

Indiana University School of Social Work

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

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

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

Pre-requisites

or Co-requisites for 651/652: S618 Health, S623, S661, S692, S693, S694, S696

Course Description and Place in the Curriculum

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

Practicum II and III build upon the more generalist-focused Intermediate Practicum I and deepen the integration and application of social work knowledge, values, and skills for advanced health practice. Students engage in these advanced practicum courses while enrolled in Health Concentration required courses. Students spend a minimum of 640 hours in a health care and/or a setting that provides health care services and allows students an opportunity to engage in experiences that support mastery of all ten core competencies as operationalized by advanced practice behaviors.

S651/652 Course Competencies

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

1. [EP 2.1.1] Identify as a professional social worker and conduct oneself accordingly, as demonstrated by the following practice behaviors:
 - 1.1 Attend to professional boundaries and roles within health care practice
 - 1.2 Engage in life-long learning, ongoing personal reflection, and professional development

- 1.3: Actively participate in shared decision-making with other health care professionals, including patients and families.
2. [EP 2.1.2] Apply social work ethical principles to guide professional practice, as demonstrated by the following practice behaviors:
 - 2.1 Analyze and manage personal values that conflict with professional values in health care.
 - 2.2 Apply strategies of ethical reasoning to address ethical dilemmas occurring for and between patients, families, health care settings and systems.
3. [EP2.1.3] Apply critical thinking to inform and communicate professional judgments, as demonstrated by the following practice behaviors:
 - 3.1 Apply effective oral and written communication skills with and on behalf of health care consumers.
 - 3.2 Discriminately apply critical thinking skills to specific medical issues such as client interventions, policy, application of theory and relevant research.
4. [EP 2.1.4] Engage diversity and difference in practice, as demonstrated by the following practice behaviors:
 - 4.1 Practice family-centered, community-based, coordinated, culturally competent care.
5. [EP 2.1.5] Advance human rights and social and economic justice, as demonstrated by the following practice behaviors:
 - 5.1 Recognize institutional oppression and discrimination in health care.
 - 5.2 Advocate for human rights and social and economic justice for clients/families/communities in the field of health care.
6. [EP 2.1.6] Engage in research-informed practice and practice-informed research, as demonstrated by the following practice behaviors:
 - 6.1 Utilize evidence-based assessments tools, interventions, and strategies with patients/families/communities in the field of health care.
 - 6.2 Evaluate personal/professional competencies as a health care practitioner.
7. [EP 2.1.7] Apply knowledge of human behavior and the social environment, as demonstrated by the following practice behaviors:
 - 7.1 Apply theories, social work perspectives, and relevant research to health care practice.
 - 7.2 Integrate systems theory and strengths perspective to guide the process of assessment, intervention, and evaluation of health care services.

8. [EP 2.1.8] Engage in policy practice to advance social and economic well-being and to deliver effective social work services, as demonstrated by the following practice behaviors:
 - 8.1 Analyze, formulate, and promote policies that advance social well-being of persons and their families in the health care system.
 - 8.2 Collaborate with colleagues to advocate for policies that will empower patients from under-served populations.

9. [EP 2.1.9] Respond to contexts that shape practice, as demonstrated by the following practice behaviors:
 - 9.1 Analyze trends in service delivery and practices to promote improved service quality to patients and families in health care.
 - 9.2 Apply proficient technological skills in patient care documentation and access to and sharing of information.

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

Engagement-

 - 10a.1 Synthesize knowledge from the culture of the patient, the family, the community, and the health care setting to promote **engagement**.

Assessment-

 - 10b.1 Adapt, modify and apply **assessment** tools and approaches that support evidence based best practices in the health care settings.

Intervention-

 - 10c.1 Create appropriate **intervention** plans for the patient, family, community regarding health care issues.
 - 10c.2 Negotiate, mediate, and advocate for patients, families, and communities for positive health outcomes.

Evaluation-

 - 10d.1 Use best practices to choose and implement **evaluation** in health care settings.

Course Outline and Assignments

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

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

Required Text

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

Evaluation and Grading

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

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

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

Mid-Point Evaluation

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

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

The completed Final Evaluation includes:

1. A description of the student's practicum assignments associated with each practice behavior.

2. A rating (scale of 1-7 using the LET rubric) on each practice behavior by the field instructor and the student to report level of mastery. All practice behaviors must be assessed or the student will receive a rating of "1" on any blank items. Field instructor and student are encouraged to include qualitative evaluative comments.
3. A statement that the evaluation has been read by the student and has been discussed by the student and field instructor together, both understanding that the report is intended for and to be used for educational purposes only.
4. Signatures of both student and field instructor and date signed.
5. Signature of the field liaison and the grade assigned (S/satisfactory or F/fail). A student is expected to achieve a minimum average score of 5 on the 7-point scale to be considered competent and receive a satisfactory grade.

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

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

Course Format

The placement occurs over two consecutive semesters in the same agency/organization and is concurrent with Concentration course work. Students are required to complete a total of 640 hours in their Concentration practica with the usual arrangement being 16 hours per week in Practicum II (total of 256) and increasing to 24 hours per week (total of 384 hours) in Practicum III. (Some students, in order to meet the required total of 640 may petition to extend the second semester of their placement for an additional 8 weeks, thus completing the practica at the rate of 16 hours per week for the duration of the placement.) Students completing S651-S652 in the block format complete the practicum at a rate of 32 or 40 hours per week during the 16 or 20 week term.

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

Field Placement Overview

The Concentration Practicum is arranged by the MSW Field Coordinator in collaboration with agency educational coordinators, field instructors, and the student. The placement is

individualized according to the student's area of concentration, educational needs, previous employment experience, practice preferences, and career interests and goals.

Students receive weekly supervision from a qualified MSW field instructor who provides ongoing evaluation of their performance. The School provides a field liaison who determines whether the student's performance meets the learning objectives for this course. Students are expected to take an active stance as an adult learner in preparation for post-graduation practice.

University and School Policies

To conserve paper in this self-study, we present the policy for Grading in the MSW Program and University and School Policies in the Preface to Volume 2, MSW Syllabi.

Campus Specific University Policies

Counseling and Psychological Services (CAPS)

During the semester, if you find that life stressors are interfering with your academic or personal success, consider contacting Counseling and Psychological Services. All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD; fees are charged for testing. CAPS is located in Suite 220 Walker Plaza, 719 Indiana Avenue, and can be contacted by phone (317-274-2548). For more information, see the CAPS web-site at: <http://life.iupui.edu/caps/>

Additional Course Policies

General course policies are listed below.

1. Students are expected to spend at least 75% of their field work time in practice assignments directly linked to their Concentration.
2. A written Learning Evaluation Tool (LET), using the School's format is due to the field liaison by the end of the third week in placement. One Learning Plan is developed for the entire practicum that includes S651 and S652. The plan is reviewed by the liaison. If any changes need to be made, the student/field instructor will be notified within two weeks of receiving the Learning Plan. This is a working document that may be modified throughout the practicum with the agreement of all parties.
3. If students must miss time at their agency, they are to notify the field instructor and field liaison, if possible, to plan coverage during the absence. Students are to make up any missed time at the placement agency.
4. Students are expected to observe the agency schedule for holidays. When agencies are closed on a scheduled field day, this time does NOT need to be made up on site at the agency (with the exception of Spring Vacation in public school settings). However, the expectation is for the time to be used for practicum support activities. **Holiday breaks need to be negotiated with the placement agency prior to the beginning of the practicum.**
5. Students are expected to conform to the standards and practices established by the agency and by the School for the practicum course including adherence to the Code of Ethics of the National Association of Social Workers. This includes adherence to agency

professional conduct, attire, and importantly, safety protocols in relation to self and clients.

6. Students are expected to participate with their field instructor in determining appropriate continuity of services for clients between academic semesters. Students may be required to provide appropriate client services during this period of time.
7. A minimum of 640 hours is required to complete the Concentration practicum. Students are to document their time in the practicum using the weekly and monthly time sheets provided in the Forms folder on Oncourse.
8. The student's field liaison may elect to conduct occasional seminars or group meetings for all her/his assigned students. The MSW Program endorses such seminars and allows these hours to count as part of the minimum 640 hours.
9. The IU School of Social Work provides student social work malpractice insurance through a blanket professional liability policy for practicum activities and assignments.
10. If a student has a disability and need accommodations to participate in this program, he/she should consult with the Office of Disability Services on the respective campus. The Office will further work with the field coordinator, liaison, and/or agency field instructor to make any necessary accommodations.