**Advanced Generalist Practice Courses: MSW DIRECT!**

**Overview:**

Two courses are proposed for the MSW DIRECT! program. Several distinct characteristics should be noted:

First, these courses focus on the specific Educational Policy and Accreditation Standards EP 2.1.10 (a-d); engage, assess, intervene and evaluate (practice) with individuals, families, groups, organizations and communities. The first course addresses EP 2.1.10 (a) engagement and (b) assessment. The second course addresses Standards (c) intervention and (d) evaluation.

Almost all advanced generalist courses are linear and begin discussing practice with smaller systems and have separate courses for larger ones. This typical micro-macro course sequence is quite common. Our model differs from this. We will examine practice from a multiple-systems perspective in which all dimensions of practice can be studied on a simultaneous basis. The advantage is that this perspective better reflects systems-based practice in comparison with the common linear approach.

Unfortunately, almost all generalist practice texts are organized on the linear approach. This leads to the second characteristic: Readings will be taken from bundled chapters from various texts that best match the multiple-systems perspective rather than relying on a single anchor text. The exemplary texts we have selected are all from the CENGAGE group and will be available in the e-text bundled format. This mixed-text approach will support our multiple-systems approach and student access very well.

Our basic instructional strategy is for students to work asynchronously by reading the assignments and producing papers on specific topics under study. The case analysis approach will be used and exemplary cases will be selected from the practice literature. These papers will then be shared and discussed in seminar fashion. Group projects will be capstone in nature, providing an integrated analysis that addresses specific practice areas of interest to the students.

If MSW DIRECT! begins in January 1012 the first course will begin in July 2013.
I. Course Rationale and Description
Building on the foundation/intermediate curriculum and its focus on systems and ecological theories, the advanced generalist course sequence engages students to focus on systems interactions as the basis for designing and implementing complex interventions for simultaneous change at multiple-system levels. The enhanced theoretical basis for advanced generalist practice includes the introduction to chaos and complexity theory. Recognizing that basic practice skills are very similar across fields of practice, the advanced generalist practitioner may begin intervention at micro, mezzo and macro levels. Advanced Generalist Practice I concentrates on the skills associated with entry, engagement and assessment that enable the practitioner to ascertain the dynamic interactions of systems relevant to the change effort, including the differential rates of acceptance of change at each systems level. Students learn to make critical judgments regarding the selection of assessment tools, the timing of assessment relative to different systems, and the ethical implications of simultaneously working at micro, mezzo and macro levels.

II. Objectives

1. Assess entry points for engagement at multiple system levels. (EP 2.1.10a)
2. Select appropriate assessment strategies across system levels. (EP 2.1.10a)
3. Assess the strengths and points of tensions in the interactions between multiple systems. (EP 2.1.10a)
4. Collect and assess data across system levels on desired outcomes. (EP 2.1.10b)
5. Prioritize goals based on data. (EP 2.1.10b)
6. Develop consensus on the focus for work and desired outcomes. (EP 2.1.10b)

III. Meeting Schedule

Week 1: Course Overview and Introduction
Read:
  Syllabus
Walsh:
  Chapter 1: Defining Generalist Practice
Kirst–Ashman and Hull:
  Chapter 1: Introducing Generalist practice: The Generalist Intervention Model
CASE 6X1-A
Discuss:
  CASE 6X1-A

**Week 2: Conducting multiple-system analyses I, smaller systems**
Read:
  Poulin:
    Chapter 6: Generalist Practice with Individuals
    Chapter 7: Generalist Practice with Families
    Chapter 8: Generalist Practice with Groups
    Chapter 15: Generalist Practice with Abused and Neglected Children and Their Families.
Present:
  Systems analysis for Case A, first paper. (EP 2.1.10a)

**Week 3: Conducting multiple-system analyses I, larger systems**
Read:
  Walsh:
    Chapter 11: Organizational Practice
    Chapter 12: Community Practice
Present:
  Systems analysis for Case A, second paper. (EP 2.1.10a)

**Week 4: Analyzing multiple-system opportunities for assessment**
Read:
  Walsh:
    Chapter 2: Problem Solving in Generalist Social work practice
  Kirst-Ashman and Hull:
    Chapter 5: Engagement and Assessment in Generalist Practice
CASE 6X1-B
Present:
  Intervention opportunities for Case B, third paper. (EP 2.1.10a)

**Week 5: Choosing entry points for action**
Read:
  Shulman:
    Chapter 3: The Preliminary Phase of Work
  Kirst-Ashman and Hull:
    Chapter 6: Planning in Generalist Practice
Present:
Entry analysis for Case B, fourth paper. (EP 2.1.10a)

**Week 6: Developing consensus on outcomes and approaches**
Read:
- Walsh:
  - Chapter 3: Relationships with Client Systems
- Shulman:
  - Chapter 4: Beginnings and the Contracting Skills
- Kirst-Ashman and Hull:
  - Chapter 11: Values, Ethics, and the Resolution of Ethical Dilemmas

Present:
- Consensus analysis for Case B, fifth paper. (EP 2.1.10a)

**Week 7: Perspectives for analyzing potential outcomes**
Read:
- Kirst-Ashman and Hull:
  - Chapter 6: Planning in Generalist Practice
  - Chapter 12: Culturally Competent Social Work Practice
  - Chapter 13: Gender-Sensitive Social Work Practice

Present:
- Outcomes analysis for Case B, sixth paper. (EP 2.1.10b)

**Week 8: Prioritizing and selecting assessment strategies in complex environments**
Read:
- Shulman:
  - Chapter 17: Evidence-Based Practice and Additional Social Work Practice Models

Present:
- Action analysis for Case B, seventh paper. (EP 2.1.10b)

**Week 9: Project presentations seminar I** (EP 2.1.10 a and b)

**Week 10: Project presentations seminar II** (EP 2.1.10 a and b)

**Week 11: Course wrap-up and evaluation**

**IV. Required and Recommended Textbooks and Resources**

E-texts: (Bundled from publisher)


Cases:
CASE 6X1-A (To be developed.)
CASE 6X1-B (To be developed.)

V. Assignments

Case analysis papers: Seven individual papers will be written that analyze various topical issues. Each paper is worth 10 points.

Project: Group project proposals for a planned intervention with a specific client system will be presented at the end of the course. The project is worth 30 points.

VI. Evaluation and Grading

**Grading in the MSW Program** as approved by the IUSSW Faculty Senate

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect **Excellence**. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify **good or high** quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate
student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades. Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>Excellent, Exceptional Quality</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>Superior Quality</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
<td>Very Good, Slightly Higher Quality</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>Good, High Quality (expected of most MSW students)</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
<td>Satisfactory Quality</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
<td>Marginal, Modestly Acceptable Quality</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
<td>Marginal, Minimally Acceptable Quality</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
<td>Unsatisfactory Quality</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
<td>Unsatisfactory Quality</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
<td>Unsatisfactory Quality</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
<td>Unsatisfactory Quality</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
<td>Unsatisfactory Quality</td>
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</tbody>
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University and School Policies

Students should be familiar with the Indiana University Code of Student Rights, Responsibilities, and Conduct (http://www.iu.edu/~code/), from which many of the policies below are derived. In addition, students should refer to the MSW General Student Handbook and their respective campus supplements for more detailed information about these policies and additional resources available to them.

Cheating

Cheating is grounds for failing the course and possible dismissal from the program and/or university.
Cheating is considered to be any attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted. A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

Plagiarism
Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever:
1. Directly quoting another person’s actual words, whether oral or written;
2. Using another person’s ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Right to Accommodation for Individuals with Disabilities
Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of
students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

**Campus support offices:**

MSW DIRECT! students are enrolled on the IUPUI campus. Specific protocols for supporting online students with ability challenges are being planned with our campus Adaptive Educational Services.

**Grades of Incomplete (policy from the student handbook)**

A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar’s Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question. The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign a *Record of Incomplete and Contract for Completion of Course Requirements* form to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Additionally, the following apply:

- Students must satisfactorily complete all foundation courses or have an approved contract for removing grades of Incomplete before taking any intermediate courses.
- Students must satisfactorily complete all intermediate courses before entering the concentration year.
- Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

**Professional Conduct Policy**

Students in a professional program are expected to conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is

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1 Sections modified for online instruction have been highlighted.
appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or professionally unbecoming class conduct are likely to result in a lowered grade or deem a student unsuitable for field placement. Students are evaluated on their personal and professional behavior or conduct in this class as described in the Code of Ethics.

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

**Electronic Devices in the Classroom**

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. In addition, computer supported class discussions are often a part of online instruction. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the online classroom for non-academic reasons. These include emailing, texting, social networking, and use of the Internet unless this is directly related to the current class activity. The use of cell phones during class time is prohibited and these should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or a request from the instructor to leave class.

**Inclement Weather or Other University Emergency**

Please watch the [university MSW DIRECT! website](http://socialwork.iu.edu) for important information about closings or class cancellations. The instructor will post an announcement on Oncourse or send an email to all class members if she/he is cancelling class. If you cannot raise the MSW DIRECT! website then go to the school's main website, [http://socialwork.iu.edu](http://socialwork.iu.edu).

**Additional Course Policies**

Here is the place to supplement the boilerplate policies from the previous section with some that are specific to your course section. These include your attendance policies, late assignment policies, etc.

**Bibliography**

To be developed.
I. Course Rationale and Description
This course engages the student to critically analyze and select appropriate interventions relative to the systems engaged in the change effort. Advanced generalist practitioners have a breadth of intervention skills and acquire depth over time as dictated by their immediate practice environments. Thus the course will build on micro, mezzo, and macro interventions mastered in the generalist intermediate curriculum with emphasis on identifying and collaborating with specialists and interdisciplinary teams; monitoring the interactive effects of simultaneous, multi-level interventions; and, expanding knowledge and skills to address unmet needs.

Prerequisite: S6X1 Advanced Generalist Practice I.

II. Objectives

1. Implement appropriate multi-systemic intervention strategies. (EP 2.1.10c)
2. Co-create multisystem inter-professional partnerships to address targeted goals (EP 2.1.10c)
3. Mediate complex system dynamics between constituencies (EP 2.1.10c)
4. Facilitate transitions and endings across system levels. (EP 2.1.10c)
5. Evaluate multisystem interventions and outcomes. (EP 2.1.10d)
6. Forecast the need for future interventions across systems. (EP 2.1.10d)

III. Meeting Schedule

Week 1: Course Overview and Introduction
Read:
  Syllabus
  Poulin:  Chapter 2: The Collaborative Model Principles and Concepts
          CASE CX2-A
Discuss:
  CASE CX2-A
Week 2: Taking action I, smaller systems
Read:
   Shulman:
       Chapter 10: The Preliminary Phase in Group Practice
       Chapter 11: The Beginning Phase with Groups
       Chapter 12: The Middle Phase of Group Work
       Chapter 13: Working with the Individual and the Group
Present:
   Practice analysis for Case A, first paper. (EP 2.1.10c)

Week 4: Taking action II, larger systems
Read:
   Kirst –Ashman and Hull:
       Chapter 4: Macro Practice Skills: Working with Organizations and Communities.
Present:
   Practice analysis for Case A, second paper. (EP 2.1.10c)

Week 5: Understanding inter-professional collaboration, roles and ethics
Read:
   Illinois Institute of Technology: Center for the Study of Ethics
       http://ethics.iit.edu/index1.php/Programs
Present:
   Ancillary professions, third paper. (EP 2.1.10c)

Week 6: Mediating and mentoring between collaborators and systems
Read:
   Kirst-Ashman and Hull:
       Chapter 14: Advocacy
       Chapter 15: Brokering and Case Management
Shulman:
       Chapter 15: Professional Impact and Helping Clients Negotiate the System
CASE CX2-B
Present:
   Mediating and mentoring, fourth paper. (EP 2.1.10c)

Week 7: Facilitating multi-system transitions and endings
Read:
   Kirst-Ashman and Hull:
       Chapter 8: Evaluation, Termination and Follow-Up in Generalist Practice
Present:
   Transitions and endings, fifth paper. (EP 2.1.10c)

Week 8: Evaluating multi-system interventions and outcomes.
Read:
   Kirst-Ashman and Hull:
       Chapter 16: Recording in Generalist Social Work Practice
   Poulin:
       Chapter 4: Evaluation and Generalist Social Work Practice

Present:
   Practice evaluation, sixth paper. (EP 2.1.10d)

**Week 9:** Project presentations seminar I (EP 2.1.10 c and d)

**Week 10:** Project presentations seminar II (EP 2.1.10 c and d)

**Week 11:** Course wrap-up and evaluation

**IV. Required and Recommended Textbooks and Resources**

E-texts: (Bundled from publisher)
   Belmont CA: Brooks-Cole


Cases:
   CASE 6X2-A (To be developed.)
   CASE 6X2-B (To be developed.)

**V. Assignments**

Case analysis papers: Six individual papers will be written that analyze various topical issues. Each paper is worth 10 points.

Project: Group project proposals for a planned intervention with a specific client system will be presented at the end of the course. The project is worth 40 points.

**VI. Evaluation and Grading**

**Grading in the MSW Program as approved by the IUSSW Faculty Senate**

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors
typically evaluate students’ work in such a way that $B$ is the average grade. Grades in both the $A$ and the $C$ range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned $A$ grades in their undergraduate studies may conclude that a $B$ grade reflects a decrease in their academic performance. Such is not the case. Grades of $B$ in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a $B$ grade in graduate school is analogous to an $A$ grade in undergraduate studies. MSW students must work extremely hard to achieve a $B$ grade. If you are fortunate enough receive a $B$, prize it as evidence of the professional quality of your work.

Grades of $A$ reflect *Excellence*. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn $A$ grades.

Grades of $B$ signify *good* or *high* quality scholarly products and academic or professional performance. Grades in the $B$ range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the *good* and the *excellent*. We expect that most MSW students will earn grades in the $B$ range—reflecting the *good* or *high* quality work expected of competent future helping professionals.

Grades of $C$ and $C+$ signify work that is *marginal* in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. *Satisfactory* in many respects, its quality is not consistently so and cannot be considered of *good* or *high* quality. We anticipate that a minority of MSW students will earn $C$ and $C+$ grades. Grades of $C-$ and lower reflect work that is *unsatisfactory*. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of $C-$, $D$, and $F$.

Grade minimums are as follows [Note: grades below $C$ are *Unsatisfactory* in the MSW Program]:

A  93%  Excellent, Exceptional Quality
A-  90%  Superior Quality
B+  87%  Very Good, Slightly Higher Quality
B   83%  Good, High Quality (expected of most MSW students)
B-  80%  Satisfactory Quality
C+  77%  Marginal, Modestly Acceptable Quality
C   73%  Marginal, Minimally Acceptable Quality
C-  70%  Unsatisfactory Quality
D+  67%  Unsatisfactory Quality
D   63%  Unsatisfactory Quality
D-  60%  Unsatisfactory Quality
F   <60%  Unsatisfactory Quality

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**Cheating**

Cheating is grounds for failing the course and possible dismissal from the program and/or university.

Cheating is considered to be any attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.

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acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever:

6. Directly quoting another person’s actual words, whether oral or written;
7. Using another person’s ideas, opinions, or theories;
8. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
9. Borrowing facts, statistics, or illustrative material; or
10. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Right to Accommodation for Individuals with Disabilities
Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

Campus support offices:  
MSW DIRECT! students are enrolled on the IUPUI campus. Specific protocols for supporting online students with ability challenges are being planned with campus Adaptive Educational Services.

Grades of Incomplete (policy from the student handbook)
A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar’s Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question. The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign a Record of Incomplete and Contract for Completion of Course Requirements form to ensure that a sound

2 Sections modified for online instruction have been highlighted.
educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Additionally, the following apply:

- Students must satisfactorily complete all foundation courses or have an approved contract for removing grades of Incomplete before taking any intermediate courses.
- Students must satisfactorily complete all intermediate courses before entering the concentration year.
- Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

Professional Conduct Policy

Students in a professional program are expected to conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or professionally unbecoming class conduct are likely to result in a lowered grade or deem a student unsuitable for field placement. Students are evaluated on their personal and professional behavior or conduct in this class as described in the Code of Ethics.

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. In addition, computer supported class discussions are often a part of online instruction. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the online classroom for non-academic reasons. These include emailing, texting, social networking, and use of the Internet unless this is directly related to the current class activity. The use of cell phones during class time is prohibited and these should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or a request from the instructor to leave class.

Inclement Weather or Other University Emergency
Please watch the university MSW DIRECT! website for important information about closings or class cancellations. The instructor will post an announcement on Oncourse or send an email to all class members if she/he is cancelling class. If you cannot raise the MSW DIRECT! website then go to the school’s main website, http://socialwork.iu.edu.

Additional Course Policies
Here is the place to supplement the boilerplate policies from the previous section with some that are specific to your course section. These include your attendance policies, late assignment policies, etc.

Bibliography
To be developed.