

# SWK-S 651/652 Practicum II/III (8 cr.)

## Clinical and Community Practice

### Course Information

**Semester Year:** Fall 2020  
**Section Number:** XXXXX  
**Location:** XXXXX  
**Day:** XXXXX  
**Time:** XXXXX

**Instructor:** XXXXX XXXXXXXXXXXX  
**Office:** XXXX  
**Email:** XXXX  
**Phone:** XXXXXXXXXXXX  
**Office Hours:** XXXXXXXXXXXX

### Course Description

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

Pre-requisites or Co-requisites for S651/S652 are:

- 618
- 623 or 624
- Focus Area courses

S651 (Practicum II) and S652 (Practicum III) together provide an in-depth advanced practicum experience for MSW students in clinical and community practice within their designated Focus Area. Students complete both of these practicum courses in the same community agency/organization under the practice supervision of an approved agency Field Instructor and academic guidance of a Faculty Field Liaison.

Practicum II and III build upon the generalist practice-focused Foundational Practicum I and deepen the integration and application of social work knowledge, values, and skills for advanced clinical and community practice. Students engage in these advanced practicum courses while enrolled in the Focus Area required courses. Students spend a minimum of 640 hours in an organizational setting that provides them with experiences that demonstrate the nine advanced level competencies of the Clinical and Community Practice Concentration as operationalized by behaviors.

### Course Competencies

The MSW 651/652 courses prepare students in Clinical and Community Practice within one of six Focus Areas: Children, Youth, and Families; Community and Organizational Leadership; Health; Mental Health and Addictions; Schools; and, Special Practice Areas in Social Work. Upon completion of the MSW 555 and 651/652 courses, students will demonstrate each of these specific Clinical and Community Practice concentration behaviors:

#### Competency 1: Demonstrate Ethical and Professional Behavior

Behavior(s)

- Establish and maintain professional roles and boundaries with multiple constituencies, e.g., use of discretion in speaking with clients and professional colleagues, appropriate self-disclosure, ethical management of dual relationships, and written and oral communications.

- Utilize feedback from multiple sources for self-correction. Examples include personal introspection, self-awareness, supervision, peer consultation, and continuing education.
- Critically analyze ethical dilemmas and apply the NASW Code of Ethics, relevant laws/regulations, and models for ethical decision-making.
- Demonstrate effective oral and written communication skills and strategies with client systems, stakeholders, colleagues, and other professionals.

## Competency 2: Engage Diversity and Difference in Practice

### Behavior(s)

- Identify personal biases and values while working with diverse clients and constituents and apply self-regulation methods.
- Recognize and reduce bias that leads to disproportionate representation within specific populations (e.g., racial and cultural minority groups and social class groups) and that impacts practice, policy, organizational culture and program development.
- Promote diversity and difference from a strengths perspective, with emphasis on negotiating, mediating, and/or advocating with client systems to address oppression and discrimination at individual and system levels.
- Analyze how the practice setting's historical context informs current practice to advance cultural awareness within the setting.

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

### Behavior(s)

- Identify gaps and barriers to social service delivery that contribute to and perpetuate patterns of marginalization, vulnerability, and oppression.
- Analyze social structures, values, and patterns of privilege and power that create disproportionality in systems that serve individuals and communities.
- Integrate the voices of stakeholders in organizational and community policies and practices to advocate and advance social, economic, and environmental justice.

## Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

### Behavior(s)

- Identify, evaluate, and integrate multiple sources of research-informed interventions to promote improved services with client systems.
- Use and translate research evidence to inform and improve policies, practice, and services.

## Competency 5: Engage in Policy Practice

### Behavior(s)

- Analyze and advocate for legislation and/or policies that advance social, economic, and environmental well-being of individuals, families, organizations and communities.

- Collaborate with stakeholders to promote policies that advance best practices and the social well-being of client systems.

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

### Behavior(s)

- Apply theoretical frameworks to inform and guide engagement processes with individuals, families, groups, organizations, and communities.
- Establish meaningful, culturally sensitive and relevant professional relationships with diverse client systems.
- Collaborate through an interprofessional approach with colleagues and community partners to support individuals, families, groups, organizations, and communities.

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

### Behavior(s)

- Apply culturally appropriate social work perspectives, theories, and models to assess individuals, families, groups, organizations, and communities.
- Utilize evidence-based and best-practices assessment of individuals, families, groups, organizations, and communities.

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

### Behavior(s)

- Apply culturally appropriate social work perspectives, theories, and models to intervene with individuals, families, groups, organizations, and communities.
- Interpret and use assessment data to create mutually agreed upon goals and interventions with individuals, families, groups, organizations, and communities.
- Implement culturally appropriate evidence and strengths-based interventions for individuals, families, groups, organizations and communities.

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### Behavior(s)

- Apply culturally appropriate social work perspectives, theories, and models that guide evaluation of practice with individuals, families, groups, organizations, and communities.
- Conduct ongoing evaluation of client system progress and efficacy of interventions with individuals, families, groups, organizations, and communities.
- Evaluate outcomes of interventions and use findings to improve practice with individuals, families, groups, organizations, and communities.

## Course Objectives

Through the active participation in the learning experiences and completion of the learning activities offered throughout this course, students are expected to demonstrate the skill level of a beginning MSW practitioner in all core competencies as listed in the student Learning Plan, Midpoint Evaluation, Final Evaluation, and case presentation.

Students will engage in practicum activities designed to foster development of competencies in social work clinical and community practice within a specific Focus Area. 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 Clinical and Community Concentration as well as the designated Focus Area courses prior to or concurrently with their practicum. Practicum activities corresponding with the Clinical and Community Practice Learning Evaluation Process (LEP) and case presentation (if applicable) will demonstrate skill and knowledge progress and be maintained at a level that reflects master's level work throughout the practicum.

651/652 MSW students are required to participate in four seminar sessions throughout the duration of the practicum. Faculty Field Liaisons will conduct the seminars, which are designed to further facilitate the integration of coursework in field as well as provide a space for reflection and student support. Seminar schedules and locations will vary based upon individual MSW Faculty Field Liaison and student cohort availability.

## Required Texts

*Master of Social Work 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 may access the MSW Field Manual through the Sonia homepage or at [socialwork.iu.edu/field](http://socialwork.iu.edu/field).

Students may be required to complete professional readings in the specific area of the placement agency's social work practice and/or seminar. These readings may be recommended by the Field Instructor or Faculty Field Liaison or identified by the student.

## Course Content

Students determine learning activities to maximize application of knowledge, values, and skills and to demonstrate mastery of competencies for clinical and community practice in collaboration with their Field Instructors and Faculty Field Liaisons, utilizing the Learning Plan.

The learning activities should build upon the competencies demonstrated by the end of the Concentration Curriculum and integrate the content learned in Focus Area level courses.

Students' learning in the practicum agency is supported and enhanced through the participation in seminars throughout the course. Students are required to participate in all seminar sessions.

## Resources

Sonia, Canvas and IU emails will be used as a way to communicate between instructor and students. Students are expected to regularly check email, course announcements on Canvas, and Sonia. All field practicum

reference materials are located on the homepage of Sonia. All field practicum required documents are found and completed within Sonia.

## Course Outline

### Seminar 1: Getting Started

Dates: First 2-3 weeks of 651 semester (2 semester placement) or 1<sup>st</sup> month of semester (block placement).

Overview:

- A. Overview of 651/652
- B. Processing time to talk about items such as adjustment to agency, hopes and fears when starting the practicum
- C. Planning or subsequent seminar topics
- D. Self-care
- E. Connecting policy and theories to practice

### Seminar 2: Culture/Diversity/Bias/Responding to difficult situations

Dates: Weeks 7-9 of 651 semester (2 semester placement) or 2<sup>nd</sup> month of semester (block placement).

Overview:

- A. Processing time
- B. Self-care
- C. Connecting policy and theories to practice

### Seminar 3: Ethics in Social Work Practicum

Dates: Weeks 5-6 of the 652 semester (2 semester placement) or 2<sup>nd</sup> month of semester (block placement).

Overview:

- A. Processing time
- B. Self-care
- C. Connecting policy and theories to practice
- D. Termination with clients and transitioning out of practicum

### Seminar 4: Professional Practice after Graduation

Dates: Weeks 11-13 of the 652 semester (2 semester placement) or 3<sup>rd</sup> month of semester (block placement).

Overview:

- A. Processing time
- B. Self-care
- C. Students frame what they have learned and are good at, to find their dream job/readiness to meet the professional market using their practicum experiences
- D. Connecting policy and theories to practice

## Assignments and Grading

### Assignments

1. Draft Learning Plan
2. Learning Plan
3. Midpoint Evaluation
4. Final Evaluation
5. Timesheet Entries
6. Case Presentation (if applicable)

All assignments are completed and submitted in Sonia, with the exception of the Case Presentation which is completed in person.

### Grading Standards

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 to discuss and address student progress in demonstrating competency.

Students and Field Instructors jointly develop a learning plan utilizing the Learning Evaluation Process (LEP) and based upon the Course Competencies. The Faculty Field 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, at midpoint and completion of practicum experience.

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

### Mid-Point Evaluation

Completed at the end of 651, the midpoint evaluation includes a rating of student competencies (1-7 scale) and a narrative section that enables the student and Field Instructor to make qualitative comments about the student's strengths and learning needs. This is also a time to make any changes/additions to the learning plan activities as well as complete the "How I Demonstrated..." sections.

It is recommended that the student and Field Instructor complete the midpoint independently and then, in conference, share and discuss their perceptions and observations. We expect students to fall in the 3-5 range during midpoint evaluation. A report using the Midpoint 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 Faculty Field Liaison. For students receiving a score of 3 or below for any behavior, the student in conjunction with the Field Instructor will develop a rationale for the score and a supportive plan to demonstrate how the student will progress to the required "5" for each behavior during the 652 course. The student will submit to the Faculty Field Liaison rationale for the score and a supportive plan to be approved by the Faculty Field Liaison in order for the student to enroll and continue into 652. By the final evaluation, occurring in 652, an average score of "5" or above for each behavior is required for an "S" 652 grade assignment. The Faculty Field Liaison assigns a grade of S (satisfactory) or F (fail). Should the Field Instructor and Faculty Field Liaison assess that the student requires remediation that exceeds a supportive

plan, the Faculty Field Liaison may determine that the student shall be assessed a Fail (F) grade for the practicum.

## Final Evaluation Report (on completion of 652)

Completed at the end of 652, the final evaluation includes a rating of student competencies (1-7 scale) and a narrative section that enables the student and Field Instructor to make qualitative comments about student's strengths and learning needs. This is also a time to make any changes/additions to the Learning Plan. It is recommended that the student and Field Instructor complete the final evaluation independently and then, in conference, share and discuss their perceptions and observations.

A student is expected to earn an average score of 5 on the 7-point scale to be considered competent and receive a satisfactory grade. The Faculty Field Liaison assigns a grade of S (satisfactory) or F (fail).

### *Grading Scale*

651 & 652 MSW Grading Scale:

- 1 = Complete inability to demonstrate skills.
- 2 = Demonstrates skill at a basic, rudimentary level of someone having no formal graduate coursework.
- 3 = Demonstrates skills at the level of beginning-level MSW coursework with no more than one semester courses.
- 4 = Demonstrates skill at the midpoint MSW level of education.
- 5 = Demonstrates skill at the level of an MSW graduate (expected performance level by end of practicum).
- 6 = Demonstrates skill at the level expected of a relatively new MSW graduate (less than two years of social work experience, rarely expected at graduation).
- 7 = Demonstrates skill at the level of a seasoned, highly, experienced post-MSW practitioner (very rarely expected score at graduation).

## Course Format

The placement occurs at the same site and is concurrent with or after the completion of Concentration and Focus Area course work. Students are required to complete a total of 640 hours in their Practicum.

The student and Field Instructor arrange a specific practicum time schedule, which allows students access to overall learning requirements and required hours in practicum.

The students participate in four required seminars.

## Field Placement Overview

The Practicum is arranged by the MSW Field Coordinator in collaboration with site contacts, Field Instructors, and the student. The placement is individualized according to the student's Focus Area, educational needs, previous employment experience, practice preferences, and career interests and goals.

Students are expected to take an active role as an adult learner and lead their learning experiences.

Students receive weekly supervision from a qualified MSW Field Instructor who provides ongoing

evaluation of their performance. The Faculty Field Liaison determines whether the student's performance meets the learning objectives for this course.

## Course Policies

### Assignment

Students are expected to submit all assignments on time. If a student needs to extend a deadline, he/she MUST speak to the Faculty Field Liaison in advance of the due date to get an approval and an agreement will be reached.

### Attendance and participation

Students are expected to attend and participate in all seminar sessions. Students should come to seminar prepared for discussion and questions. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If absence is necessary, contact the Faculty Field Liaison as soon as possible to determine the next course of action.

### Additional course policies

Students should refer to the MSW Field Manual for additional course policies.