and endings in practice interventions with complex client systems.

(d) Evaluate

10d.1: Design and implement evaluation strategies of interventions with client systems.

10d.2: Communicate evaluation findings within ethical boundaries to improve the efficacy of interventions and anticipate unintended consequences of intervention efforts.

Course Outline and Assignments

Students design learning experiences and develop major assignments to demonstrate mastery of competencies for advanced generalist practice in collaboration with their field instructors and field liaisons, utilizing the Learning Evaluation Tool (LET).

Learning experiences and assignments should be designed to maximize the student's application of knowledge, values and skills acquired in their Advanced Generalist Concentration coursework and build upon those demonstrated by the end of the Intermediate Curriculum.

Required Text

MSW Field Manual. The MSW Field Manual provides a full description of field policies, safety information and required forms for educational assessment, planning and evaluation. Students are also required to do professional reading in the specific area of the placement agency's social work practice. These readings may be recommended by the field instructor, field liaison or identified by the student him/herself. These readings should be noted on the mid-point and final evaluation.

Evaluation and Grading

The evaluation process begins as goals and expectations are mutually discussed by the student and field instructor during the pre-placement visit and first weeks of placement. The student and field instructor share responsibility throughout the placement for assuring that discussions of student progress and performance, as well as the student's experience with the agency and field instructor, is open and ongoing.

Students and field instructors jointly develop a learning plan utilizing the Learning Evaluation Tool (LET) and based upon the Course Competencies. The faculty liaison reviews and approves the plan as academically sound. The plan becomes an outline of student activities and expectations on which the student's performance will be assessed at two points, once at the end of the first quarter and again at the end of the second quarter or completion of the practicum experience.

Practicum II and III are graded on a "Satisfactory/Fail" basis. Evaluation in the field practica is an on-going process, and is considered a guideline or barometer of the student's areas of strength and growth. A passing mid-point evaluation does not guarantee the successful completion of the field practica.

Mid-Point Evaluation

Completed at the end of the first quarter or midway through any continued work, the mid-point evaluation includes a description of specific student strengths and learning needs. This is also a time to make any changes/additions to the learning agreement. It is recommended that the student and field instructor complete the report independently and then, in conference, share and discuss their perceptions and observations. A report using the Mid-Point/Final Evaluation Form is completed by the field instructor and should reflect the ideas of both the field instructor and the student is then forwarded to the field liaison. The field liaison assigns a grade of S (satisfactory) or F (fail).

Final Evaluation Report (on completion of the entire practicum placement)

The completed Final Evaluation includes:

1. A description of the student's practicum assignments associated with each practice behavior.
2. A rating (scale of 1-7 using the LET rubric) on each practice behavior by the field instructor and the student to report level of mastery. All practice behaviors must be

assessed or the student will receive a rating of “1” on any blank items. Field instructor and student are encouraged to include qualitative evaluative comments.

3. A statement that the evaluation has been read by the student and has been discussed by the student and field instructor together, both understanding that the report is intended for and to be used for educational purposes only.
4. Signatures of both student and field instructor and date signed.
5. Signature of the field liaison and the grade assigned (S/satisfactory or F/fail). A student is expected to achieve a minimum average score of 5 on the 7-point scale to be considered competent and receive a satisfactory grade.

The recommended process for the final evaluation parallels that of the mid-point evaluation (i.e., student and field instructor independently prepare observations regarding student performance, share and discuss their observations in conference, forward a report which reflects both the field instructor's and the student's perceptions of the student's level of performance and progress to the field liaison.)

The grades for practicum courses are assigned by the field liaison in consultation with the field instructor. The field liaison's role in the evaluation process is to assist field instructors in assessing student performance as well as to ensure school expectations are met. Clear agreement between field instructor and field liaison regarding student strengths, learning needs, and progress are an integral part of the learning experience and can contribute in a major way to the student's professional and personal growth.

Course Format

The placement occurs over two or more consecutive quarters (11 weeks in length) in the same agency/organization. Students are required to complete a total of 640 hours in their Concentration practicum with the usual arrangement being 25 hours per week in Practicum II (total of 275) and increasing to 33.20 hours per week (total of 365.20 hours) in Practicum III. For students that are not able to fulfill the 640 practicum hours in the two quarters offered, they may petition to extend the second quarter of their placement for an additional 8-10 weeks, thus completing the practicum at a reduced hourly rate per week for the duration of the placement.

The student and field instructor arrange a specific practicum time schedule which allows students access to overall learning requirements and required hours in practicum. This schedule becomes part of the written learning contract.

Field Placement Overview

The Concentration Practicum is arranged by the MSW Field Instruction Coordinator in collaboration with agency educational coordinators, field instructors, and the student. The placement is individualized according to the student's area of concentration, educational needs, previous employment experience, practice preferences, and career interests and goals.

Students receive weekly supervision from a qualified MSW field instructor who provides ongoing evaluation of their performance. The School provides a field liaison who determines

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whether the student's performance meets the learning objectives for this course. Students are expected to take an active stance as an adult learner in preparation for post-graduation practice.

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 office:

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

Class Participation and Observance of Religious Holidays

Any student who is unable to virtually 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 quarter or summer session and that students let instructors know of conflicts very early in the quarter, 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 quarter](#), or equivalent for non-quarter 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 quarter 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 Practicum Meetings

Neither computers nor other electronic devices are to be used in meetings in the face-to-face practicum setting for non-academic reasons. These include emailing, texting, social networking, and use of the Internet. The use of cell phones during practicum meetings is prohibited and these should be set on silent before they begin. In the case of an emergency, please step out of the room to take and/or make a call. Failure to meet these expectations may result in a loss of participation points, a reprimand, or a request from the instructor to leave a field meeting.

Inclement Weather or Other University/Agency 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. Similarly, learn and observe procedures in the field agency related to closings and emergency situations.

Evaluation of Course/Practicum

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. In the case of field practicum, watch for email notification at the end of the quarter and complete the special evaluation of the field liaison, field instructor, and field agency using the link sent by the field coordinator.

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.

Students experiencing writing difficulties are advised to seek assistance at the University Writing Center located on the IUPUI Campus. To schedule an appointment please go to the following website: <http://liberalarts.iupui.edu/uwc/> for information.

For students unable to access the IUPUI Campus Writing Center in person, please go to the following URL for accessing online consultation:
http://liberalarts.iupui.edu/uwc/uploads/docs/Summer_Zonline_Info_for_UWC_webpage.pdf

Campus Specific University Policies

Counseling and Psychological Services (CAPS)

During the quarter, 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 Suite 220 Walker Plaza, 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/>. These services are only available to students who can appear in person on the IUPUI campus.

Additional Course Policies

General course policies are listed below.

1. Students are expected to spend at least 75% of their field work time in practice assignments directly linked to their Concentration.
2. A written Learning Evaluation Tool (LET), using the School's format is due to the field liaison by the end of the third week in placement. One Learning Plan is developed for the entire practicum that includes D651 and D652. The plan is reviewed by the liaison. If any changes need to be made, the student/field instructor will be notified within two weeks of receiving the Learning Plan. This is a working document that may be modified throughout the practicum with the agreement of all parties.
3. If students must miss time at their agency, they are to notify the field instructor and field liaison, if possible, to plan coverage during the absence. Students are to make up any missed time at the placement agency.
4. Students are expected to observe the agency schedule for holidays. When agencies are closed on a scheduled field day, this time does NOT need to be made up on site at the agency (with the exception of Spring Vacation in public school settings). However, the expectation is for the time to be used for practicum support activities. **Holiday breaks need to be negotiated with the placement agency prior to the beginning of the practicum.**
5. 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 National Association of Social Workers. This includes adherence to agency professional conduct, attire, and importantly, safety protocols in relation to self and clients.
6. Students are expected to participate with their field instructor in determining appropriate continuity of services for clients between academic quarters. Students may be required to provide appropriate client services during this period of time.
7. A minimum of 640 hours over the course of two quarters (22 weeks minimum) is required to complete the Concentration practicum. Students are to document their time in the practicum using the weekly and monthly time sheets provided in the Forms folder on Oncourse.
8. The student's field liaison may elect to conduct occasional seminars or group meetings for all her/his assigned students. The MSW Program endorses such seminars and allows these hours to count as part of the minimum 640 hours.
9. The IU School of Social Work provides student social work malpractice insurance through a blanket professional liability policy for practicum activities and assignments.
10. If a student has a disability and needs accommodations to participate in this program, he/she should consult with the Office of Disability Services on the IUPUI campus. The Office will further work with the field coordinator, liaison, and/or agency field instructor to make any necessary accommodations.