

**Indiana University
School of Social Work**

**SCHOOLS CONCENTRATION
S651/652 Practicum II/III (9 Crs.)**

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

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

Pre- and Co-requisites for S651/S652:

S616 Fall semester concurrent with S651; S618 Schools -Spring semester concurrent with S652
S619, S632

Course Description and Place in the Curriculum

S651 (Practicum II) and S652 (Practicum III) together provide an in-depth advanced practicum experience for MSW students in the Schools Concentration. Students complete both of these practicum courses in the same school setting under practice supervision of an approved field instructor and academic guidance of a faculty field liaison.

Practicum II and III build upon the more generalist-focused Intermediate Practicum I and deepen the integration and application of social work knowledge, values, and skills for advanced school social work practice. Students engage in these advanced practicum courses while enrolled in Schools Concentration required practice courses. Students spend a minimum of 640 hours in a school setting that provides them with experiences that support mastery of all ten core competencies as operationalized by advanced practice behaviors for school social work practice.

S651/652 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 Use self-assessment to identify areas for professional growth as a school social worker;
 - 1.2 Demonstrate professional demeanor in behavior, appearance, and communication in a manner that reflects the school's distinct organizational culture;

- 1.3 Integrate feedback from supervision and consultation from a variety of social work and education-based sources to improve school social work practice.
2. [EP 2.1.2] Apply social work ethical principles to guide professional practice, as demonstrated by the following practice behaviors:
 - 2.1 Analyze the source of personal values, and articulate how these values impact social work practice in a school setting;
 - 2.2 Evaluate and respond to an ethical dilemma in a school setting by utilizing an ethical decision-making framework (e.g., the ETHIC Model) and applying the NASW Code of Ethics.
3. [EP2.1.3] Apply critical thinking to inform and communicate professional judgments, as demonstrated by the following practice behaviors:
 - 3.1 Assess evidenced-based models of practice and adjust thinking based upon newly acquired knowledge;
 - 3.2 Differentially apply communication approaches and styles needed to communicate with individuals, families, groups, organizations, and colleagues that comprise the school community;
 - 3.3 Examine current understanding of issues arising in school setting, and demonstrate ability to challenge previously held assumptions when presented with new information.
4. [EP 2.1.4] Engage diversity and difference in practice, as demonstrated by the following practice behaviors:
 - 4.1 Distinguish how diversity shapes the life experiences and perspectives of children and families in the school community;
 - 4.2 Apply strengths-based assessment and intervention strategies that reflect culturally competent school social work practice.
5. [EP 2.1.5] Advance human rights and social and economic justice, as demonstrated by the following practice behaviors:
 - 5.1 Illustrate knowledge of how school policies and/or practice may perpetuate patterns of societal privilege and power in a way that negatively impacts vulnerable children and families in a school setting;
 - 5.2 Translate into practice the dispositions and legal principles that protect the rights of children with disabilities and other vulnerable groups in the school setting.
6. [EP 2.1.6] Engage in research-informed practice and practice-informed research, as demonstrated by the following practice behaviors:
 - 6.1 Use school data to generate inquiry regarding student learning needs in the school community;

- 6.2 Use research as a guide to identify, evaluate, and apply evidence-based prevention, assessment, intervention and evaluation strategies in school social work practice.
7. [EP 2.1.7] Apply knowledge of human behavior and the social environment, as demonstrated by the following practice behaviors:
 - 7.1 Collaborate with interdisciplinary colleagues to support an ecological focus in working with children and families;
 - 7.2 Identify and differentially apply social work perspectives, theories, models, and research to guide interventions across client systems in school social work practice.
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 Identify and critically analyze the school data that impact the decisions of school committees;
 - 8.2 Use an analytic framework to predict the impact of school-wide, state, and national policy proposals on student, families, and communities that are part of the school setting;
 - 8.3 Evaluate how the evolving societal, political, and/or economic environment impacts the expectations of the school social worker role and the delivery of school social work services in each individual school setting.
9. [EP 2.1.9] Respond to contexts that shape practice, as demonstrated by the following practice behaviors:
 - 9.1 Monitor census and school community data to evaluate the changing demographics that influence the school population;
 - 9.2 Generate culturally responsive social work resources and/or interventions for populations new to the school community.
 - 9.3 Critically assess technological advancements (e.g., cyber bullying) and their influence on young minds.
 - 9.4 Discern how social work interventions address societal/global changes (e.g., economic conditions) negatively impacting the lives of students and families within the school community.
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. Establish mechanisms to foster meaningful, culturally responsive, and relevant professional relationships with children, families, communities, and colleagues in the school setting;

10a.2. Engage in consultation and/or training on school social work-related issues with families, teachers, administrators, other school personnel, and community representatives.

(b) Assess-

10b.1. Translate assessment data into observable and measurable goals and strategies as a member of a student services team in a school setting;

10b.2. Use methods of systematic assessment (e.g., Functional Behavioral Assessment, psycho-social history, referral information, observation and student records) to inform school social work practice;

10b.3. Evaluate student learning styles, special learning needs, and developmental needs and incorporate into assessment processes;

10b.4. Develop mutually agreed upon goals and objectives, potential intervention strategies, and outcomes for children and families based upon assessment data.

(c) Intervene-

10c.1. Implement strengths-based interventions that empower students to overcome barriers to learning;

10c.2. Negotiate, mediate, and advocate within the school system and with community agencies to promote access to school and community resources;

10c.3. Facilitate transitions and endings when working with children and families in the school setting;

(d) Evaluate-

10d.1. Conduct practice evaluation on interventions with children, families, groups, and/or communities and apply findings to improve practice;

10d.2. Communicate and disseminate evaluation results to the intended audiences (e.g., client and/or field instructor).

Course Outline and Assignments

Students will engage in practicum activities designed to foster development of competencies (EPAS 2.1.1 – 2.1.10a-d) in school social work practice. In collaboration with the field instructor and in conjunction with the agency context, students will outline learning activities which maximize the student's application of course work taken in the Schools Concentration practice courses prior to or concurrently with their practicum. Practicum tasks and assignments corresponding with the Schools Concentration Learning Evaluation Tool (LET) will demonstrate skill and knowledge progress and be maintained at a level that reflects master's level work throughout the practicum.

Schools Concentration students are required to participate in twelve seminar hours throughout the duration of the practicum. Field liaisons will conduct the seminars, which are designed to facilitate the integration of coursework and field as well as incorporate a space for reflection and student support. Seminar schedules and locations will vary based upon individual MSW Field Liaison and student cohort availability.

Based upon the culmination of knowledge and skills acquired from courses and practicum experiences, schools concentration students are required to intermittently submit Learning Outcome Narrative (LON) entries to the field liaison throughout the duration of the Schools Concentration practicum. The field liaison will evaluate the student's entries and, based upon a (1-7) rubric, assess the student's level of mastery demonstrated for each practice behavior. Guided by prompts for each competency, students will submit ten LON entries, which encompass the corresponding practice behaviors for each respective competency.

The LON is an assessment tool used to measure the level at which the student has integrated understanding of the concepts and can critically think and apply this insight from a multi-dimensional perspective. It is not merely a student log where a student might record a surface level of events and feelings. Students will receive more detailed instructions on the LON requirement in the required seminar component of the S651/S652 schools practicum course.

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 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 semester and again at the end of the practicum experience.

Practicum II and III are graded on a "Satisfactory/Fail" basis. Evaluation in the field practica is an ongoing 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 semester, 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. A clear agreement between field instructor and field liaison regarding student strengths, learning needs, and progress can significantly contribute to the student's professional and personal growth.

Course Format

The placement occurs over two consecutive semesters in the same school and is concurrent with required Schools Concentration course work. Students are must complete a total of 640 hours in their Concentration practica with the usual arrangement being 16 hours per week in Practicum II (total of 256) and increasing to 24 hours per week (total of 384 hours) in Practicum III. (Some students, in order to meet the required total of 640 may petition to extend the second semester of their placement for an additional 8 weeks, thus completing the practica at the rate of 16 hours per week for the duration of the placement.) All schools concentration practica are to occur over two consecutive fall and spring semesters, corresponding to most school calendars. Exceptions to this policy must be approved by the schools concentration curriculum chair person

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 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 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 offices:

Bloomington: Disability Services for Students www.indiana.edu/~iubdss

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

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

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

Northwest: Student Support Services www.iun.edu/ada_accessibility/

Southeast: Disability Services www.ius.edu/asc/disabilityservices/

South Bend: Office of Disabled Student Services <https://www.iusb.edu/disability-support/>

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 in Practicum Meetings

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 or in meetings in the practicum setting for non-academic reasons. These include emailing, texting, social networking, and use of the Internet. The use of cell phones during class time and in practicum meetings 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, a reprimand, or a request from the instructor to leave class or 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 semester 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 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.

Campus Specific University Policies

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 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/>

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 S651 and S652. 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 semesters. Students may be required to provide appropriate client services during this period of time.

7. A minimum of 640 hours 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 need accommodations to participate in this program, he/she should consult with the Office of Disability Services on the respective campus. The Office will further work with the field coordinator, liaison, and/or agency field instructor to make any necessary accommodations.