The mission of the Indiana University School of Social Work is excellence in education, research and service to promote health, well-being, and social and economic justice in a diverse world.
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The content in this document is based on information available at the time of printing. Every effort was made to ensure that this information is accurate. The MSW program is undergoing self-study for reaccreditation and the contents are subject to change before students graduate (Revised June 1st, 2010)
I. FIELD POLICIES

Field Structure and Roles

Field Component Mission and Vision

The mission of the IUSSW Field Instruction Component recognized, as the signature pedagogy of social work education, is to develop and implement the practicum curriculum on all IU campuses. A quality practicum experience provides opportunity for students to apply, test, and modify learning from the classroom and to bring practical situations into the classroom. To achieve this mission, field faculty and staff collaborate with other IUSSW faculty and staff, other professions and disciplines, and health and human service organizations in the State of Indiana and at the national and international levels.

The vision of the Field Instruction Component is to bridge the university and social work practice through the creation of structures that provide creative, innovative, internationally-known social work field education responsive to student needs and contemporary health and human services issues.

Field Practicum Responsibilities and Roles

The successful completion of practicum course work relies upon responsible collaboration among the School, social agencies and students. Each participant has clearly defined roles and responsibilities that lead to accomplishment of the objectives of the educational process. The behaviors of students, field instructors and field liaisons must reflect commitment to professional practice standards. Responsibility to clients must remain primary to all efforts to achieve educational objectives. Consistent with this principle, students, field instructors, and field liaisons are expected to abide by the National Association of Social Workers Code of Ethics.

Organizational Roles and Responsibilities

The MSW program has developed organizational and individual responsibilities for all participants involved in field practice. Organizational roles and responsibilities are as follows:

1. Recommend and assign students for placement and provide relevant information regarding students (such as student resume) to the agency.
2. Assign a field liaison that will have a minimum of two planned contacts, at least one of which is onsite at the agency, approve and monitor the Learning Plan, maintain a productive working relationship with the student and field instructor, and evaluate the student’s performance, the learning opportunities and field instruction.
3. Provide social work malpractice insurance during the time each student is in their placement.
4. Disseminate course objectives, evaluation forms and other materials relevant to the practicum.
5. Provide orientation meetings for both students and field instructors to review curriculum and practicum expectations.
IUSSW administration has arranged malpractice insurance coverage for participants in field instruction. Malpractice is an act of commission or omission by a professional that falls below accepted standards of care and results in or aggravates an injury to the client. Students in field placements are acting in a professional role that involves the responsibility to uphold the same professional, legal and ethical standards as other practicing social workers. Clients expect students to perform their role in a competent manner. However, students are vulnerable to the extent that they lack professional skills. Situations that can lead to civil or criminal action against a student include: misrepresented qualifications such as failing to inform the client of student status; providing treatment without obtaining proper consent; keeping inaccurate or inadequate records; administering inappropriate or radical treatment; failing to consult with or refer to specialists; failing to seek proper supervision, failing to take action to prevent a client’s suicide; and failing to warn third parties of potential harm. The Indiana University School of Social Work carries the NASW Student Malpractice blanket insurance policy during the time students are in the field placement. The insurance does not cover time a social work student may volunteer at any agency including the agency of the field placement.

Field Instruction Agencies are required to fulfill the following general responsibilities:

1. Negotiate a formal agency-IUSSW Affiliation Agreement for placement of students to activate student malpractice insurance.
2. Provide learning experiences for the students consistent with the course objectives of the practicum.
3. Orient the students to policies, forms, schedules and other aspects of the organization.
4. Provide students with information about the agency’s general liability insurance policy, risk management, health and safety procedures and checks such as: required health screenings, criminal history checks and sexual abuse registry screenings.
5. Designate a field instructor, mutually agreed upon by the Agency and the School, who will provide weekly educationally focused supervision of a least one-hour duration for each student with regard to the learning experience assigned.
6. Insure that students placed in the agency have adequate physical facilities (desk, chair, telephone and private interviewing space) and clerical services consistent with agency resources for agency recordings and reports to the School.
7. Maintain complete records and reports on each student’s performance while in practicum, using forms provided by the School.
8. Make time available for the field instructor to attend meetings, orientations, etc., in conjunction with the placement.
9. Be non-discriminatory in the provision and delivery of services, in the employment of personnel, and in the acceptance of the students for placement.

Individual Roles and Responsibilities

The responsibilities for teaching the MSW Practica rest primarily with the agency-based field instructor and, to a lesser extent, the field liaison:

Field Instructor. The agency field instructor holds an adjunct instructor position within the School and is required to fulfill the following general responsibilities:

1. Provide a professional model of social work practice within the agency that is consistent with the NASW Code of Ethics.
2. Attend and participate in the orientation meetings for field instructors, and complete and return the IU Personnel Action Form that ensures the field instructor’s inclusion in the IU School of Social Work-NASW educational malpractice insurance.
3. Teach students assigned for field practicum placements according to the student’s individual learning needs and the educational objectives for the Social Work Practicum course.

4. Complete a Learning Plan in collaboration with each student and provide assignments to meet the goals of the course objectives.

5. Assess the student’s progress by completion of midterm and final evaluations of performance using the format provided by the School.

6. Confer with the student for a minimum of one hour per week to review work performed, assist the student in conceptualizing the issues inherent in learning experiences, articulate thoughts and reactions, and help in the transition from class learning to field learning experiences.

7. Help the student in his/her effort learn about the agency policy and procedures regarding work management, meetings, dress code, record keeping, intake, referral, transfer and termination.

8. Assist the student in understanding the agency’s general liability, safety, and risk management policies and procedures.

9. Review required assignments, and provide instructive comments.

10. Confer periodically with the field liaison, and inform the field liaison immediately in the event problems arise in the student’s performance and provide the appropriate documentation.

11. Recommend and substantiate a semester grade (Satisfactory/Fail grading system) to the field liaison.

**Task Instructor.** Some placements are designed to include a task instructor to assist the field instructor. The task instructor works directly with the student to complete specific assignments and tasks. **The Field Instructor will continue to provide a minimum of 1 hour per week supervision.**

The field instructor will involve the task instructor in development of the Learning Plan and completion of the mid-point report and the final evaluation.

**Field Liaison.** The field liaison is recognized as a critical linkage and/or bridge between the School of Social Work and the agency context in which social work practice actually occurs. The field liaison serves several important functions within the Master of Social Work program at Indiana University. In addition to ensuring that each MSW student has high quality field practicum experiences that meet the educational objectives of the Intermediate or Concentration Curriculum, respectively, the field liaison also educates field instructors and agency professionals about the School’s mission, program goals and curriculum. Also, through periodic liaison visits with the MSW student and field instructor, the field liaison participates in the assessment of student learning needs and learns of current agency practices, issues, and knowledge building needs. The liaison then shares information with faculty colleagues for the purpose of considering curriculum content, structure, and teaching/learning processes.

The responsibilities of the field liaison are to:

1. Provide consultation to field instructors about the School’s curriculum and the learning objectives of the specific practicum placement.

2. Communicate and meet with field instructors early during the practicum to become acquainted, discuss educational needs of students, approve or modify the learning plan, clarify questions regarding field instruction and set plans for ongoing working relationships.

3. Respond promptly to field instructors and students to problem-solve and implement changes in student field practice and field teaching, where indicated.

4. Assess the quality of field learning with students and field instructors through discussion and review of written student-prepared process recording(s).

5. Communicate with the MSW field faculty and staff about developments, progress and problems in field instruction in the agency.

6. Assess the quality and effectiveness of field instruction in the agency.
7. Arrange two planned contacts with field instructors and students during the practicum, at least one of which is a visit to the agency, to discuss students’ progress and assess learning opportunities. Additional conferences should be scheduled as needed.

8. Provide specific consultation to field instructors concerning evaluations of performance by students in field instruction courses; assign final grade (S=satisfactory and F=failing grade).

9. Complete and return the Agency Visit Form to the Field Office.

10. Identify to the MSW Field Team experienced practitioners who are interested in contributing their expertise to the School’s Field Instruction Program.

**Practicum Students** are required to:

1. Conform to the standards and practices established by the School for the practicum course, including to the Code of Ethics of the National Association of Social Workers.

2. Attend required practicum orientation meetings.

3. Follow the administrative policies, standards and practices of the agency.

4. Respect the confidential nature of agency files and client information.

5. Be present at the agency according to the School’s requirements and the timetable set up with the field instructor at the beginning of the semester. Students must notify the field instructor when they will be late or absent from the agency and must formulate a plan to make up the lost time.

6. Demonstrate a readiness to learn and become involved in all appropriate aspects of the field experience. This includes, but is not limited to, participation in continual self-evaluation by defining and sharing specific strengths and learning needs with the course related instructors including development of the Learning Plan, mid-point evaluation and final evaluation.

7. Assume an active role in the learning process, including preparation for and openness to field instruction conferences and conferences with field instructor or the field liaison.

8. Complete all recordings in keeping with School, agency and field instructor expectations.

9. Discuss field-related decisions such as those related to the assigned field instructor and field agency with the designated MSW Field Coordinator. Should the student be dissatisfied with the outcome, the student may discuss the situation further with the MSW Senior Field Coordinator or their respective campus MSW Director.

**Indiana University School of Social Work Guidelines on Confidentiality**

When students begin their field placements or are involved in any other activities in which they have direct client contact, they must accept the responsibilities of a practicing professional. This includes adherence to the principles of confidentiality. The following statements are designed to protect client anonymity, and to assist students in knowing how to handle privileged information responsibly. Students should review the NASW Code of Ethics section on Confidentiality and Privacy (II.H.1-5).

1. Students must become familiar with and follow confidentially policies of the agencies in which they are placed or in which they have client contact.

2. No identifying information regarding specific clients, their families and/or other significant persons is to be revealed outside of the agency. Within social work classrooms, students will use pseudonyms or third person references in all oral presentations and written assignments (process recordings, logs, case studies, etc). No client information or situations should be shared in any courses outside the School of Social Work.

3. Identifying information includes names, addresses, telephone numbers and any background information by which clients might be identified.

4. For community or professional presentations or for written material distributed outside of a class, students must alter case information to eliminate identifying information.
5. Students are responsible for the protection of any professional information or records they might have in their possession.

6. Students should not remove records containing privileged information from their placement site.

7. When in doubt about the integrity of any confidentiality issue or practice, students should feel free to seek consultation and advice from field instructors and social work faculty.

Adapted from Ursuline College, Ohio Social Work Department

The MSW Field Team is comprised of:

The MSW Senior Field Coordinator, located on the IUPUI campus, oversees the MSW filed component at the graduate level. The Senior Coordinator is also responsible for recruiting field agencies and field instructors, engaging students in the field planning process and arranging specific student field practicum placements.

The responsibilities of the MSW Senior Field Coordinator are to:

1. Train and supervise personnel (field coordinators, field liaisons, secretarial staff)
2. Advocate to staff, faculty, and administration on behalf of field as the signature pedagogy of social work education.
3. Ensure and advance the quality of the field practicum program at the graduate level, in accordance with Council on Social Work Education (CSWE) standards.
4. Collaborate with the MSW field faculty to develop, review and implement all field placement policies for the School.
5. Monitor uniform implementation of system-wide field policies and procedures, in accordance with CSWE standards.
6. Schedule, plan, and facilitate system-wide filed meetings and IUPUI-based field meetings.
7. Participate in new MSW student recruitment activities and in all new MSW student orientation sessions.
8. Coordinate and monitor recruitment and development of filed practicum agency sites and field instructors by field coordinators.
9. Recruit and develop field practicum agency sites and field instructors
10. Review and approve new and revised agency agreement forms
11. Coordinate development of new field teaching units, as applicable
12. Plan and implement student field informational meetings and student/field instructor orientation meetings.
13. Coordinate field placement planning processes
14. Engage students in the field planning process and arrange specific student field practicum placements.
15. Consult with faculty field liaisons, filed instructors, filed coordinators, and students to resolve field practicum difficulties.
16. Review and approve student petitions related to placement planning (e.g., employment-based placements, extension requests, duplication of field agencies/field instructors).
17. Coordinate development and implementation of various field instruction evaluations; compile and disseminate evaluations.
18. Record, change, and monitor all MSW student field grades.
19. Collaborate and coordinate filed planning and activities with BSW Field Instruction.
20. Collaborate with Director, other academic specialists, and staff to update the MSW Field Education manual on a yearly basis.
Each campus has an MSW Field Coordinator who works in conjunction with the Senior Field Coordinator in ensuring and maintaining the quality of the MSW field practicum program by recruiting field agencies and field instructors, engaging students in the field planning process and arranging specific student field practicum placements.

Responsibilities of the MSW Field Coordinators include the following:

1. Recruit, assess and recommend field practicum agency
2. Plan and implement field instructor trainings, using the adopted School curriculum for such trainings, collaborating as necessary with directors and field coordinators around the state.
3. Provide information to students regarding field placement opportunities consistent with core coursework.
4. Plan and implement orientation sessions for students prior to their entry into the field.
5. Provide relevant student information, via written and verbal communication, to liaisons and field instructors prior to the beginning of the practicum.
6. Review student employment-based petitions and make recommendations to the Senior Field Coordinator and the respective Program Director.
7. Review student petitions relating to placement exceptions (e.g., duplication of field instructor/field instruction agency) and make recommendations for exceptions to the Senior Field Coordinator and the respective Program Director.
8. When necessary and appropriate, assist faculty field liaisons, field instructors and students in preventing and resolving field related difficulties.
9. Coordinate field activities with student services activities on their respective campuses or statewide if necessary (for example, orientations and special events).
10. Collaborate with the Senior Field Coordinator, respective Program Directors, and the Associate Dean of the School in the development of field instruction evaluation instruments and in the compilation of evaluative reports.
11. Contribute to ongoing review and update of field instruction manuals, forms, website, and other relevant informational media.
12. Work with field support staff to maintain student field files, databases, and records of communication.

**Practicum Philosophy, Policies and Procedures**

The School has adopted a set of specific policies and procedures that govern many aspects of the practicum program. Criteria have been set regarding selection of field instruction sites and field instructors, planning and evaluating field practice and student policy appeal. These policies are explained in the following pages.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as a strength. This perspective is demonstrated by the composition of its faculty and student body, curriculum content, recruitment and retention activities, participation in University committees dealing with oppressed populations, and numerous service activities, including advocacy on behalf of the disadvantaged, selection of field practicum sites, and School policies related to promotion and tenure of its faculty. *(See page 13 of the MSW Student Handbook for the full IUSSW Mission Statement).*
Criteria for Participation of an Agency as a Field Instruction Site

Field instruction is a collaborative endeavor between the School of Social Work and community agencies in the education of students for professional social work practice. Through appropriate learning experiences in the agency, students have the opportunity to apply and extend knowledge as well as acquire skills useful in working with individuals, families, groups, agencies, organizations and communities. At the same time, students contribute to the delivery of services and share their academic learning relevant to programs in the agency.

Participating field agencies must meet the following criteria:

Commitment by Agency to Professional Practice. Field placement agencies should provide social service leadership activities. The agency philosophy and practice should afford the student a positive learning experience. The Board of Directors and the agency’s executive officer must be in full accord with the use of the agency for the education of students in the School of Social Work.

The agency is expected to identify with the purpose, program and professional standards of appropriate standard setting and accrediting bodies where such bodies exist. Agency policy and practices should stimulate the professional growth of its staff and encourage staff membership and participation in appropriate professional organization.

Released Time of Staff Member for Field Instruction. The field agency is asked to adjust the work load of the field instructor in order that the instructor can prepare for and carry out teaching responsibilities. Such activities include preparation of reports on students’ progress, attendance at meetings of field instructors and liaisons, and conferences, as needed, with persons carrying liaison responsibilities between the School and the agency.

Nature of Field Assignments. The agency should be able to provide a range of learning experiences consistent with the service functions of the agency, the students’ learning needs, the field syllabi and the objectives of practice courses within the School MSW curriculum. Opportunities for students to work with more than one client system size and to be involved in assignments related to community issues and efforts for change should be included among the professional learning experiences. Field assignments should offer students the opportunities to integrate and consolidate learning from all parts of the curriculum and to develop skills for professional practice.

Nondiscrimination. The School of Social Work adheres to the Indiana University Policies on Affirmative Action and Nondiscrimination. Field instructors, as adjunct faculty, are included in the University Policy on Non-Discrimination. Placement settings are included in this policy since it has been interpreted that they are extensions of the classroom by Indiana University School of Social Work and the IUPUI Office of Affirmative Action. Please see MSW Student Handbook Appendices for University Policies.

Physical Facilities in the Agency. At minimum, a desk/table and chair should be available for student use. Facilities should include access to a telephone and privacy for interviews and group meetings. Clerical service should be provided for handling reports and records required of the student by the agency.

Student Expense. Expenses (i.e., mileage incurred while on agency business, copying materials, and conference fees) should be discussed and negotiated in advance between the student and appropriate agency personnel.
Criteria for Selection of Field Instructors

While the selection of the field instructor involves collaboration between the agency and School, the final appointment remains with the School of Social Work. In addition, the Director of the MSW Program and the MSW Senior Field Coordinator are responsible to monitor current field instructors to determine ongoing compliance with the above standards. The following criteria have been established to ensure appropriate field instructor selection:

The individual appointed as field instructor for the MSW Social Work Practicum must have an MSW degree from an accredited School of Social Work, two years post-MSW social work experience, a demonstrated competence in practice and an interest in teaching.

The field instructor should have knowledge of and be aligned with the School’s philosophy and program, including demonstration of a commitment to the education of students and practice with diverse and oppressed populations.

The field instructor should possess a willingness and sufficient resources to assume a teaching role, which includes the ability to link theory to practice, develop and structure learning experiences which take into account individual student learning needs and patterns, assist students in expanding their knowledge beyond the scope of the practicum setting, aid students in the reflection processes of professional supervision, provide constructive feedback and suggestions to students, and evaluate and document their performance.

The field instructor should possess a commitment to the purpose of the agency, the capacity to work within its structure in a creative and productive manner, the ability to objectively handle disagreement and conflict that may arise within an agency and the ability to recognize and utilize the differences in professional contributions of various staff members.

The field instructor should be willing to devote sufficient time to carry out the responsibilities of field instruction and to work closely with IUSSW. This includes regular conferences with students, preparation of written reports for the School on students’ progress, meetings with other field instructors and faculty or staff of the School, and conferences with the field liaison assigned to the agency.

Field Practicum Planning and Implementation Policies

Student Course Work and Preparation for Field. Before students will be placed in their field practicum, it is imperative that they are prepared for practice experience through course work. Students must have taken or be currently enrolled in the appropriate practice classes at the time of their practicum.

If a student is enrolled in S555 (Practicum I) they must have already completed S501, S502, S503, S504, and S505; additionally, they must have already completed or be concurrently enrolled in S513, S514, S516, and S517.

Students beginning their Concentration practicum (Practicum II/III - S651/652) must have completed all 500 level courses. If students are enrolled in S651/652 (Concentration Practicum), they must have taken or be currently enrolled in appropriate practice classes for their area of concentration. Practice classes for each concentration area are listed below:
2. Health – 692, 693, 694 (Social Work Practice with Older Adults) or S600 (Seminar: Loss, Grief, Death and Bereavement)
4. Mental Health/Addictions – 683, 685, 686, 687
5. Schools – 632, 600 (Social Work Practice in Schools); and one of the following: 633, 634, 686, 687, 600 (Seminar: Loss, Grief, Death and Bereavement) or S600 (Social Work Practice with Military Families)

**Student Responsibility in the Practicum Planning Process.** Students are expected to be actively involved in the practicum planning process by completing required forms, meeting with field faculty, and doing so in a timely manner to ensure sufficient time for field faculty to coordinate with agencies for placement. Each semester, a closing date will be determined by the field faculty (campus specific) for the purpose of finalizing the practicum placement process. **The closing date will be enforced consistently by field coordinators.** Students who do not meet the closing date for their responsibilities will need to postpone their practicum experience, which could affect their course sequencing and/or graduation date.

**Selection of Field Practicum Agencies and Field Instructors.** All specific field practicum arrangements are planned by the School’s designated field instruction representative in collaboration with agency education coordinators, field instructors and other appropriate agency representatives. Student preferences regarding agency type, geographic location and field instructor will be carefully considered in placement decisions. Effort will be made to minimize students’ travel to the field practicum sites while recognizing that such plans are reliant upon educational needs of the student and the availability of appropriate agency and field instructor resources. The final decision for the placement assignment rests with the assigned Field Coordinator and Field Faculty.

**Matching Students to Agencies.** Students are asked to provide the appropriate MSW Field Coordinator with preference choices for their fields of practice. These preferences are considered with the student’s learning needs assessed from interviews with students, faculty comments on class performance, evaluations from prior placements and student self-reports. Using the information gathered, the assigned MSW Field Coordinator will determine the best placement for the learning needs of each student. Potential field instructors are contacted to arrange the field placements for students. Most agencies and field instructors require that students be interviewed prior to confirming the field placement.

**Duplication in Use of Field Instructors and Field Instruction Agencies.** Students are limited to using any field instructor and/or field practicum site once during the MSW program. Students with a BSW may not duplicate BSW field instructors or practicum sites during their MSW practica. Exceptions to this policy may be requested by students under conditions of extreme hardships. Requests for exception will be reviewed prior to the practicum course onset by the Director of the MSW Program and/or the MSW Senior Field Coordinator who will decide upon such requests in consultation with others as appropriate.

**Use of Employer as a Practicum Site.** A student’s place of employment may be used as a practicum site at the MSW level. The employment site may be used for the Intermediate placement or the Concentration placement. Students requesting an employment-based field placement at either MSW level must submit a petition requesting this consideration. **The student must have been employed for at least four (4) months prior to the practicum start date to be considered for an employment-based practicum.** The petition includes extensive information about learning experiences different from current job responsibilities and approval of work supervisor and potential field instructor. A planning meeting including the student, the potential field instructor, the work supervisor, an MSW Field Team Member,
and other related parties is held prior to approval of the petition to determine an appropriate set of learning experiences and learning conditions requisite for an employment based field practicum. Approval of the employment-based field practicum ultimately rests with the assigned MSW Field Coordinator in consultation with the MSW Senior Field Coordinator and/or MSW Program Director. While the School cannot prevent a student from accepting employment with their current practicum organization while they are in placement, all policies for use of an employer as a practicum site will be enforced. The exception to this is the four (4) month requirement.

**Incomplete Course Work.** No MSW student can enter a field practicum with more than one incomplete (“I”) grade in any social work course that is a prerequisite or co-requisite to the practicum course.

**Use of a Private Practice Setting as a Practicum Site.** A private practice may not be used as a practicum site. In rare instances, such a setting may be able to provide all the required learning experiences for a placement including those in areas of social and economic justice, diversity, and populations-at-risk. To be considered for an exception to this policy a student must have extensive experience in human service agency employment in professional helping roles, and often, complex life situation factors or learning needs which may best be met in such a setting.

**Use of External-to-the-Agency Field Instructor.** In cases where no qualified field instructor is available within the practicum agency, an instructor mutually agreed upon by the School and the agency may be used. While the agency may choose to provide compensation to the field instructor, the student may not provide such compensation. Such arrangements are made most often to develop services to underserved populations in both urban and rural settings.

**Out-of-State.** At times opportunities are available for students to leave the State of Indiana to complete their Concentration placement. Students with such an interest may discuss this option with an MSW Field Coordinator. Most out-of-state placements have financial implications; therefore, students are advised to begin planning at least six months in advance. All out-of-state placements are approved by the MSW Program Director to assure that standards of the Council on Social Work Education (CSWE) are met.

**International Placements.** The global realities of people across borders create opportunities for students to complete international field placements. Since 1979, IUSSW has had affiliations with several social service authorities outside of the United States. Such placements are made on a petition basis by field faculty in consultation with the student’s advisor and the MSW Program Director. Students interested in such placements should make their interests known at least six months in advance to allow for the time necessary for the petition and placement process. International placements typically occur during the spring semester on a 40 or 32 hour per week block format. Although there may be some study abroad scholarship funds available, students must be ready to assume all costs associated with an International placement. Agency and instructor qualifications are equivalent to those of an Indiana placement. The IUSSW International Required Field Placement Program is approved by the Indiana University Committee on International Programs and supported by the Office of International Affairs at IUPUI.

**Sex Offender Screening Policy Applicable to Practicum Students.** Based on Zachary’s Law, the State of Indiana maintains a registry of individuals who have been convicted of sex offenses committed against minors. **It is the policy of the School of Social Work that no student or applicant who has been convicted of sex offenses against children shall be eligible for admission or matriculation into the BSW, MSW, or Ph.D. programs.** (Refer to page 46 of the MSW Student Handbook for more detailed information)
Field Practicum Evaluation Standards

Evaluation of Student Performance. The evaluation process begins as goals and expectations are mutually discussed by the student and the field instructor in the initial field instruction conferences at the beginning of the placement. The Learning Plan is developed at this time. The Learning Plan is reviewed by the field liaison for approval in meeting the objectives of each practicum. The evaluation of the field practicum 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 practicum (as evidenced in Section E – Student Performance Problems). It is important that there are “no surprises” in the mid-point evaluation or the final evaluation. Therefore, the student and field instructor share responsibility throughout the practicum for assuring that discussion of student progress and performance as well as the student’s experience with the agency and field instructor is open and continual.

The School requires that written evaluation documents be completed at mid-point and at the practicum’s end. These documents are to be typed or word-processed for clarity, as they become part of the student’s permanent school record.

Six core areas of competency that can be of help in evaluating students are:

1. Commitment to Social Work Values: Does the student demonstrate a commitment to social work values?
2. Knowledge: Does the student have the knowledge base necessary for providing generalist or advanced practice social work services?
3. Comprehension of Theories: Does the student demonstrate comprehension of the theoretical bases of generalist or advanced practice.
4. Critical Thinking Skills: Does the student demonstrate the ability to analyze information critically?
5. Skill Development: Does the student demonstrate the skills necessary for providing generalist or advanced practice services?
6. Integration of knowledge, theories, values and skills for generalist or advanced practice: Can the student “put it all together?”

Student Field Practicum Learning Plans. Within the first three weeks of a practicum, all students and field instructors must prepare a Learning Plan based upon the learning objectives. The Learning Plan must specify learning experiences, tasks, and outcome products to achieve course objectives. The plan must be reviewed periodically throughout the field placement. Mid-point reports and Final student evaluations must reflect revisions in the Learning Plan. The Learning Plan is submitted to and approved or modified by the field liaison.

Mid-point Evaluation Report. The mid-point evaluation report should reflect the student’s learning assignments, strengths and learning needs identified and goals and plans for the balance of the placement. It is recommended that the student and the field instructor complete the report independently. Then, in conference, the student and field instructor may share and discuss their perceptions and observations. A report which reflects the ideas of both is then forwarded to the field liaison. If there are difficulties in student performance or disagreement between a student and a field instructor regarding student progress at any point, the field instructor, the student and the field liaison should examine the problem and plan for its resolution (see mid-point progress report form for Practicum I and Practicum II/III). A grade of S or F is entered when the evaluation is completed and returned to the field liaison.
Final Evaluation Report. Social Work Practicum I and Concentration Practica have different final evaluation forms to reflect the objectives of each course (see final evaluation forms for Practicum I and Practicum II/III). Each typed or word processed final evaluation report includes:

1. A description of the student’s practicum assignments throughout the semester.
2. A series of evaluative ratings of student performance using rating scales devised by the School. These scales call for rating of specific student competencies related to practicum course objectives.
3. A statement that the evaluation has been read by the student and has been discussed by the student and the field instructor together and that both understand that the report is intended for and to be used for educational purposes only.
4. Signatures of both the student and the field instructor and the date it was signed.
5. Student comments should the student desire to respond to any portion of the evaluation report.

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

The final grade for the Social Work Practicum course is based on the work done by the student in the agency. A satisfactory (S) or fail (F) rating for the Social Work Practicum is assigned by the field liaison in consultation with the field instructor. In special circumstances and only with advanced approval by the campus specific Field Coordinator, a student may request to extend their internship experience and subsequently receive an “R” which will be time limited per the Field Extension form. Once the internship work is completed, the “R” grade can be changed to the achieved academic mark or S or F.

Furthermore, a student may receive an “F” in their internship experience for failing to achieve appropriate scores within their Learning Plan instrument which reflects the content of the student’s learning expectations. For example, the Learning Plan provides an opportunity for the Field Instructor and/or Task Instructor to offer a numeric score for the work of the student. Earning an average of “2” or below is grounds for an “F” within the course.

The evaluation process should be characterized by openness, mutuality and specificity regarding student strengths, learning needs and progress identified, as well as discussing the student’s experience with the agency and field instructor. The evaluation process is an integral part of the learning experience and can contribute in a major way to the student’s professional and personal growth.

It is the policy of the School that students may have copies of their evaluations. This practice is viewed as consistent with the adult learning process. However, it is important for the field instructor and the student to discuss the fact that the use of the narrative performance evaluation as a job reference for the student is a violation of its purpose. Field instructors should mail or deliver typed or word processed student evaluations to the field liaison as soon as the evaluation is completed.

The School mandates student evaluation of all MSW course work. This instrument asks students to rate the quality of field instruction, agency support, practicum assignments, and supportive classroom course work and field liaison’s performance. In addition, the field instructor evaluates the field liaison’s performance, the field coordinator’s performance, as well as their overall satisfaction with their field experience.
**Student Performance Problems.** Agency-based practicum courses are distinct from other university courses in that not only are educational objectives set for the student and the faculty, but professional responsibilities to clients, social agencies, and the community are also considered. Professional, educational and ethical responsibilities are involved when students engage clients, assume service responsibilities, and perform leadership activities. Faculty, staff, and agency field instructors spend considerable time and effort in planning sound field placements. It is, therefore, important to recognize early and respond to performance problems of students, particularly those of a serious nature.

While most students deal quite well with the multiple roles of life and have adequate coping skills, at times personal problems impair field performance and professional behavior to the extent that client obligations or agency responsibilities are not being met appropriately. The field instructor and field liaison have the responsibility to intervene sensitively and decisively. Some students may be struggling with limitations such as lack of transportation, financial problems, or commuting problems. Others are coping with more chronic or long-term situations such as a language barrier, a learning disability, a physical disability or chronic illness, etc.

Most often these limitations, though difficult, are compensated for and accommodated by adequate planning and flexibility. Often these students will perform well given the opportunity and appropriate support.

Personal or emotional problems of a more serious nature present greater difficulties. These may include serious physical illness or psychological impairment, a life crisis, a serious legal offense, addiction, personal instability or unsuitability for the profession. Inappropriate or unethical behavior, excessive absences, noncompliance with agency policy, or competence and skill deficits may evidence these. Serious ethical violations are rare. More common problems are related to deficits in competence, understanding or excessive absences.

These problems present a set of interrelated concerns that require communication, monitoring and professional judgment on the part of field liaisons and agency-based field instructors. The concerns are: (1) the rights of clients to adequate service and professional care; (2) the educational needs of the students; (3) the “gate-keeper” role of the university and professional community; and (4) the provision of corrective and support services for the student. The field liaison, the agency supervisors and agency field instructors, the MSW Program Team, and other classroom instructors who have an educational interest or involvement with students have the option and responsibility to discuss students’ field and classroom performance in the delivery of their educational duties.

Some guidelines follow:

1. Early recognition of and feedback on serious performance problems are important. Students as well as clients and the agency are better served by early recognition. There are often sufficient program resources and flexibility in the university and community to give students time and support to deal with personal problems that affect their education. Career and psychological counseling, additional work or life experience, reconsideration of career goals, etc. all could be part of a response to these problems.

2. When students perform poorly in placement, the treatment and service needs of the clients and the agency become the higher priority. Agency supervisors, field instructors, field liaisons, and faculty should act to protect the needs of the client and the agency and ensure appropriate service provision.

3. Faculty and agency-based field instructors need not, and should not, be therapists to students. Field education does not permit automatic access to students’ private lives or personal problems. We have the right and the obligation to expect quality performance and
professional behavior, to evaluate and provide feedback on the field performance, and especially, to bring to the attention of the student serious performance deficits. At that point, students may voluntarily share personal information to explain or rationalize their poor performance. It is important that this personal information be treated confidentially and that students be provided with guidance, resource information and concerned support. At the same time, they may need to be relieved of their client and/or agency responsibilities based on the collective judgment of the field instructor and field liaison. This is similar to the response of a staff supervisor in recognizing an employee’s performance deficits and making a referral to an employee assistance program. Referral to the field liaison, the field faculty and staff, or the Director of the MSW Program will ensure proper referral to University and community resources.

4. Performance problems in practicum may result in a call for a formal review as outlined in the MSW Policy on Student Continuation, Review and Dismissal.

In summary, the two important principles when considering performance problems of students in the field are assurance of quality service to the clients of the agency, and supportive and corrective services to the student.

Field Practicum Termination

Student Removal or Discontinuance from the Field Practicum Agency. On occasion, field agencies will request or require that a student be removed from their agency prior to the conclusion of the student’s practicum. When this occurs, the assigned field liaison will immediately attempt to determine whether the difficulty can be addressed without removing the student from the practicum agency. If this is not possible, the field liaison will compile a complete report of the circumstances of the discontinuation including a written statement from the agency that is forwarded to the MSW Senior Field Coordinator and/or the MSW Program Director. This report shall include a recommendation as to whether attempts should be made to place the student in another agency. After a thorough review a determination will be made whether such a placement is advisable. Should the student be placed in another agency, a new field timetable will be devised for the practicum. Should the decision be made not to place the student in another agency or should it be impossible to enlist a field agency placement for the student, at the end of the semester a practicum course grade of “F” shall be entered. In this case, further student appeal procedures are the same as those identified and defined in the School of Social Work Bulletin under “Educational Requirement” and the MSW Policy on Student Continuation, Review and Dismissal, which appears in page 13 of the MSW General Student Handbook 2010-2011.

Field Practicum Course Grade. The School uses the University’s option of Satisfactory (S) or Fail (F) for practicum courses. Student appeal procedures are found in the School Bulletin and the MSW Student Manual. In special circumstances and only with advanced approval by the campus specific Field Coordinator, a student may request to extend their internship experience and subsequently receive an “R” which will be time limited per the Field Extension form. Once the internship work is completed, the “R” grade can be changed to the achieved academic mark or S or F.

Furthermore, a student may receive an “F” in their internship experience for failing to achieve appropriate scores within their Learning Plan instrument which reflects the content of the student’s learning expectations. For example, the Learning Plan provides an opportunity for the Field Instructor and/or Task Instructor to offer a numeric score for the work of the student. Earning an average of “2” or below is grounds for an “F” within the course.
COMMON PROBLEMS IN FIELD PLACEMENT AND POSSIBLE RESOLUTIONS

Very few students experience problems during their field experience – to the contrary, many students find their field placement the most rewarding part of their education in social work. However, each semester, some students do experience problems. When this occurs, most field instructors wish they had given constructive feedback earlier and had documented the problems earlier during the semester. Students usually wish that they had discussed their concerns more specifically with the field instructor and contacted the School for support earlier. The field liaison is the first support for field instructors and students in deciding how serious a field problem really is. The field liaison should be consulted by students and field instructors in these situations. Field coordinators and the MSW Senior Field Coordinator are also available for consultation. Some examples of problems which have occurred with some regularity include:

1) **Field instructors giving ONLY negative or critical feedback.** Most students crave constructive feedback and some students would be able to be assertive and request some positive feedback on their agency performance. However, some students cannot handle constant negative feedback and the placement may be threatened. A rebalancing of negative feedback to more strengths based constructive feedback is needed.

2) **Students may be overconfident of their own ability or feel that their previous experience exempts them from learning in practicum.** Many of our students come to our programs with life and professional experiences in working with people. Most students are able to accurately assess their strengths and growth areas and focus on the things they need to learn in the practicum. However, some students find it hard to take on the student role after being an authority in other areas and may not adequately assess what they do not know. Open acknowledgement of this issue with “permission given to be a learner” by the field instructor is often useful.

3) **Student has difficulty in integrating theory and practice issues.** Although classroom faculty and field faculty/staff work hard to provide opportunities for students to integrate theory and practice, some students may need extra support in tying classroom theory into their work with clients. They seem to separate the two worlds (class/agency) and often get caught off guard when asked how they relate to one another. This is an area where the student needs the field instructor to regularly talk about how specific theory is linked to student’s assignments.

4) **Field instructor and student have a personality conflict.** Field coordinators work diligently to match compatible students and field instructors, and most students interview prior to placement, but sometimes this still becomes an issue. Early identification and discussion are key to resolving this problem.

5) **Field instructor is unclear about expectations and deadlines.** Field may be a very stressful experience for students and they may need a good amount of structure in clarifying placement expectations, including getting things in writing. Completion of the Learning Plan is the best example of how one might address this. However, field instructors may ask students to take notes or use the Student Log and Supervisory Agenda form to keep track of assignments and expectations.
6) **Student workload in the agency is too much or too little.** Because of variations in agency client population and staffing, students may not have enough experiences to meet their learning goals or may be overwhelmed by the expectations. Students also differ in their readiness to “jump right in” and in their experience and ability in managing time or case responsibilities. Regular discussion during the semester and brainstorming about how to address problems are required to maintain a good placement throughout the semester(s).

7) **Clarification of roles when students work with more than one “instructor” during the placement experience.** Students usually value seeing a wide variety of worker styles, skills and experience. Often, students work with more than one agency staff worker during the practicum, co-leading a group or working in more than one program/department. It is important that there be clear communication about how students are to develop these collaborations, how they will be evaluated on their work with other staff and that there be ongoing communication between student, field instructor and other staff with whom students are involved during the placement. The designated field instructor remains the “coordinator” and is expected to maintain at least one hour of supervision per week with the student.

8) **Student is not receiving their one-hour minimum face to face field instruction/supervision.** Because of the variations that exist with each internship site, the inherent schedule conflicts, and community demands, there may be times when the schedule of field instruction is altered. However, each MSW student must receive an hour of field instruction services weekly. Every effort must be made by the student to request a specific time for field instruction, the field instructor must be willing to modify their schedule to accommodate this need, and the agency must be willing to support the field instructor in adhering to this requirement. In the event field instruction is not being offered, then this must be brought to the immediate attention of the Field Liaison for support and assistance in developing a plan to support this essential component of the field experience.

**ACKNOWLEDGEMENT OF RISK IN THE FIELD PRACTICUM**

This information points out some of the potential risks associated with the field practicum and suggests some precautions for students to take.

**PROFESSIONAL SELF:** An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, consult your field instructor.

**CLIENT OFFICE VISITS:** Sometimes you may have a client in your office that becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your practicum to be informed of agency policy and recommended courses of action should such an event occur.

**HOME VISITS:** It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your field instructor, time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your supervisor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or illegal drugs is detected. It may
be appropriate for you to make visits accompanied by your supervisor or other person. Do not take risks. Know who to call or what steps to take if you should experience a vehicle breakdown.

**TRANSPORTING CLIENTS:** Students must consult with their practicum agency with regard to policies on transporting clients.

**INSTITUTIONAL SETTINGS:** Mental health and correctional institutions, among other settings, serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when providing services to such clients.

**AFTER HOURS MEETINGS:** Some social service settings have activities that occur beyond normal office hours. Be aware of the location of activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place. Note street lighting, open spaces, and other physical arrangements of the environment. It is appropriate to ask someone to accompany you when going to your car after dark. Do not take risks.

**LIABILITY INSURANCE:** Students are required to carry professional liability insurance, often termed malpractice insurance. Students are covered through inclusion in the School’s blanket malpractice policy. Situations that can lead to civil or criminal action against a student include:

1. Misrepresenting qualifications, such as failing to inform the client of student status.
2. Providing treatment without obtaining proper consent.
3. Keeping inaccurate or inadequate records.
4. Administering inappropriate or radical treatment.
5. Failing to consult with or refer to specialists.
6. Failing to seek proper supervision.
7. Failing to take action to prevent a client’s suicide.
8. Failing to warn third parties of potential harm.

**TB SKIN TEST (PPD-S):** The prevalence of TB in society has seen an increase in recent years. If you anticipate a field practicum setting that serves populations of risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test. Agencies requiring this test are asked to pay for the procedure.

**HEPATITIS B VACCINE:** If you anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunizations at a time that would give you protection by the time you enter the field. This series of immunizations can be administered by the University Health Center if you wish. The cost for this series can range from $90.00 to $150.00, depending on where you receive your immunization. Agencies requiring this immunization are asked to provide it at no cost to students.
MSW

PRACTICUM I
Intermediate practicum placements focus on a generalist foundation for social work practice. Generalist social work practitioners possess a multitude of traits, including but not limited to the following:

- Flexibility
- Critical thinking
- Reliability
- Ability to start where the client is
- Ethical thinking and behavior
- Passion for justice
- Assertiveness
- Warmth and genuineness
- Respect
- Caring
- Self-awareness
- Integrity
- Open-mindedness
- Nonjudgmental attitude

Students will have both interpersonal (direct service) and leadership practice assignments that are consistent with core course work and practicum objectives. Students are expected to be in placement 20 hours per week during the 16 week semester unless they petition for an extended practicum of 16 hours per week for 20 weeks. A field liaison is assigned by the School of Social Work to consult with the student, the field instructor and the agency administration as in determining the completion of course objectives (“Satisfactory” of “Fail”).

The Practicum I placement process has five components:

1. **PREPARATION SESSION** – A MANDATORY information meeting will be held to present to students expectations of the Intermediate field placement as well as discuss the process by which placements are made. The dates and times will be made available.

2. **INFORMATION GATHERING/SHARING** – Complete and submit electronically your completed placement preference form and an educational resume by the designated date. A sample of the outline to be used when preparing this resume is located at the end of the Preference Form (see Forms folder). Students wishing to do so may schedule an appointment with the designated field coordinator after the informational meetings.

3. **PLACEMENT PROCESS** – A member of the MSW Field Team will make arrangements for a pre-placement interview at a designated agency. Please check your IU email regularly for specific information to arrange the pre-placement interview. **If you and the field instructor are ready to confirm the placement at the interview, please complete the Placement Agreement in this section and return it by the designated date to the appropriate Field Coordinator.**

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1 Advanced Standing students are in S555 Practicum I a total of 240 hours.
If you and your field instructor are not ready to confirm the placement at the pre-placement interview, please contact a member of the MSW Field Team immediately.

If you are planning to do an extended field practicum of 16 hours per week for 20 weeks, you must discuss this with the field instructor during the pre-placement interview.

**IMPORTANT:** Your placement will not be confirmed until the Placement Agreement is received by an MSW Field Team member.

4. **S555 FIELD ORIENTATION** – A MANDATORY orientation meeting will be held for all students beginning Practicum I. Date, time and location of this meeting will be announced in advance of the meeting. Orientation will cover the evaluation process and other important issues in field work (Specific due dates will be provided by the MSW Field Team during the orientation process).

5. **S555 FIELD PRACTICUM** – The S555 Field Practicum typically begins in early January and concludes the end of April or first of May. Students are in the field placement 20 hours each week for 16 weeks. Typical field days are all day Mondays and Wednesday and on Friday mornings, but specific hours may be negotiated between the student and the agency. Since field instruction is a continuous process, students are expected to follow the holiday schedule of the placement agency rather than the University’s student holiday schedule during the spring semester. This means that while classes at the University do not meet during the University designated spring break week, students in field practicum courses are expected to attend to the field practicum obligations during that week (Specific dates will be provided by the MSW Field Team during the orientation process).

**Important Features of Planning for the Practicum:**

A. **Intermediate practicum issues.** The intent of this practicum is to develop competency in a broad range of areas as specified in the course objectives. Students should have opportunities to identify and respect the positive value of human commonalities and differences especially in relation to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.

B. **Need for creativity and professional development.** In order for the practicum to have substance, it must reflect learning opportunities that go beyond the student’s present level of professional social work development. This will be a theme in the planning process. (See S555 Syllabus)

C. **Complexity of the process.** Because there are so many variables to consider in planning a practicum placement, the student does not complete this process unassisted. The School is committed to providing as much support as is necessary for each student in planning an educationally sound practicum. The Field Instruction faculty and staff provide this assistance.

**ASSIGNMENT PROCESS**

Students are assigned by the field coordinators to the Practicum I placements during the semester that best fits their MSW curriculum schedule. In order to facilitate expanded awareness of the social work profession, placements are sought that do not duplicate a student’s previous employment, volunteer or practicum experience (as communicated via the field preference form). Students wishing to have their place of employment considered as a practicum site may petition to the School for consideration. This petition (see Forms folder) must specify the nature of the proposed arrangements, including the ways the practicum will be different from the student’s employment activities. For more information, contact a MSW Field Team member.

Other factors affecting the placement are the availability of student’s transportation and the student’s special interests and learning needs. Students with special interests and/or needs are encouraged to make
them known to their respective field coordinator (at the time of the interview). Students registered at the Office of Adaptive Student Services should notify their field placement planner so that appropriate adaptations can be developed in the practicum site.

A pre-placement visit, lasting one or two hours, is arranged prior to confirming the placement in the agency. The purpose is to meet the instructor, learn about the services and programs of the agency, explore the range of experiences in which the students participate, and air questions and concerns regarding the placement. Pre-placement visits are typically scheduled in the semester prior to the beginning of each student’s placement.

**AGENCY AND INSTRUCTOR QUALIFICATIONS**

The Practicum I placement is a generalist practice experience *(See S555 Syllabus)*. Based on the following criteria, students will be placed in agencies that:

1. Provide generalist social work practice “learning” opportunities.
2. Provide administrative support for the student’s placement.
3. Provide a qualified field instructor. A qualified field instructor has an MSW degree plus a minimum of two years practice experience and meets other criteria set by the School of Social Work (See Chapter 3).

**STUDENT QUALIFICATIONS**

The Practicum I placement requires students to be prepared to participate at a Masters Level in practicum based on the following criteria.

1. Students need to have completed the required course work prior to/or concurrently with practicum.
2. Students need to participate in the placement process in a timely and appropriate manner.
3. Students need to demonstrate Master’s level professional conduct.

**Indiana University School of Social Work**

**S555 SOCIAL WORK PRACTICUM I**

**Course Syllabus (3 Credits)**

**Prerequisites:**
- S501 Professional Social Work at the Masters Level: An Immersion
- S502 Research I
- S503 Human Behavior and the Social Environment I
- S504 Professional Practice Skills I
- S505 Social Policy Analysis and Practice

**Pre or Co-requisites:**
- S513 Human Behavior and the Social Environment II
- S514 Practice with Individuals, Families and Groups
- S516 Social Work Practice II: Organizations, Communities, Societies
- S517 Assessment in Mental Health and Addictions

**Course Description**

The MSW Social Work Practicum I is an educationally-directed practice experience under the direct supervision of an approved field instructor. The assigned field liaison oversees the practicum to ensure that course objectives have been met. The practicum provides opportunities for the application and integration of classroom concepts and principles for the development of core skills in generalist social work practice with selected social systems using a strengths perspective. It builds upon the knowledge
and skills learned and developed during the immersion, foundation and intermediate course work of the program.

Learning opportunities emphasize the values and ethics of the profession, foster the integration of empirical and practice-based knowledge, and promote the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

The Field Practice Seminar (campus specific) is designed to assist students in integrating classroom learning with the experience of an internship. Students will also be introduced to assessment systems including the DSM and SWOT. The seminar provides a supportive setting for students to discuss practice issues raised in the field placement related to their Learning Plan and field experience. This involves recognizing/exploring professional and personal biases, discussing ethical dilemmas and supervisory issues and increasing cross-cultural competencies.

Course Objectives

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, learners are expected to demonstrate the ability to:

1. Apply the value base of the profession and its ethical standards and principles, and practice according to the National Association of Social Worker’s Code of Ethics.
2. Identify and respect the positive value of human commonalities and differences especially in relation to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
3. Identify the forms and mechanisms of oppression and discrimination and identify and apply strategies and skills of change that advance social and economic justice.
4. Apply knowledge of life-span variables and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations and communities).
5. Function effectively within a social service organization and identify potential issues for organizational change.
6. Develop critical thinking skills in the application of appropriate theories, assessment systems (DSM) knowledge, and skills for generalist social work practice with systems of all sizes.
7. Analyze, formulate and influence the impact of social policies on client systems, workers, and agencies.
8. Apply knowledge of agency history, policies, procedures and programs and their relationship to current social work practice.
9. Understand the history of social work in relation to the current issues of practice.
10. Use communication skills and understand their differential application with a variety of client populations, colleagues, and the community.
11. Apply the knowledge and skills of graduate social work practice (including preparing, beginning, exploring, assessing, contracting, working, evaluating and ending) with systems of all sizes.
12. Use supervision and consultation appropriately in social work practice.
13. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
**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 listed on the mid-point and final evaluation.

**Course Content and Learning Opportunities**

Agencies selected for Practicum I placements must provide a broad range of interpersonal and leadership practice learning opportunities. Students are expected to be involved in community-based practice: potential sites include multi-service centers, community support programs, urban church projects, public housing communities, schools, community health centers and children/family shelters.

Suggested learning activities for each goal are listed below. The following learning activities are not intended to be exclusive but represent a range of learning opportunities relevant to the practicum course objectives.

**Goal I: Professional Growth and Development** – *Agency placements should provide students the opportunity to demonstrate application of social work values and ethics including commitment to ongoing professional development; and through weekly supervision with a qualified field instructor identify personal strengths and areas for growth and an understanding of the professional use of self and utilize supervision and consultation appropriately for generalist social work practice.*

- Identify personal and professional values in relation to specific assignments and discuss with the field instructor the potential impact of conflict between personal and professional values and strategies for resolving conflict. (Objective 1)
- Review and analyze the NASW Code of Ethics in relation to selected agency assignments. (Objective #1)
- Read current research studies related to agency practice and identify how they apply to specific agency assignments. (Objective #13)
- Devise and implement strategies to evaluate practice with clients of all system sizes. (Objective #13)
- Participate in the design, data analysis and/or knowledge dissemination of a program evaluation within the agency. (Objective #13)
- Prepare agendas for weekly supervisory sessions that identify specific strengths and learning needs in relation to agency assignments. (Objective #12)
- Complete process recordings that identify the student’s awareness of self and their professional purpose in the specific interview and client situation. (Objectives #10, 11 & 13)
- Maintain a log of practicum activities that identify awareness of personal biases and reactions and discuss with field instructor during weekly supervision. (Objective #2)
- Identify resources within and outside the agency for professional consultation on issues outside of the student and field instructor’s specific expertise. (Objectives #8, 10 & 12)

**Goal II: Organizational and Community Context of Practice**

*Agency placements should provide students with opportunities to identify and respect the positive value of human commonalities and differences especially in relation to age, class, color, culture, disability, ethnicity, family structure, gender, mental status, national origin, race, religion, sex, and sexual orientation; to understand the history of social work in relation to the current issues of practice, to*
develop requisite skills for functioning effectively in a social service agency and to identify the role of social policy in helping or deterring people in improving quality of life.

- Identify the patterns, dynamics and consequences of discrimination which impact agency clients at the mezzo/macro level and devise a strategy for addressing needs of various client populations. (Objective #3)
- Visit an agency with a mission specifically related to cause advocacy (child abuse, AIDS, older adults, etc.) and participate in their efforts on behalf of specific issues relating to client populations served. (Objectives #2 & 3)
- Participate in the political process that could influence policy formation impacting the clients and services of the placement agency. (Objective #7)
- Identify, read and report about social work’s historical development on issues related to agency practice. (Objectives #5, 8 & 9)
- Visit agencies that serve populations-at-risk other than those with which they have contact in their placement agency. (Objective #2)
- Identify oppression issues through the study of the specific community or neighborhood in which the agency is located as well as home visits with those populations; develop a strategy for lessening an oppression issue. (Objective #3)
- Identify informal service networks including religious and cultural organizations used by oppressed populations to meet their needs that might support or augment social service delivery (i.e., the urban church and/or trade/barter economic systems). (Objective #4)
- Attend orientation to the placement agency, including interviewing agency staff or reading policy/procedure manuals and adhere to and/or suggest changes for agency policy and procedure in social work practice. (Objective #8)
- Study the history of the agency and the development of the relevant social service delivery system. (Objective #8)
- Analyze the impact of current or emerging social policy related to the agency client population. (Objective #7)
- Analyze the community as to the range of agencies and services available to meet client needs and identify where client needs are unmet. (Objective #3)

**Goal III: Direct Service Practice Knowledge and Skills**

Agency placements should provide students with many opportunities to identify, understand and appreciate human diversity; critically consider and apply human behavior and social environment theory to generalist social work practice in their agency setting; and develop communication and interactional skills for generalist social work practice.

- Demonstrate the ability to assess and intervene with agency assignments involving diverse populations. (Objectives #6 & 7)
- Reflect upon personal experiences with diversity in relation to agency assignments and the potential impact of personal experiences on provision of services. (Objective #2)
- Analyze commonalities, strengths and uniqueness among people upon which to build skills for competent generalist social work practice through discussion with field instructors and in process recordings. (Objective #12)
- Identify strengths of diverse populations served by the agency and build upon those strengths in case planning with specific agency assignments. (Objectives #6 & 11)
- Identify life-span variables in regard to specific client assignments of different system sizes through discussion with field instructor and in process recordings. (Objectives #4 & 11)
• Apply, compare and evaluate life-span variables and other theoretical frameworks in relation to client situations and interventions through discussion with field instructor. (Objectives #4, 11 & 12)
• Identify the contributions of other professional disciplines in relation to social work. (Objective #4)
• Assess and develop intervention plans with individuals and families. (Objective #11)
• Provide case management (including home visits whenever appropriate) and referral services to individuals and families. (Objectives #10 & 11)
• Provide intake and/or crisis counseling services to individuals and families. (Objectives #10 & 11)
• Identify differential use of communication/interactional skills with diverse client assignments. (Objective #10)
• Facilitate or co-facilitate an existing group service. (Objective #4)
• Develop a prospectus (plan) for a group service/program that could be offered at the agency. (Objectives #4 & 11)
• Assist in volunteer training or recruitment efforts. (Objective #11)
• Develop or assist with a neighborhood survey/capacity assessment. (Objective #10)
• Participate in legislative or other advocacy activities. (Objective #10)
• Participate in social action efforts within the agency or related to the population the agency serves. (Objective #10)
• Participate in agency fund-raising efforts or assist with the preparation of a grant proposal. (Objective #10)
• Assist in the development of media materials. (Objective #10)
• Assist with the preparation of a budget for a program or service area. (Objective #10)
• Present a client case plan to a staff or interdisciplinary team; write life-span histories and case summaries. (Objectives #10, 11 & 12)
• Document work on agency assignments using agency recording format. (Objective #10)

Course Policies

1. If you must miss time at your agency, you must notify your field instructor in a timely manner. You must make up any missed time at your agency. 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.**

2. 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.

3. A formal evaluation of the course and its instructor will be completed at the end of the semester.

5. Participation in field seminars offered by the School is mandatory.
Grading

The final grade for S555 Social Work Practicum I is Satisfactory (S) or Fail (F). The evaluation process begins as goals and expectations that are mutually discussed by the student and field instructor during the pre-placement interview and during the first weeks of placement. Therefore, the student and the field instructor share responsibility throughout the semester for assuring that discussion of student progress and performance as well as the student’s experiences with the agency and the field instructor are open and ongoing. By the end of the third week in the placement, the student and the field instructor should have identified appropriate, specific learning opportunities available to the students and have completed the Learning Plan (based upon course objectives) for review by the field liaison. This becomes the guide for the practicum experience and the student will be evaluated upon his/her ability to meet its expectations.

At two points during the practicum, the School requires that written evaluative documents be completed: at mid-point and at the placement’s end.

Mid-Point Evaluation Report

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 that reflects the ideas of both is then forwarded to the field liaison. Although ongoing contact with the liaison is expected, it is critical that difficulties in student performance or disagreement between the student and the instructor regarding student performance be reported immediately to the field liaison and that some discussion take place among all parties to examine the problem and plan for its resolution.

Final Evaluation Report

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

The grade for the three credit hours of practicum is assigned by the field liaison in consultation with the field instructor. The liaison’s role in the evaluation process is to assist field instructors in assessing student performance as well as to assure comparability among expectations for students in various settings. A clear agreement between field instructor and field liaison regarding the evaluation and grading process prevents confusion and problems at the semester’s end.

The evaluation process should be characterized by openness, mutuality and specificity regarding student strengths, learning needs and progress identified. The evaluation process is an integral part of the learning experience and can strongly contribute to the student’s professional and personal growth.

In addition, the instruction and course content of Social Work Practicum I is evaluated by students and field instructors. It is the responsibility of the Field faculty and staff to collect information and provide field instructors feedback from course evaluations.
MSW

CONCENTRATION

PRACTICUM II & III
Indiana University School of Social Work
S651/652 MSW PRACTICUM II & III
COURSE INFORMATION & SYLLABUS

S651 MSW Concentration Practicum II: (4 credits)
S652 MSW Concentration Practicum III: (5 credits)
(Students must complete all 500 level courses before enrolling in S651/652.)

Course Description
These courses together provide an in-depth practicum experience for MSW Concentration students under
the guidance and supervision of an approved field instructor. A field liaison oversees the practica. Students complete practicum II and III in the same agency.

Practicum II & III build upon and deepen the practicum experiences and classroom knowledge gained in the Intermediate year. The practicum courses provide students with experiences in the aforementioned curricular emphasis areas, which support the processes of synthesis, application, critical analysis and evaluation of knowledge using strengths perspective.

A major instructional goal of the practicum is to increase students’ competence in understanding and dealing with cross-cultural issues. Information and resources on diversity are discussed and applied in seminar (campus specific) and field placement, and students are encouraged to further explore and increase their own competence in dealing with cross-cultural issues. It is expected that students will develop an awareness of their own privilege in relationship to their client systems. Further, students are expected to use advocacy skills in a cultural context and carry these skills into action in their agencies and the wider community.

Course Objectives
Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, learners are expected to demonstrate the ability to:

1. Apply social work values and ethics and practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
2. Apply strategies and skills that promote social and economic justice in the context of social work practice.
3. Use critical thinking skills within professional contexts of social work practice at an advanced level.
4. Analyze the impact of social policies on client systems, workers, and agencies, and demonstrate skills for influencing policy formation and change within various fields of social work practice.
5. Function as a social work practitioner within the structure of the practicum organization and service delivery systems and seek necessary organizational change.
6. Use written and verbal communication skills differentially as a social work practitioner with a variety of client populations, colleagues, and members of the community
7. Apply research methodology relevant to practicum assignments.
8. Apply the knowledge and skills of advanced practice in social work within a specific Concentration area.
9. Evaluate the professional use of self in the context of social work practice.
10. Use supervision and consultation appropriate to social work practice including assessment of professional development needs and development of a plan to meet those needs.
11. Commit to continuing education and lifelong learning for professional social work.
Course Outline
Students must have major assignments to develop competencies in social work practice as well as tasks and activities which develop competencies in the curricular emphasis areas. The following learning experiences and expectations are not intended to be exclusive but to represent the range of learning opportunities relevant for the Concentration Practice.

Orientation to the Agency and Professional Role
A. Introduction including physical aspects of the agency; service purposes, programs and goals, administrative organization, policies and procedures including risk management; and historical development.
B. Opportunities to meet staff in order to understand their professional roles and relationships within the agency.
C. Observation of client service within the agency.
D. Information about the client populations served by the agency.
E. Orientation to the role of the professional and student in agency practice, including normative behavior in relation to dress and safety procedures.
F. Orientation to range of value and ethical issues frequently encountered in professional practice in the agency.

Assignments should be chosen to maximize the student's application of course work taken in the program prior to or concurrently with their practicum, e.g., the student may be enrolled in social work practice with individuals and families and social work policy in health settings so student's assignments are focused on work with individuals and families in a community-based health agency. Assignments should be designed cumulatively and maintained at a level that reflects masters level work throughout the practicum. The balance among individual, family, and small group assignments will depend on the student's skills, knowledge base, prior or concurrent course work, and career interests. Students are expected to develop competencies in all three methods.

Students should demonstrate increasing autonomy during the course of the placement, so that learning opportunities should be sequenced to reflect this goal. For example:
A. During the first semester the student and field instructor together begin work with a family. By the end of the first semester, the student is working individually and purposefully with one of the children while continuing in a co-leadership role with the field instructor during family sessions. During the Spring semester, the student increasingly takes leadership for planning and implementing the ongoing family sessions.
B. During the initial time in placement a student observes or co-leads an existing group and plans a group to be implemented later in the placement with the student as primary group leader.

1. Social work practice with individuals
Students must have assignments which enable them to develop and refine their skills in interviewing, assessment (including strengths), devising and implementing interventions, and termination and evaluation with individuals within the mission of the agency and the values and ethics of the social work profession.

Appropriate assignments could include:
a. Case management.
b. Engagement, assessment, treatment planning, intervention, and evaluation for individual clients (both brief and longer assignments).

c. Case staffings/presentations.

d. Intake/crisis work.

e. Outreach and follow-up efforts.

2. Social work practice with groups (Exceptions made for Health Concentration)

Students must have assignments that will enable them to develop and refine their skills in planning, facilitation, termination and evaluation of groups. Types of groups may include support/stabilization, growth, education, mutual aid, advocacy, and/or therapeutic.

Appropriate group activity assignments may include:

a. Plan, facilitate and evaluate a new or expanded group service

b. Facilitate an existing group

c. Select and apply at least one model of group work practice appropriate to a group assigned in the practicum and critically compare it with other models.

d. Systematically apply group work principle and skills in recording the process and dynamics of the student’s facilitation of a group meeting.

3. Social work practice with couples and families

Students must have opportunities to work with couples and/or families. The School used the most inclusive definition of “family” which may include two people of different generations, a married couple, a non-married couple, a gay or lesbian couple, sibling groups, foster parent and foster child, etc. Students should have opportunities to develop skills in critically selecting and applying appropriate models for practice with diverse problems and people. Models may include structural, behavioral/cognitive, Bowenian, brief solution-focused, and strategic/systemic. Students should have opportunities to develop skills in assessment, goal setting, intervention planning and implementation, termination and evaluation of services for families.

Appropriate assignments could include:

a. Provide services to at least two families over the course of the practicum.

b. Select and apply at least one model of social work practice appropriate to a family assigned in the practicum and critically compare it with other models.

c. Provide case management and/or crisis intervention services.

d. Link families to appropriate community resources.

2. **Leadership Concentration Practice Assignments** can also be used for assignments in other direct service concentration areas as appropriate to individual student learning needs). Assignments should be chosen to maximize the student’s application of course work taken in the program. Assignments should also be built up and maintained at a realistic level throughout the practicum. Specific assignments will build upon the student’s skills, knowledge base, prior or concurrent course work, and career interests. Assignments should assist students to understand and critically analyze the nature of the organization in its multi-level context and to develop competencies in the roles of the Leadership practitioner.

Students should demonstrate increasing autonomy during the course of the placement, so that learning opportunities should be sequenced to reflect this goal.
A. PROGRAM PLANNING AND DEVELOPMENT

Students must have assignments which enable them to develop and refine their skills in program design, present a program proposal to a review panel, understand the nature of social planning in relation to social policy and program choices in an area of social service delivery concentration, and become familiar with the private and public sources of financial support for social services/human and methods of acquiring financial resources.

Appropriate assignments could include:
1. Conduct a literature review of effective programs and interventions for a specific problem/population of concern in the practicum and critically assess the information.
2. Design a program that includes program mission and objectives, problem and needs assessment, budget and budget justification, implementation plan, and program evaluations.
3. Present a program proposal to an agency executive, board committee or other relevant political, governmental, or financial review panel.
4. Research private and public sources of financial support for program development and/or maintenance.
5. Manage a program or portion of a service program.
6. Identify performance information requirements and develop appropriate information collection procedures.
7. Analyze staffing needs, resources and personnel practices.
8. Assess various dimensions of the organizational climate and their implications for performance.
9. Analyze a task group decision making activity in terms of leadership styles, communication patterns, influence and related aspects of group interaction.
10. Identify resources and develop plans for organizational and management development efforts.

B. COMMUNITY ORGANIZATION AND DEVELOPMENT AND SOCIAL ADVOCACY

Students must have assignments which will enable them to develop and refine their skills in defining community and community organizing; develop organizing skills appropriate for multiple settings; apply strategies for collective action to reduce or eliminate forms of social oppression; social and economic injustice; and community violence; implement a broad range of social work roles in problem defining goal setting; and service delivery which promotes social participation, self-help, and mutual aid; and establish new or extend existing resources to larger numbers of persons in need of benefits of services.

Appropriate group activity assignments may include:
1. Choose an issue relevant to the practicum setting; conduct a power analysis of the persons involved in the issue.
2. Organize and conduct a voter registration or voter participation campaign.
3. Help organize groups that work on community or social problems.
4. Organize and handle a community or social network informational endeavor, i.e., a newsletter, a telephone communication system.
5. Help organize and engage in a social advocacy endeavor aimed at changing public policy (legislative or administrative) or social policies of not-for-profit or for-profit organization. This could include Social Work Lobby Day/LEAD.
C. PROGRAM EVALUATION

Students must have assignments that assist them to develop skills in analyzing the need for service, the process of service delivery, and the effects and efficiency of services. Students are to demonstrate beginning level competencies in the application of technical skills for program evaluation. These skills include design, quantitative and qualitative analysis procedures, and written and oral reporting. Students are also expected to demonstrate their ability to function in the political organization and social context in which program evaluation occurs.

Appropriate assignments may include:
1. Select a program which your agency, research and critically evaluate evaluations studies of similar programs.
2. Devise an appropriate evaluation strategy for a program within your agency including identifying stakeholders, planning and budgeting for the evaluation, and focus (needs assessment, program implementation or program impact).
3. Evaluate the strategy (above) or another evaluation plan for an agency program in relation to the standards of utility, feasibility, propriety, and accuracy as well as in relation to issues related to people of color, women, gay men and lesbian women, and those groups distinguished by age, ethnicity, culture, class, religion and physical or mental ability.
4. Participate in an agency program evaluation, i.e., gathering data using measurement instruments and other methods of collecting and processing quantitative and qualitative data, or develop written or oral reports based on analysis of obtained data.

3. Social Work Values and Ethics

Students need opportunities through assignments and the professional supervision process to increase their awareness of the NASW Code of Ethics and its application in practice, increase their awareness of personal values, and to continue the process begun during Practicum I of clarifying conflicting values and resolving ethical dilemmas.

Appropriate assignments may include:
A. Review and analyze the NASW Code of Ethics in relation to individual, group and family assignments. Review and analyze as alternate (e.g., NABSW or Society of Clinical Social Workers) Code of Ethics in relation to areas of concentration.
B. Identify personal values in relation to specific assignments. Discuss with the field instructor the impact of these values on specific areas of concentration. Develop a plan which demonstrated further analysis, appropriate action, and monitoring of the impact of personal values in providing services to clients.
C. Reflect and discuss with the field instructor how the student is implementing the core social work value of building professional relationships with regard for individual worth and dignity. Analyze how elements of mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict are implemented in each assignment.
D. Select a framework for analyzing an ethical dilemma encountered in providing client services. Present the analysis for discussion with the field instructor. Develop a strategy for resolving the ethical issues, conflicts, and dilemmas encountered. Implement the resolution and evaluate the results.
E. Using the NASW Code of Ethics as a frame work, assess an aspect of the agency’s protocols and/or responses to a community problem or population group. Develop suggestions and/or a plan for how the agency may be more responsive.
F. Identify the values that direct a program. Examine the congruence and dissonance between public policy values, professional values, agency values, worker values, and consumer values.

G. Examine the values that drive the quality assurance or managed care process and the impact of those perspectives upon service.

4. Diversity
Students must have opportunities to analyze their own practice in relation to issues of diversity and to develop skills in providing sensitive and appropriate practice with a range of differences. Students are expected to build upon the self-awareness gained during the Foundation Practicum and to understand how their own experiences and identifications in relation to oppressed populations influence their professional judgment and practice.

Appropriate assignments may include:
A. Assign a wide range of clients whose diversity includes people of color, women, gay men and lesbian women as well as populations-at-risk race such as, ethnicity, culture, class, religion, physical or mental ability, age, and/or national origin are different from the student.
B. Assign professional reading relating to above assignments; discuss with field instructor the application of reading to specific assignments.
C. Review with the field instructor the ways in which the student’s perspectives have changed through learning to provide maximum services to persons different from self.
D. Identify positive aspects of differences in relation to specific clients.

5. Promotion of Social and Economic Justice
Students must have opportunities to participate in a range of social action, social change and advocacy efforts. Assignments in this area should derive from the problems and issues presented by clients and agency programs and services. Students must have opportunity to analyze how the agency and/or society under serves, excludes, stigmatizes, or is unable to serve certain persons or categories of persons and to develop a plan for addressing these issues. Students must have opportunities to learn strategies of intervention for achieving social and economic justice and for combating the caused and effects of institutionalized forms of oppression in relation to Interpersonal practice.

Appropriate assignments may include:
A. Identify a client problem and promote appropriate community and/or legislative action to address this problem.
B. Identify an instance of institutional oppression and develop a plan for change.
C. Write letters to appropriate public officials regarding identifying concerns and supportive courses of action on behalf of clients or client groups.
D. Demonstrate support for community development including public education, employment development and job skills training, access to health care service, etc.

6. Populations-at-Risk
Students must have assignments which allow them to apply theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression with people of color, women, and gay and lesbian persons. Assignments should emphasize the impact of discrimination, economic deprivation and oppression upon these groups which may include but are not limited to, those distinguished by age, ethnicity, culture, class, religion and/or physical or mental ability. Should learning experiences of sufficient quality and depth in relation to populations-at-risk not be available within the student’s assigned agency, consultation with the field liaison may be needed in order to develop an appropriate experience in an alternate setting.
Appropriate assignments may include:
A. Provide services to individuals and/or families from the populations-at-risk as noted above.
B. Discuss with field instructor of student’s knowledge of the impact of discrimination, economic deprivation and oppression on specific clients and/or group members.
C. Attend a support group and/or advocacy group whose purpose is related to a population-at-risk.
D. Help organize and/or engage in a social advocacy endeavor addressing the needs of a population-at-risk as noted above.

7. **Human Behavior and the Social Environment**
Building upon competencies developed during Practicum I in applying information about theories and knowledge of human bio-psycho-social development with a range of individual, group, and families social systems, students continue to develop an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior.

Appropriate **Interpersonal** assignments may include:
A. Conduct and write bio-psycho-social assessments and intervention plans.
B. Name and apply specific human bio-psycho-social development concepts to individual, group and family field assignments. Critically analyze their appropriateness in relation to promotion of social and economic justice and populations-at-risk.
C. Identify biological, social, psychological, and cultural aspects in logs and process recordings.
D. Discuss with field instructor, staff, and/or practicum peer group of professional readings related to bio-psycho-social development theories and their impact on specific clients.
E. Analyze how the agency programs or policies promotes or deter clients in the maintenance or attainment of optimal health and well-being in logs, process recordings, and/or discussions with field instructor.

Appropriate **Leadership** assignments may include:
A. Apply specific human bio-psycho-social development concepts to a population or community. Critically analyze their appropriateness in relation to promotion of social and economic justice and populations-at-risk.
B. Identify biological, social psychological and cultural systems as they affect or are affected by client behavior.
C. Analyze how the agency promotes or deters in the maintenance or attainment of optimal community health and well being in discussions with field instructor.

8. **Social Policy and Services**
Students must have opportunity to analyze social policies relevant to their practicum assignments and the policy’s impact on client services in their agency and/or on their clients.

Appropriate assignments could include:
A. Analyze a specific policy using a framework from social work courses on the impact of a specific agency policy and develop recommendations.
B. Analyze a local, state, or national social policy which directly effects an individual, group, or family assigned to a student using an appropriate framework for policy analysis from course work, including the implications of race, gender, sexual orientation, class, ability, and age.

9. **Human Service Organization: Professional Roles and Functioning**
Students must have opportunities to develop skills in teamwork, collaboration and consultation with staff members, other agencies, and other disciplines.
Appropriate **Interpersonal** assignments may include:
A. Participate in team meetings, staff meetings and committees, and staffings.
B. Attend an agency Board of Directors meeting.
C. Supervise volunteers, part-time workers, case aides, etc.
D. Participate in team work, collaboration and consultation with other staff.

Appropriate **Leadership** assignments may include:
A. Using a prescribed model such as the one developed by the Child Welfare League of America, conduct an agency cultural audit to analyze accomplishments and identify areas for development in terms of diversity and policy, interventions, staffing, training, volunteer and board development, financial development, and/or community relations.
B. Apply theories, techniques, and ethics of marketing human services to various constituencies with the ultimate goal of improving access and quality of services within the community.
C. Self-analysis of leadership functioning in a staff or task group.
D. Assess a work/task group’s functioning, identify factors that contribute or limit the group’s achievements, and develop a plan for coping with and/or altering the factors.
E. Plan, participate and conduct meetings, including the development of an agenda, a clear purpose, structure, and follow-up activities.
F. Design a program for orienting new staff or volunteers.
G. Develop personnel policies, procedures and administrative manuals with assistance of staff/task committee.
H. Design and participate in implementing staff training and professional development activities.
I. Self-assessment of the student’s participation with and impact upon the service team including comments and information derived from a discussion with the team.

10. **Research**
Students must have opportunities to develop and demonstrate competencies in the application of an ethical, scientific and analytic approach to practice. Students are required to design and implement a practice evaluation for each of their interpersonal practice assignments. Students may conduct a limited quantitative or qualitative research project directly related to their interpersonal practice research class in the practicum site. This project should consume no more than 10-15% of the student’s practicum time.

Appropriate assignments could include:
A. Conduct a literature review of effective programs and interventions for specific problems and critically assess the information in relation to individual, group and family assignments.
B. Select and implement an appropriate practice evaluation strategy for each interpersonal practice assignment. Examples include single subject design, before and after use of rapid assessment inventory, check lists, questionnaires, self-anchored scales, or goal attainment scales.
C. As part of a case presentation to a staff or practicum peer group, present and discuss the evaluation strategy and the results of implementation.

11. **Professional Communication**
Students are expected to develop strong written communication skills which are essential for effective interpersonal practice. Students are also expected to develop skills in recording for learning, reflection and evaluation of their own practice as well as for professional purposes such as case records, reports or managed care reimbursement.
Appropriate assignments include:

A. Process, audio and video recordings. Process recordings are a recommended assignment which may demonstrate a thorough and appropriate application of theory and skills acquired in course work. Recordings are to be given to the field instructor for review and feedback.

B. Weekly Practicum log. Students are to keep a complete log or record of their contacts with clients in order to document to their field instructor and the agency as well as the School the quality and quality of their work and to document professional reflections (Weekly Practicum Log – See Tools).

C. Agency recording. Students are expected to complete agency recordings for professional and accountability purposes such as agency records/charts, court reports, etc.

12. **Professional Use of Self & Supervision**

A. Outcome: Through weekly supervision with a qualified field instructor, student identifies personal strengths and areas for growth in practice and understands the personal use of self as it applies to practice in this agency context (Objective #10).

   Appropriate assignments may include:
   1. Written weekly agenda for supervision identifying personal strengths and areas for growth.
   2. Written practice evaluation and discussion with field instructor.
   3. Participation in mid-point/final evaluation as it relates to understanding of students use of self in practice.

B. Outcome: The student demonstrates the ability to use professional supervision to enhance learning to social work education and on-going professional social work practice (Objective #11).

   Appropriate assignments may include:
   1. Concentration year course assignments applied in practicum.
   2. Attend professional development seminars.
   3. Demonstrate use of outside resources to enhance professional practice.

**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 Spring 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 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 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.

**Course Policies**

General course policies are listed below.

1. Students are expected to spend at least half of their field work time in direct practice (either Interpersonal or Leadership) assignments.
2. A written Learning Plan, using the School's format for Learning Plans, 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.
3. If students must miss time at their agency, they are to notify the field instructor, 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 and attire.
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 total 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.
8. IU School of Social Work provides student social work malpractice insurance through a blanket professional liability policy for practicum activities and assignments.
9. If you have a disability and need accommodations to participation in this program, we will try to provide it.

**Evaluation of Student’s Performance**

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. A Learning Plan based upon the Course Objectives is completed early in the first semester of practicum, which is reviewed by the School's Field liaison. This 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, the School requires that written documentation be completed. Practicum II and III are graded on a "Satisfactory/Fail" basis. The evaluation of 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 (as evidenced in Chapter 3 – Section 4E – Student Performance Problems).

**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 throughout the semester.
2. An evaluative section utilizing rating scales to assess overall performance as well as student achievement of specific course objectives. This report also includes section comments and summary narrative statements.
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).

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 despite the variety of agency settings. A 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.

**Evaluation of the Course**

The instruction and course content of Practica II and III are evaluated by students and by field instructors. It is the responsibility of Field faculty and staff to conduct these evaluations and provide field instructors feedback from these course evaluations. Using the University’s format for course evaluation, students evaluate the experiences in the agency, with the field instructor, and with the field liaison in relation to the course objectives.

Field Instructors also evaluate the process of arranging the placement, the implementation of the role of the field liaison, and the teaching/learning experience with the student. Evaluation forms are sent electronically to the appropriate individuals.