

**Indiana University  
School of Social Work**

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

<b>Section *****</b>	<b>Instructor Name</b>
<b>Semester, Year</b>	<b>Office:</b>
<b>Time:</b>	<b>Office Hours:</b>
<b>Day:</b>	<b>Phone:</b>
<b>Room:</b>	<b>Email:</b>

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

*Prerequisites or co-requisites for S651/S652: S618-CW, S623, S633, S634, S636, S632*

**Course Description**

S651 (Practicum II) and S652 (Practicum III) together provide an in-depth advanced practicum experience for MSW students in the Child Welfare 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 more generalist-focused Intermediate Practicum I and deepen the integration and application of social work knowledge, values, and skills for advanced child welfare practice. Students engage in these advanced practicum courses while enrolled in child welfare concentration required courses. 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 child welfare practice.

**S651/652 Course Objectives and 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 Establish and maintain professional roles and boundaries with multiple constituencies in child welfare practice.
  - 1.2 Seek supervision and consultation and integrate constructive feedback to enhance practice with children, families and professional colleagues.

- 1.3 Work collaboratively with clients, colleagues and the community to ensure access to services for children and families, being aware of power differentials within the worker-client relationship.
2. [EP 2.1.2] Apply social work ethical principles to guide professional practice, as demonstrated by the following practice behaviors:
  - 2.1 Social workers should critically analyze situations which present ethical dilemmas and seek consultation to promote child safety and family well-beings
  - 2.2 Make ethical decisions regarding clients, colleagues and agencies by applying NASW Code of Ethics and, as applicable, International Federation of Social Work ethical principles in child welfare practice by applying strategies of ethical reasoning to address dilemmas involving dual focus of child and family needs as well as legal mandates for services
3. [EP2.1.3] Apply critical thinking to inform and communicate professional judgments, as demonstrated by the following practice behaviors:
  - 3.1 Identify, appraise, and integrate multiple sources of research-informed knowledge available to support child welfare practice.
  - 3.2 Demonstrate effective communication skills and strategies in practicing with children, families, and communities.
4. [EP 2.1.4] Engage diversity and difference in practice, as demonstrated by the following practice behaviors:
  - 4.1 Analyze the structure, values and patterns of privilege and power that create a system of disproportionality in child welfare practice.
  - 4.2 Demonstrate self-awareness of personal biases and values in working with diverse groups in the child welfare system.
  - 4.3 Intervene collaboratively with oppressed populations and/or diverse groups in a culturally sensitive and strengths-based manner.
5. [EP 2.1.5] Advance human rights and social and economic justice, as demonstrated by the following practice behaviors:
  - 5.1 Demonstrate understanding of the forms and mechanisms of oppression and discrimination in child welfare practice.
  - 5.2 Promote human rights and social and economic justice for children, families, and communities in child welfare practice.
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 select research-informed intervention strategies in work with children, families, and communities

6.2 Apply evaluation skills in child welfare practice interventions.

7. [EP 2.1.7] Apply knowledge of human behavior and the social environment, as demonstrated by the following practice behaviors:

7.1 Synthesize and differentially apply social work perspectives, theories, models and research to guide interventions across client systems in child welfare practice.

7.2 Utilize conceptual frameworks and ecological/system, strengths and empowerment perspectives to guide the processes of assessment, intervention, and evaluation in work with individuals, families, groups, and communities.

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 Critically analyze and advocate for child welfare legislation and policies that advance social well-being of children, families, and communities.

8.2 Collaborate, intervene and demonstrate effective policy action that promotes the development, implementation and evaluation of policies that result in a best practice of service delivery.

9. [EP 2.1.9] Respond to contexts that shape practice, as demonstrated by the following practice behaviors:

9.1 Assess the community context to determine how current service delivery systems are meeting the needs of children and families.

9.2 Demonstrate leadership skills by advocating to improve service quality to children, families, and communities.

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 meaningful, culturally sensitive and relevant professional relationships with children, families, and communities by using theories and skills

10a.2 Collaboratively develop a mutually agreed upon focus and desired outcomes in practice with children, families, groups and communities

(b) Assess-

10b.1 Assess client's strengths and needs and collaboratively select intervention strategies to support family well-being

10b.2 Use assessment tools appropriate for target populations within child welfare identifying risk and protective factors.

(c) Intervene-

10c.1 Select individual, family, and/or group empirically based treatment strategies for children and families experiencing challenges such as child maltreatment, DV, MI and substance abuse.

10c.2 Collaboratively develop and implement goals/objectives and developmentally-appropriate intervention plans for children and families.

10c.3 Negotiate, mediate, and advocate for children and families within and/or across service delivery systems.

10c.4 Facilitate transitions and endings in working with children and families.

(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 audiences

### **Course Outline and Assignments**

Students must have major assignments to develop competencies (EPAs 2.1.1 – 2.1.10) in social work practice as well as tasks and activities which develop competencies in the curricular emphasis areas. The learning experiences and expectations are not intended to be exclusive but to represent the range of learning opportunities relevant for each Concentration and its respective practice behaviors and student outcome measures.

Assignments in addition to the LET include the following:

- A case assigned to the student in the practicum will be presented to the field liaison along with a handwritten genogram and ecomap. The student will present, in oral form, their intervention plan and empirical evidence to support their plan. Students are also encouraged to reference theory(ies) to support their plan. Students will also present a plan for evaluating their intervention. Students must ensure that the client's personal information is protected during the presentation.
- A case presentation will be made to the field liaison on a case in which the student has struggled with an ethical dilemma or a case in which an ethical dilemma is possible. The student will present the case and the dilemma, identify the relevant code from the NASW Code of Ethics, and discuss a plan for addressing the ethical dilemma. Students must ensure that the client's personal information is protected during the presentation.
- Two process recordings are required including one process recording in which the student is intervening with the client system and one process recording which includes a group process.
- Students are required to submit weekly supervisory agendas/field logs. The outline is posted on Oncourse under the resource tab. The information can be provided in a billeted list.

## **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 semester, or midway through a block placement, 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 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 semester or midway through a block placement, 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 identified as well as regarding the 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 consecutive semesters in the same agency/organization and is concurrent with Concentration course work. Students are required to 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.) Students completing S651-S652 in the block format complete the practicum at a rate of 32 or 40 hours per week during the 16 or 20 week term.

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](http://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/](http://www.iun.edu/ada_accessibility/)

Southeast: Disability Services [www.ius.edu/asc/disabilityservices/](http://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.