

Loyola University Chicago

School of Social Work

Internship Manual

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# Introduction to the Internship Program

Dear Students,

Welcome to the Loyola University Chicago School of Social Work’s Internship Manual! An internship is the signature pedagogy of social work education, according to the Council on Social Work Education (CSWE), and this manual provides the information you will need to navigate the internship process. The internship program’s goal is to provide an integrative experience that brings classroom theory to the internship of practice. At the conclusion of the BSW and/or MSW program, students are ready to enter the professional social work internship in direct practice, policy, advocacy, or administrative work. Loyola’s Internship Team is committed to helping students obtain rich, diverse, and challenging internship experiences.

The internship program challenges students to integrate professional values and personal perspectives in order to develop their understanding of social work practice. The School of Social Work understands that rigorous academic culture and unique internship experiences are equally important factors in the educational and professional development of our students. This stellar program relies upon the collaborative work of faculty, Internship Supervisors, Loyola Internship Liaisons, students, and staff members.

Each year the School of Social Work provides internship instruction to over 500 graduate and undergraduate students in more than 1000 social work agencies in the Chicago metropolitan area and beyond. The School of Social Work offers an Online MSW program and an Online Bilingual MSW program that are adding internship sites across the nation. Loyola also has partner affiliations with an array of agencies that offer a variety of service models and orientations. These agencies value our students highly and provide them with quality learning experiences. The internship office uses an online database called SONIA that enables you to select an internship that best fits your previous experiences, future goals, professional interests, geographical location, and the requirements of the agency. The process for securing an internship is comparable to looking for employment. After submitting your letter of interest and resume, you will have an opportunity to interview.

We know that internship is a rewarding learning experience for students. We hope you will find this manual helpful in answering your questions about the internship program.

Sincerely,



Amy Greenberg, LCSW, MA, Assistant Dean for Student Affairs

# Administrative Structure of the Internship Program

The faculty and professional staff at Loyola University Chicago are committed to each student’s success in the internship. The roles and responsibilities of program faculty and staff are outlined below.

## Dean of the School of Social Work

This position is the chief administrator for the Loyola University Chicago School of Social Work and provides administrative leadership to all aspects of the program.

## Associate Dean of the School of Social Work

This position works closely with the Dean, the Assistant Deans, and the faculty regarding the curricular content of internship courses.

## Assistant Dean of MSW Programs

This position provides overall direction to the MSW Programs and works closely with Student Affairs.

## Director of Online MSW Programs

This position provides overall direction to the online programs, including the Online Bilingual MSW program and the Online MSW program.

## Director of the BSW Program

This position provides direction to the BSW Program, assisting undergraduate students in their admission to the School of Social Work and overseeing the social work curriculum for the program.

## Assistant Dean for Student Affairs

This position provides administrative leadership and direction for the Student Affairs team and oversees this team. The Assistant Dean reports to the Dean of the School of Social Work.

## Assistant Director of Internships & Career Services

This position manages the day-to-day operations of the internship program. This position supervises the Internship Coordinators.

## Assistant Director of Regional Programming

This position manages the day-to-day operations of the Online MSW internship program. This position supervises the Internship Coordinators for this program.

## Internship Coordinators

Internship Coordinators manage the day-to-day operation of the internship program. There are separate Internship Coordinators for first-level generalist and second-level specialized internships in the traditional MSW program and the Online MSW and Online Bilingual MSW programs.

## Loyola Internship Liaisons

Loyola Internship Liaisons are experienced professional social workers who work part-time in the internship program. Loyola Internship Liaisons are assigned to specific students and agencies; once students have secured an internship, Loyola Internship Liaisons are their primary contact regarding the internship.

# Overview of the Internship Program

* Internships typically take place during weekday business hours. Students must arrange their schedules to accommodate their internships and should develop a consistent schedule in consultation with their Internship Supervisors. The schedule should meet the needs of the internship site and align with the learning opportunities available. Students should attend their internship sites and adhere to these schedules for their entire internships.
* Even if a student has reached their minimum internship hours, we encourage the student to keep to the end date in their Learning Agreement and internship confirmation form rather than end their internship early. It is important to maintain a commitment to your internship site and clients and to align your behavior with CSWE’s Competency #1: Demonstrate Ethical and Professional Behavior. Please contact tour Loyola Internship Liaison for additional guidance. Schedule changes are rare and require approval from the Internship Supervisor and the internship site.
* It is recommended that traditional full-time students begin their first-level generalist internship within the first two semesters of starting the program.
* For students in the Traditional MSW program, evening, and weekend hours, as well as remote internships, are available only if offered by the internship site.
* Students in the Online Bilingual MSW and the Online MSW Program have some flexibility regarding daytime, evening, and weekend hours. Students must identify these opportunities in conjunction with their internship site and must complete internships concurrently with coursework. Beginning in the second year of their MSW program, students in these programs do their first-level generalist and second-level specialized internships only in the Fall-Spring semester. Note that internships for these programs are done in-person in the student’s home state unless the student arranges a virtual internship on their own.
* The first-level generalist internship requires 400 hours, typically completed on Tuesdays and Thursdays, with coursework scheduled on Mondays, Wednesdays, and Fridays. However, final schedules are determined by the Internship Supervisor and the student and should be discussed during the interview. Students typically complete 15 hours per week over the 15-week semester.
* Students are required to complete all 500-level courses except 504, 506, and 509 before their second-level specialized internship.
* The second-level specialized internship requires 600 hours, typically completed on Mondays, Wednesdays, and Fridays, with coursework scheduled on Tuesdays and Thursdays. However, final schedules are determined by the Internship Supervisor and the student and should be discussed during the interview. Students typically complete 20 hours per week over the 15-week semester. Students cannot begin their second-level specialized internship until they complete their first-level generalist internship.
* Students need to follow their course template to enroll in the correct first-level generalist and second-level specialized internship classes for their program. The corresponding Social Work Internship Instruction (SWFI) courses provide liability insurance to the student and site throughout the duration of the internship.

# Levels of Internship

## Generalist Internship

In accordance with accreditation standards, students’ first-year courses focus on understanding professional purpose, values, and ethical behavior within social work practice. Students learn about the multiple frames of reference that reflect the organization and diversity of the profession; build basic skills in the practice of social work with individuals, families, groups, organizations, and communities; and develop an appreciation of the role of research in evaluating practice, programs, and service delivery. The first-level generalist internship matches this beginning phase of identifying with the profession and exploring broad practice activity with individuals, families, groups, organizations, and communities. It also provides students with in-depth, hands-on experiences in multi-modality practice.

## Specialist Internship

In accordance with accreditation standards, second-level specialized internships offer students experiences at the advanced clinical level with individuals, families, groups, organizations, and communities in various settings. After students complete the first-level generalist internship, or if they start in the advanced standing program, they must choose an area of specialization:

Micro Practice:

* Micro Practice: Advanced Clinical Practice
* Micro Practice: CADC
* Micro Practice: Schools (Illinois only)
* Micro Practice: Migration Studies

Leadership Mezzo & Macro Practice (LMMP)

* Leadership, Community, Advocacy, and Policy Track (LCAP)

Online Bilingual Program students are placed in the Migration track.

Online MSW Program students choose between Micro Practice, and Leadership Mezzo, & Macro Practice (LMMP). Within Micro Practice, students may choose Migration Studies or Schools (Illinois only), as tracks. If students choose LMMP, they are placed in the Leadership, Community, Advocacy, and Policy Track (LCAP).

# Types of Degree Programs

Loyola’s School of Social Work provides internship options for the BSW, MSW, MSW Advanced Standing, Online Bilingual MSW, Online MSW, Part-Time, and Dual Degree Programs. The specific internship options for each program are listed below.

## Bachelor of Social Work

BSW students are working toward their undergraduate degree in social work and have one internship requirement, which they complete in their senior year.

## Advanced Standing

The Advanced Standing program is designed for students who have completed a Bachelor of Social Work degree from an accredited program with a minimum 3.0 GPA. These students enter as 2nd-level students and must complete two semesters of coursework and one internship. Advanced Standing students begin their program in August and continue with coursework and internship.

## MSW

The traditional full-time MSW program requires two years of coursework and two internships. These students complete a first-level generalist internship and a second-level specialized internship. MSW students may choose to extend their program, taking coursework part-time for up to four years. These students take fewer courses each term and finish the program in three or four years. However, students complete their internships as described in the “Overview of the Internship Program” section. In most cases, students need to complete their internship during the agency’s hours of operation. Part-time or weekend and evening hours internships are sometimes possible but are not guaranteed.

## MSW – Dual Degree

Students in dual degree programs are enrolled in the School of Social Work and in another professional school. These students usually start their internships after completing their first year of coursework. Dual degree students complete a first-level generalist internship, typically during their second year of coursework, and a second-level specialized internship the following year that integrates social work with a focus on the other area of study. Students should meet with their academic advisor to review their course template and internship timeframe.

## Online Bilingual MSW (OBMSW)

Online Bilingual MSW students take their classes remotely and focus on working with Latinx and migrant populations. The Online Bilingual MSW program requires coursework over eight consecutive semesters, including the summer. Students complete a first-level generalist internship and a second-level specialized internship in their fall-to-spring terms, extending into summer if needed. Students with a bachelor’s degree in social work from an accredited program enter in the spring term. They complete four semesters of coursework and one fall-to-spring internship in a local organization. Advanced Standing students will complete only a second-level specialized internship. OBMSW students work with Latinx or migrant populations in all their internships, and an Internship Supervisor or Task Supervisor provides supervision. Note that internships for this program are done in-person in the student’s home state unless the student secures a virtual internship on their own.

## Online MSW Program (OMSW)

Online MSW students earn their degrees remotely. Students in this program can choose one of three tracks: Migration Studies, Schools/PEL (Illinois only), or LCAP. Online MSW students complete a first-level generalist internship and a second-level specialized internship. OMSW students with an accredited BSW (i.e., advanced standing students) will complete only a second-level specialized internship. OMSW internships are done only in the Fall-Spring semester. Note that internships for this program are done in-person in the student’s home state unless the student secures a virtual internship on their own.

# Responsibilities and Requirements of Internship Supervisors, Internship Agencies, and

# Loyola Internship Liaisons

## Minimum Responsibilities of Internship Supervisors:

* Internship Supervisors are committed to a teaching role and have a clear understanding of the similarities and differences between staff and students.
* Internship Supervisors provide the support and the experiences through which the student can develop and demonstrate an integration of social work knowledge, principles, methods, and values.
* Internship Supervisors are central to the process of learning. Loyola, therefore, offers considerable support and assistance to them. All Internship Supervisors are invited to attend online and in-person continuing education and professional development training events provided by the School of Social Work throughout the year. They are eligible to receive Continuing Education Units. (CEUs). They also have active support from Loyola Internship Liaisons throughout the internship process
* Internship Supervisors are encouraged to contact Loyola Internship Liaisons and Internship Coordinators for support and to visit the [Loyola School of Social Work Internship Supervisors](https://www.luc.edu/socialwork/resources-initiatives/fieldsupervisors/) page, which includes many resources and forms
* Internship Supervisors must be familiar with the educational philosophy of the School of Social Work and have a general knowledge of the content of the courses which the student has already taken or is currently taking. This knowledge should correlate with what is being taught or has already been taught in the classroom or through other internship assignments given to the student throughout the year. At times, Internship Supervisors teach specific content a student needs for an internship assignment if this content has not yet been covered in the classroom curriculum.
* Internship Supervisors should ensure that the internship site prepares for the arrival of the in relation to space, selection of assignments, selection of learning opportunities, office routines, agency staff, etc.
* Loyola expects Internship Supervisors to approve students’ timesheets through the SONIA Online Database and to complete the “3 in 1” form on this database. The “3 in 1” form includes the Learning Agreement, midyear evaluation, and final year evaluation. Completing the Learning Agreement and the evaluations should be a collaborative process between the Internship Supervisor and the student. The midterm and final evaluations offer ways to measure the student’s emerging mastery of the nine CSWE social work competencies.
* The Internship Supervisor is responsible for advising the student on the agency’s safety protocols and the unique risks associated with the agency’s line of work. The Internship Supervisor should work with the student to develop a safety plan or process to follow in the event that the student feels unsafe or uncomfortable while working directly with clients. The Internship Supervisor should inform the student of emergency procedure protocols and crisis plans during orientation. Please see the section on Home Visits if meeting with clients in the community is part of an internship role.
* The School recognizes that an Internship Supervisor must retain a responsibility to the agency for the quality of the work done with clients or other projects relevant to the domain of practice. The School also expects the Internship Supervisor to utilize the case material to teach the student general principles of the practice in an individualized manner based on the student's previous experience, learning patterns, and level of demonstrated competence.
* Teaching methodologies may also include observation, audio or video recordings, summary recordings, role-plays, simulations, or other reporting formats. In addition to individual supervision, some agencies offer seminars, expert consultations, cross-disciplinary opportunities, student support groups, or group supervision.
* Information shared by the student and Internship Supervisor and/or Loyola Internship Liaison is not considered confidential. All information about the student can be shared with the Internship and Advising Teams, including the Assistant Dean for Student Affairs, Assistant Director of Internship and Career Services, Internship Coordinator, Academic Advising staff, the Assistant Dean of MSW Programs, and the Associate Dean as needed.

## Requirements of Internship Supervisors

* If the Internship Supervisor of an internship site does not meet the above criteria, the School may provide an Offsite MSW Internship Educator to the intern to reinforce a social work perspective on the internship experience. MSW students will meet with an Offsite MSW Internship Educator in a group setting and on a bi-weekly basis for one hour to review and receive exposure to MSW concepts. See the addendum for additional guidelines related to the Offsite MSW Internship Educator role.
* The agency will remain responsible at all times for patient/client care.
* Loyola requires Internship Supervisors to have an MSW degree and two years of post-graduate experience or a related higher degree such as a DSW or a Ph.D. in social work. Internship Supervisors complete an application and confirm their level of education and experience with Internship Coordinators by submitting a resume for review/approval. An LCSW is preferred but not required due to variations in agency or state regulations and requirements. In some cases, an Internship Coordinator or the Director of Internships and Student Services may approve supervisors with alternative credentials, such as an LCPC, based on the supervisor’s experience within the setting. In such cases, the Internship Coordinator, Loyola Internship Liaison, and Internship Supervisor develop a plan to ensure that students obtain the “social work perspective” during their internship. The Council on Social Work Education (CSWE), which accredits Loyola's social work programs, determines this supervision requirement. The School has the ability to make exceptions to this policy on a case-by-case basis.
* The School has high-performance expectations of Internship Supervisors. They are expected to meet individually with students in supervision for at least one hour per week. This hour is preferably one block of time, although, at sites, it may be made up of multiple sessions throughout the week. It is expected that students in the clinical social work specialization of practice will be assigned an appropriate caseload of adequate size for learning. The guideline is that a large portion (50%) of student time in the BSW/first-level generalist and most of the time (70%) in the second-level specialized should be spent in direct service. The nature and composition of a “caseload” may look very different for second-level specialized students in the Leadership Mezzo and Macro Practice (LMMP) area of specialization. However, appropriate assignment of cases, projects, or tasks related to this domain of practice should constitute approximately 70% of the student’s time in the agency. The Internship Supervisor should be accessible (either in person, by phone or by email) to the student during their time at the agency.
* The School expects Internship Supervisors to provide students with a broad and general sense of the agency’s paperwork and required documentation, including intakes, assessments, treatment plans, progress notes, and any relevant technology or online programs. Specialist students in the LMMP area of specialization should complete reports and other documentation related to assigned projects and tasks in the agency setting.
* Internship Supervisors are required to review and sign off on weekly internship timesheets provided by the student. Internship Supervisors will review and document the completion of these hours and submit the completed hours in midterm and final evaluations.
* The Internship Supervisor is expected to help the student learn how to evaluate the effectiveness of the interventions used within cases at the agency. A Internship Supervisor working with students in the Micro Practice specialization should lead discussions regarding the effectiveness of clinical intervention. For the LMMP area of specialization, the Internship Supervisor should evaluate the effectiveness of completed tasks and projects. On an ongoing basis, the Internship Supervisor should consider the state of the student's knowledge and skills. At the midpoint and at the end of the internship, the Internship Supervisor and the student should engage in a mutual, formal evaluation process that includes completing an online form made available by the School each semester. Please note that there are different evaluation instruments for first- and second-level students during their internships.
* In the event that an Internship Supervisor begins to question a student's performance and/or capacity for social work practice, the Internship Supervisor has the responsibility to share this concern as early as possible with the student and the Loyola Internship Liaison. If the student is experiencing problems in learning, the Internship Supervisor should provide documentation and feedback illustrating the problem and review and discuss this with the student. If the student’s performance does not improve, the student’s Loyola Internship Liaison will ask the Internship Supervisor to participate in a specially convened meeting to discuss the student's progress, take the appropriate steps to ensure positive change, and consider implementing a Supportive Learning Plan.

## Responsibilities of the Agency

The professional education of social work students is a shared responsibility of the School of Social Work and the agencies and institutions that participate in social work education. The following responsibilities outline the ways in which the School expects agencies and institutions to conduct activities with students.

* The agency’s administration, board members, and staff should be committed to the values of an instructional program.
* Appropriate experiences for learning the delivery and development of services to families, individuals, and groups should be available to ensure appropriate breadth and depth of experience for all students while working with the agency. Such experiences will vary by domain of practice and area of specialization.
* Communication and collaboration between the agency administration, Internship Supervisor, Internship Coordinator, and Loyola Internship Liaison should facilitate the provision of a sound educational experience for the student.
* The ethics and values of social work should be demonstrated through the policies, program design, and delivery of services of the agency.
* The agency should make practice policy and programming opportunities available to students through attendance at staff meetings, critical evaluation of services, and the opportunity for research within the agency.
* The agency should never ask a student to engage in any activity that is prohibited by the agency, this internship manual, or any other policies instituted by the School of Social Work and Loyola University Chicago.
* The agency will remain responsible at all times for patient/client care.
* Internship sites must have a safety plan in place for students in case of emergencies such as fire, police, medical, and any possible unruly/violent client issues, and home visit policies, if applicable. Internship Supervisors should share this plan with students during their orientation. If at any point during their internship a student feels uncomfortable or unsafe with the work they are being asked to do or with the environment they are in, they should immediately contact either their Loyola Internship Liaison or Internship Coordinator.

## Requirements for Loyola Internship Liaisons

Loyola Internship Liaisons are professionals in the internship of social work, typically working at agencies or in private practice, and are contracted through Loyola. Requirements for Loyola Internship Liaisons may include the following:

* A Master of Social Work degree; most Loyola Internship Liaisons also have their LCSW and internship instruction or supervisory experience.
* A minimum of five years of experience working in various settings, including agency work, schools, and private practice.
* Familiarity with Loyola’s School of Social Work Program, an understanding of the role of internshipwork in social work education, and familiarity with theoretical concepts as the foundation for social work practice.
* Availability to meet with students and Internship Supervisors for individual in-person or virtual consultation.
* Strong interpersonal communication and problem-solving skills.

## Responsibilities of Loyola Internship Liaisons

A Loyola Internship Liaison’s primary responsibilities are supporting and communicating with their assigned caseload of internship students and with those students’ assigned Internship Supervisors. The frequency, location, and content of communications and meetings are based on the needs of the student, Internship Supervisor, and agency, as well as the Loyola Internship Liaison’s evaluation of the internship experience. Specific Loyola Internship Liaison responsibilities include:

* Contacting students as they are assigned to the Internship Supervisor’s caseload in order to introduce themselves and review their role in working with the internship site and the student.
* Obtaining and reviewing a Learning Agreement from each student. The Learning Agreement should be reviewed collaboratively with the student and the Internship Supervisor by phone or video conferencing.
* Communicating monthly and as needed with students through phone, e-mail, and in-person individual and/or group meetings.
* Maintaining monthly contact with Internship Supervisors (in-person or by phone or email) and providing consultation to the Internship Supervisor and/or the student regarding internship activities and/or learning challenges. The Loyola Internship Liaison should involve the Internship Team when concerns arise and as appropriate. Information shared by the student, and Internship Supervisor, and/or the Loyola Internship Liaison is not considered confidential. All information about the student can be shared as needed with internship and advising teams, including the Assistant Dean for Student Affairs, Assistant Director of Internship and Career Services, Internship Coordinator, Academic Advising staff members, the Assistant Dean for MSW Programs, and the Associate Dean.
* Utilizing problem-solving skills with sites and students to resolve challenges or concerns at the internship.
* Visiting each assigned student’s internship site at least once during their internship. These visits may occur virtually or in person when logistically possible. For the Online Bilingual Program and Online MSW Program, internship site visits will vary by Loyola Internship Liaison and internship location and will usually be conducted virtually. Other visits may be necessary as requested by the student and/or the Internship Supervisor.
* Discussing safety considerations and any unique risks associated with the student’s internship.
* Serving as a resource for the student if they feel uncomfortable or unsafe at any time during their internship.
* Reviewing internship evaluations and contact the Internship Supervisor to follow up on any inconsistencies and/or concerns.
* Helping students who are completing their professional education review their achieved knowledge and skills, ongoing learning needs, and employment opportunities in the community.
* Referring students as needed to appropriate university resources, such as academic advisors or the Wellness Center. Students in the Online Bilingual Program and Online MSW Program should be referred to Loyola University resources. We also encourage students to utilize local community resources and/or their individual health insurance providers as needed.
* Monitoring and evaluating internship sites and sharing feedback with the Internship Team, as well as sharing information about issues, problems, and trends in social work practice or policy raised by students or Internship Supervisors during site visits or other communications.
* Providing feedback to the Internship Coordinator on internship sites and making recommendations about the continued use of internship sites.
* Maintaining the educational standards of the School and, when indicated, directing information regarding academic problems to the appropriate school personnel.

# Roles and Responsibilities of Student Interns

In order for students to maximize their internship experiences, they need to be aware of their responsibilities as adult learners and professional social workers in training. When accepting internships, students commit to putting forth their best effort representing sent Loyola University and the social work profession during the internship period.When accepting an internship with an assigned Internship Supervisor, the student agrees to engage in a teacher-student relationship in which the student assumes responsibility for following through on his or her commitments made with clients, colleagues and other significant people in relation to services. The student accepts an internship role as an adult learner while being supervised by an Internship Supervisor at the internship site.

Internship experiences integrate classroom theory and direct practice. Part of this experience is developing, practicing, and integrating the nine CSWE core competencies included in the Learning Agreement. The Learning Agreement, as well as the midyear evaluation and final evaluation, can be found in the “3 in 1 form” in the SONIA online database. The Learning Agreement is assigned to the student at the beginning of the semester.

The internship program recommends that students carefully consider how they will complete a second-level specialized internship if they have a full-time job. Since the hours for the second-level specialized internship increase from 400 to 600 hours, requiring approximately 25 hours per week over two semesters, it can be more difficult to manage an internship along with job responsibilities at the second-level specialized. It is important for students to be proactive and think ahead about time management and work/home/life/school balance.

## Preparation for Internships

* Students may be asked to travel up to one hour or more to their internship site using CTA, Metra, or car. Travel time to and from the internship site does not count toward the total internship hours required. Travel to the internship is the responsibility of the student and must be paid for by the student using a university UPASS transportation account or personal funds.
* As part of pre-orientation before an internship’s scheduled start date, internship sites may ask students to complete and submit additional application materials and screenings. These may include immunization records, additional references, letters of recommendation, drug tests, background checks, documentation for physical exams, proof of health insurance coverage, or medical tests (e.g., tuberculosis screening). Students are responsible for completing these requirements and submitting records to their Internship Coordinator or site contact as needed.
* Many agencies pay the cost of required background checks or drug tests, but some require students to pay these fees. Loyola does not have the resources to pay for the cost of these tests. If questions come up regarding any agency tests or requirements, students should contact their Internship Coordinator.
* Felony and misdemeanor convictions can affect students pursuing internships or employment prospects post-graduation since many agencies and employers

require criminal background checks for prospective interns and employees. Some internship sites or employers have human resource policies that prevent them from hiring anyone with a prior conviction. In addition, a conviction may also impact a student’s or graduate’s ability to secure personal liability insurance as an intern or as a professional social worker post-graduation and may also affect state board licensure opportunities post-graduation NASW and other organizations, as well as state licensure boards, should be contacted directly to inquire about the impact of convictions on a graduate’s ability to obtain insurance coverage or licensure.

* Students should use Loyola's Career Services office for assistance with resumes and cover letters and sign up for mock interviews in preparation for internship interviews. Please see additional information on the [Loyola Career Services site](https://www.luc.edu/career/index.shtml).

## Professional and Ethical Expectations

* Students must abide by the [NASW Code of Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English) throughout their academic career at Loyola University, both in the classroom and at their internships.
* Students should communicate often with their Internship Supervisors to obtain maximum benefit from the student-instructor relationship. It is appropriate for students to look to Internship Supervisors for supervision and for help developing the knowledge, skills, values, and techniques relevant to the practice of social work.
* Students are responsible for communicating their educational needs and interests to Internship Supervisors. This includes requesting more extensive learning opportunities, as well as expressing interest in being involved in other services or programs offered by the internship site.
* Students are responsible for discussing with Internship Supervisors and/or Loyola Internship Liaisons any areas of disagreement, dissatisfaction, or confusion with respect to any part of the internship learning experience. It must be emphasized that if a student is having problems or struggling during an internship, it is the student’s responsibility to communicate such information promptly and thoroughly to the Internship Supervisor and/or the Loyola Internship Liaison so the student’s needs may be addressed in the internship’s early stages. Additionally, if a student is asked to do something during an internship that feels unsafe or uncomfortable or that is prohibited by this manual or another LUC policy, the student should immediately inform the Loyola Internship Liaison or Internship Coordinator.
* Information shared by the student and the Internship Supervisor and/or Loyola Internship Liaison is not considered confidential. All information about the student may be shared as needed with the internship and advising teams, including the Assistant Dean for Student Affairs, Assistant Director of Internship and Career Services, Internship Coordinator, Academic Advising staff, the MSW Program Director, and the Associate Dean.
* Students are not permitted to use personal phones or other communication devices during internship hours except for emergencies or safety concerns. Any personal device use during internship hours should be discussed and approved by an Internship Supervisor.
* Students may have access to computers and confidential information at an internship site. Students are not permitted to use site computers for personal reasons and must follow internship site policies related to confidential information and records. See the [Loyola Information Technology Services](https://www.luc.edu/its/about_us.shtml) site for more information.
* Students must maintain professionalism at their internship site, while on campus at Loyola, and on all social media outlets. Inappropriate online comments or photos may be considered a breach of ethics and could result in dismissal from the program.
* Students must dress appropriately during internships. Standards of dress are determined by the internship site.

## Scheduling and Internship Hours

### Class and Internship Scheduling Conflicts

* The Internship Team and Student Affairs acknowledge that orientations and other training or learning activities provided by internship sites may be available only during class times. Students are not excused from class in order to attend internship events or complete internship-related activities. However, students are free to choose whether to miss class or the internship activity. Students should communicate with their instructors and Internship Supervisors ahead of time about any time conflicts and should ask for more information about how missing class or an internship activity could affect them. If students choose to miss class, they may be marked absent and may not be permitted to make up attendance points for missing a class session. Making choices and decisions is part of the learning process, and students should do what they feel is best for their learning and their future social work career.

### Attendance

* Consistent attendance at the internship is critical to the success of the student. Unless other arrangements are made, a student should follow the agreed-upon work schedule. Note that lunch hours and breaks do not count towards internship hours unless a different arrangement is made with the student’s Internship Supervisor. An average scheduled internship day typically is seven to eight hours, excluding the lunch hour, and is based on the schedule of the student's internship site. Some sites require students to make a schoolyear or full-year internship commitment. If students accept an internship with this type of schedule, they are required to honor that commitment through the end of the internship.
* It is the student’s responsibility to inform their Internship Supervisor about illnesses, medical needs, and personal matters which may affect the student’s attendance or performance and to work with the Internship Supervisor to adjust their schedule or arrange make-up hours. Students are expected to discuss any implications of religious holidays on their internship schedule. If students observe religious holidays, they must request time off from their supervisor for these holidays in advance. Students are expected to make up these holiday hours.
* Attendance at the internship site is critical to a student’s success. Inconsistent attendance or other issues can lead to a student’s receiving a Supportive Learning Plan and/or being terminated from the internship.

### Tracking Hours

* Students must submit their timesheets weekly through the SONIA online database. The Internship Supervisor will review and sign off on the agreed-upon hours on a weekly basis. It is the student’s responsibility to ensure that timesheets are being approved, and students should contact their Loyola Internship Liaison with any concerns. Students should also keep a copy of their timesheets for their records.
* Students should complete internship hours during scheduled timeframes, and these hours should consist of approved training and learning opportunities provided by the internship site. Internship hours should also include a weekly scheduled supervision time with an assigned Internship Supervisor and appropriate amounts of time to complete tasks and projects relevant to the internship level.
* It is important to complete and submit documentation in a timely manner. Students must submit timesheets and internship hours during the internship timeframe in order to have them approved. Hours submitted but not approved and hours submitted after the internship concludes will not be included. Hours submitted after the internship concludes will also not be approved.

### Requesting Time Off

* Students must formally request time off in advance during an internship, just as one would request time off during professional employment. All time off requests during the internship must be approved by the Internship Supervisor. Students must discuss exact vacation dates with the Internship Supervisor and take into account the needs of the agency and the clients. Note that students are expected to continue with internships through fall, winter, spring, and summer breaks when class is not in session, unless otherwise specified by the internship site. Some internships give students time off during breaks or when classes are not in session, while others expect students to work at the internship during their academic break(s). When taking approved time off, students who carry caseloads should inform clients ahead of time about when they will be away. Before time-off begins, students have the responsibility to keep case notes up-to-date and to inform the Internship Supervisor of any substitute client activities which should occur while the student is away. Students are responsible for making up any hours they miss from the internship due to illness or pre-approved time off.

### Supervision, Feedback, and Evaluations

* Students should have one hour of weekly supervision with their assigned Internship Supervisor. Some agencies may offer group supervision in addition to individual supervision. Alternative supervision arrangements or options may also be approved by the School. Students have the responsibility to attend supervision meetings with Internship Supervisors and to prepare for these meetings. Students are expected to maintain their scheduled meeting times and should communicate directly with their supervisor if they must miss an appointed supervision. Students should take the initiative to follow up with Internship Supervisors to reschedule if supervision meetings are canceled.
* Students are responsible for ensuring that their assigned Internship Supervisor has access to evaluation links and other required forms. Students should meet with their Internship Supervisor to review and discuss both the midterm and final evaluations. Evaluating the students’ performance in the internship should be a joint process between the student and the Internship Supervisor.
* Students should evaluate their learning experience, performance, and professional development with their Internship Supervisor and Loyola Internship Liaison throughout the internship experience.

### Students with Disabilities and Accommodations

* Internship accommodations are specific to the student and internship site and require a meeting with a SAC Accessibility Specialist to discuss reasonable accommodations for a particular internship. If you have questions related to documented disability-related accommodations or to apply for accommodations, visit the [Loyola Student Accessibility](https://www.luc.edu/sac/) site.

### Mental Health and Wellness Supports

* At times, any student’s ability to balance the demands of a rigorous academic program, other life responsibilities, and internal stressors may become difficult and require professional intervention. The [Loyola Wellness Center](https://www.luc.edu/wellness/) is available on campus to help campus-based students with concerns. During regular Wellness Center hours, a registered nurse is available by phone to assist students with counseling and health concerns/questions through Dial A Nurse at 773-508-8883. Additional information about this service is available at [Loyola Wellness Center Dial A Nurse](https://www.luc.edu/wellness/medical/dial-a-nurse/).
* Students in the Online Bilingual Program MSW and Online MSW Program should utilize resources provided by their health insurance providers or local community resources as needed.
* In the case of an emergency, students should call 911 or report to the nearest emergency room.
* Loyola Internship Liaisons, Internship Coordinators, Internship Supervisors, Seminar Instructors, or other faculty or staff members who are in contact with student interns and who identify or suspect significant mental health issues are encouraged to direct students to appropriate resources.

# Roles and Responsibilities of The School of Social Work

## Internship Team

The Assistant Director of Internships and Career Services and the Internship Coordinators report to the Assistant Dean of Student Affairs and are responsible for the day-to-day operations of the internship program. The Assistant Director of Internships and Career Services and the Internship Coordinators, in collaboration with the Assistant Dean of Student Affairs and the Internship Committee, perform the following functions:

* Develop policies, procedures, and objectives for the School’s social work internship programs.
* Partner with new internship sites concerning the selection and interpretation of internship policies, procedures, requirements, and standards.
* Maintain ongoing communication with agency administrators, agency directors of social services, and/or agency program directors concerning the administration of policies, procedures, requirements, and standards.
* Plan and coordinate internship training for Internship Supervisors in order to develop the quality of teaching and strengthen the performance of Internship Supervisors as educators.
* Plan student orientation to the internship program.
* Provide opportunities for agency Internship Supervisors to participate in the ongoing assessment and development of the School's internship program, the development of the criteria for internship performance, and the content of internship instruction.
* Create opportunities for Internship Supervisors to gain familiarity with the School's curriculum and trends and changes in classroom course content.
* Evaluate and assess agencies' internship programs in cooperation with Loyola Internship Liaisons and students.
* Coordinate plans for student internships.
* Communicate with students regarding new agencies which are likely to be available and provide factual information regarding these internships.
* Provide the opportunity for students to evaluate their performance in their internship experiences.
* Review periodically the internship instructional program’s immediate and long-range goals and the implementation of activity toward those goals within the context of the Council of Social Work Education (CSWE).
* Collaborate with the Internship Committee, which meets monthly, to provide information and feedback about student performance, school curriculum, internship policies and procedures, and new initiatives. Committee members also share current issues and changes in the practice community.

## School Responsibilities to Internship Site

The School of Social Work recognizes that the educational program administered through Loyola University Chicago should not, and would not, exist without partnerships between the School and participating agencies. It is the expectation of the School that social workers and staff members in agencies will interact with the School in such a way as to share knowledge about models of service, identification of internship issues, and make recommendations for social work education. Final responsibility for curriculum design rests with the School of Social Work.

The School has identified certain specific tasks which it believes are basic in fulfilling its partnership with agencies in the process of internship education.

* It is the role of the School to plan and guide the integration of the internship experience with the total educational program of the student.
* The School is responsible for confirming Internship Supervisors and meeting internship instruction and supervision standards.
* The School will provide each student with a Loyola Internship Liaison who collaborates with the Internship Supervisor to help meet the educational goals of the internship program.
* The School takes responsibility for informing agency Internship Supervisors and administrators of significant curriculum changes occurring at the school.
* The School assumes the responsibility of planning and providing an orientation for Internship Supervisors new to the Loyola School of Social Work program. This orientation will include content related to Loyola's educational program and the policies and procedures related to internship instruction. This content will supplement the material contained in the Internship Manual.
* Regular meetings for all Internship Supervisors will be held at the University or other regional areas during each academic year in order to provide information about developments, modifications, or current emphases in the curriculum and to facilitate the continuing development of the instructors as social work educators.
* It is the role of the School to plan and guide the integration of the internship experiences with the total educational program of the student. The process through which this is achieved is currently under revision by the faculty of the School and is to be introduced during the current academic year.

# Internship Goals and Objectives

## Competency-Based Education Framework

The Social of Social Work uses a competency-based framework to prepare students in Bachelor’s and Master’s level programs for professional practice. Competency-based frameworks focus on outcomes to ensure that students are able to integrate and apply social work competencies in practice. Bachelor’s level programs prepare students for first-level generalist practice, and Master’s level programs prepare students for first-level generalist practice and specialized practice. The explicit curriculum of Loyola’s program is comprised of courses, internship education, instruction, and technology (i.e., simulation). The intention behind internship education is to integrate theories and concepts learned in the classroom in a practice setting.

The Council on Social Work Education (CSWE) recognizes the nine social work competencies listed below. Full descriptions of these competencies, including the knowledge, skills, values, and cognitive and affective processes associated with each, as well as the observable behaviors that reflect each part of the competency, are available in the [CSWE’s Educational Policies and Accreditation Standards](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015EPAS_Web_FINAL-(1).pdf).

## Council on Social Work Education Core Competencies

1. Develop Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, and Communities
7. Assess Individuals, Families, Groups, and Communities
8. Intervene with Individuals, Families, Groups, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

## Overall Goals of the Internship Instruction Program

Internship instruction is designed to enable students to acquire, integrate, and further develop knowledge and skills related to social work practice through a practicum experience. One of the goals of the internship is learning to use a biopsychosocial spiritual framework to understand and improve the adaptive functioning of individuals, families, and small groups. Another is learning about intervention in larger societal system, and about developing and managing agency programs and staff. Throughout the internship, students learn to use a “person in environment” lens and to understand that clients are affected by a number of elements that interact in highly complex ways across various system levels.

In the internship experience, the student focuses on first-level generalist elements at the first-level generalist and on specialized practice at the second-level specialized while integrating the knowledge and skills learned in other parts of the curriculum. Within a practice setting, the student can operationalize values regarding the inherent dignity of all human beings and the importance of social justice and social responsibility that have traditionally been central, not only to the School of Social Work at Loyola, but to the social work profession itself. For this reason, it is a matter of importance to ensure that Loyola's internship program includes service to a variety of client groups, including people of different ages, genders, races, ethnic backgrounds, socioeconomic levels, and lifestyles, as well as addressing a variety of presenting problems and systems beyond the individual client or family.

In concert with the curriculum, the focus of the Loyola program includes outreach, prevention, advocacy, community involvement, program and staff development and management, as well as intervention methodologies with individuals, families, and small groups. Throughout the internship sequence, there is an emphasis on the formation and the utilization of the professional helping relationship regardless of the methodology to be utilized within that relationship or the system level engaged by the student and agency.

## Objectives for BSW Generalist Internships

The internship experience is the signature pedagogy of social work practice and is, accordingly an integral and essential component of the curriculum. The BSW internship is considered a first-level generalist experience identical to the MSW first-level generalist internship experience. Students pursuing a BSW first-level generalist internship will be concurrently enrolled in, or have previously completed, the prerequisite generalist-level courses. In these internships, students gain experience in agency settings and engage in first-level generalist-supervised social work practice. These positions provide valuable opportunities to apply classroom learning in the internship. Through the internship, BSW students refine their professional social work skills and integrate classroom course content with on-the-job experience with service provision, outreach, networking, and resource development.

## Objectives for MSW Generalist Internships

Since the MSW first-level generalist internship focuses on foundational content, MSW students in their first semester must take concurrently, or have already taken, the Social Work with Individuals and Families course (SOWK 503) and Human Behavior in the Social Environment course (SOWK 500) in order to begin their first-level generalist internship. The unique quality of each student's experience with service delivery means that the interrelationships between internship content and the organization of classroom content will vary for each student. Nevertheless, the student always has the opportunity to integrate the concepts from the curriculum within their internship.

## Objectives for Specialist Internships

In a second-level specialized internship, students develop the knowledge and skills that align with their chosen domain of practice, either Micro Practice or LMMP. This advanced internship allows students to focus more specifically on their selected professional area.

Within the Micro Practice area of specialization, there are four tracks: Advanced Clinical Practice, CADC, Schools, and Migration Studies. Within Leadership Mezzo and Macro Practice there is one track: Leadership, Community, Advocacy, and Policy (LCAP).

Advanced-level courses and the second-level specialized internship are selected by the student based on their area of specialization and track. The advanced practice curriculum includes discussions of case material, and the application of theories and methodologies learned in the classroom. Examples from the internship are used to illustrate assessment, intervention, evaluation, advocacy, prevention, and the organizational context of service delivery systems.

# Internship Timeframes

## Water Tower Campus

Loyola’s rolling admissions process allows students to conduct their internships in the Fall-Spring, Spring-Summer, or Summer Block semesters. Note that these are the only three timeframes available for internships. Please see guidelines for specific programmatic timeframes: for example, the Online Bilingual MSW and the Online MSW Program offer only Fall-Spring internships. Previous work experiences, internships, and life experiences with social work can be helpful to students during their internships, but they cannot lead to waiving an internship or be used to count towards internship hours.

Please note that most internship experiences are unpaid.

If you are interested in securing an internship for either the Fall-Spring, Spring-Summer or Summer Block semester, the first step is to complete an internship application form in the SONIA database. You will find internship application instructions on the [Loyola internship website](https://www.luc.edu/socialwork/fieldwork/deadlines/).

Internships can begin two weeks before or two weeks after the first day of the semester. Any exceptions to the start date of the internship timeframes listed below may require submission of an exception to policy form and written approval from the School of Social Work administration.

### Fall to Spring

These internships start at the beginning of the fall semester and go through the end of the spring semester. They typically begin in late August or early September and continue through late April or early May.

### Spring to Summer

These internships start at the beginning of the spring semester and go through the end of the summer semester. They typically begin in January and continue through August.

### Summer Block

Summer Block internships are a full-time intensive immersion. These internships are the equivalent of two semesters of internship, and students are required to work 35-40 hours per week. Note that students cannot work more than 40 hours/week. Generalist summer internships usually begin in mid-May and end in August (an average of 35 hours per week over 12 weeks totals 400 hours). Specialist internships typically begin in mid-May and end in September (an average of 35 hours per week over 17 weeks totals 600 hours). Please note that these timeframes must be adhered to strictly.

## Online Bilingual MSW Program and Online MSW Program

The School of Social Work admits students to the Online Bilingual MSW program (OBMSW) and the Online MSW program (OMSW) in the Fall semester. Students in these programs take their first courses during the Fall semester only and complete a Fall-Spring internship the following year. The School of Social Work admits advanced-standing students to these programs in the Spring semester, and students complete a Fall-Spring internship. Note that these programs have specific sequences to their coursework. Please see below for more information about completing internships during the required timeframes.

# Types of Internships

## Water Tower Campus

Located in downtown Chicago, the School of Social Work sits within a dynamic area for the internship of social work due to its diverse population, urban and suburban opportunities, and wealth of resources. Internship partner sites are located throughout the Chicago metropolitan area, southeast Wisconsin, and northwest Indiana. Possible sites include schools, health care settings, and social service organizations.

## Online Bilingual MSW and Online MSW Program

Since students in these programs live in different geographical areas, their internship sites will be located in their local communities. As with other internships, students should be prepared for an hour commute to the site (one way) and potentially longer if a student identifies a site that is further away.

For the first year of these programs, students focus on coursework and do not complete an internship. However, at the beginning of these programs the student is required to work actively with the OBMSW Internship Coordinator or the OMSW Program Regional Coordinators to locate internship sites in their home states for their first-level generalist internship. Students should understand that the internship process includes both applying to and interviewing with sites to secure a first-level generalist or second-level specialized internship, and that the process can mirror a job search. Internships for the OBMSW and OMSW programs take place in Fall-Spring only.

## Internship Partners

The Loyola School of Social Work has developed and maintained internships that reflect ethnic, racial, and cultural diversity within urban and suburban areas. Sites include a mix of public and private organizations serving people from a wide range of ages, socioeconomic levels, racial and ethnic backgrounds, and lifestyles.

There is a formal application process for new agencies wishing to collaborate with the School of Social Work. The Internship Coordinators work in conjunction with new internship sites to develop new opportunities. The Internship Coordinators share the specific responsibilities that the agency is expected to assume in order to train Loyola students, and sites are expected to incorporate CSWE's social work competencies into their internship training model. The site's potential is evaluated in terms of its capacity to provide a well-rounded social work educational experience to students, with factors including a variety of learning opportunities, a diversity of clientele, a professional and ethical program of service, and a commitment to the learning needs of the students.

It is important to keep in mind that the internship sites reflect the actual internship of social work, which means that roles and responsibilities vary from site to site. Students will have very different internship experiences from one another: no two students will have the same experience. The site, the student’s level of experience, and the agency’s policies will determine the kind of contact interns will have with clients. Generalist internships are first-level generalist positions designed to provide students with the basic skills of engagement and a general orientation to the internship of social work. The range of experiences for first-level generalist internships includes direct service work with clients, case management, resource and referrals, program planning, outreach work, intake, assessments, psycho-educational groups, etc. The range of experiences for second-level specialized internships in the Micro Practice specialization include clinical assessments, intakes, treatment planning, psychotherapy and counseling, work with the DSM-5, and clinical group work. The range of experiences for second-level specialized internship in the LMMP area of specialization includes program development and evaluation, grant writing and development, event planning, administration, finance, human resources, advocacy, policy, and education.

The pace of each internship will also vary. Some sites have lengthy orientation processes and students begin to see clients at the end of the first semester. Other sites may have students meeting with clients within the first week. Social work is a broad internship and students benefit from varied experiences in their internships. The more experiences a student can gain and explore at an internship, the more marketable the student will become within the realm of the social work internship. Some of the types of agencies and populations served in our internship education program for first-level generalist and second-level specialized internships include:

* at-risk intervention school programs
* child and adolescent residential treatment
* child welfare and youth services agencies
* corrections and juvenile justice facilities
* community health and mental health agencies
* domestic violence prevention and education programs
* family service agencies
* geriatric and older adult facilities
* hospice and palliative care programs
* immigrant and refugee service organizations
* inpatient and outpatient hospitals
* inpatient and outpatient behavioral health settings
* service agencies working with the intellectually and developmentally disabled
* occupational and employee assistance programs
* shelters for the homeless and economically disadvantaged
* substance use disorder treatment centers
* short- and long-term care facilities
* schools (both private and public)

Students are required to utilize Loyola’s SONIA online database to identify internship sites. Students interested in identifying a site that is not in SONIA must have received written email approval from the Internship team in advance. Note that the agency application and approval process may take two to six months, and that there is no guarantee that a new site can be developed and approved for the program.

### Employment-Based Internships

Loyola University Chicago (LUC) School of Social Work recognizes that students have many years of experience, and that many are working in areas that contribute experience in the social work competencies that are a required part of professional preparation. With the goal of reducing barriers to students in the BSW and MSW programs and aligning with CSWE guidelines, we will consider BSW and MSW students’ request to conduct their internship at their current place of employment.

Students who are interested in completing an internship at their place of employment (an “employment-based internship”) must first meet with the Internship Team to review options before submitting their proposal. Students are allowed to do only one employment-based internship. The internship team may consider exceptions to this policy on a case-by-case basis.

There are two options for an employment-based Internship:

**Option 1**: Completing an internship at the student’s place of employment separate from their working hours.

**Option 2**: Completing an internship using the student’s employment hours as internship hours.

We strongly recommend that students choosing an employment-based internship use it as their first-level generalist internship and identify a second-level specialized internship at a different site which will further develop the advanced clinical skills needed to be successful post-graduation. Requests to conduct a second-level specialized-level internship at a student’s place of employment will be reviewed carefully and must meet LUC’s internship requirements. Please see the addendum for additional information related to this policy. Exclusions from employment-based internships include:

* Agencies that are very small or are highly specialized private practice settings.
* Agencies owned and/or operated by relatives of the student (by marriage or birth).
* Agencies at which the student is in a position of authority (CEO, director, etc.).
* Agencies that have existed for less than 1 year and/or have not yet developed or implemented formal operating policies and procedures.
* Agencies under investigation or that have been sanctioned for fraudulent or unethical activities.
* Situations in which the student is self-employed.

Before the Loyola School of Social Work will review an employment-based internship proposal, the student must meet with their Internship Coordinator to determine whether to pursue option 1 or option 2 as described above and then submit the proposal. The Internship Coordinator will review the proposal and follow up with the student, the prospective Internship Supervisor, and other agency contacts regarding the approval of the Internship Guidelines and forms for employment-based internships are included in the addendums to this manual.

### Dual Relationships in Internship Instruction and Supervision

Internship Supervisors who provide supervision or consultation for interns are responsible for setting clear, appropriate, and culturally sensitive boundaries. Social workers and supervisees should not engage in any dual or multiple relationships since there is a risk of exploitation of or potential harm to the supervisee. This includes dual relationships that may arise while using social networking sites or other electronic media. Dual and multiple relationships between supervisors or Internship Supervisors and supervisees can take various forms, including personal, religious, political, or business relationships. Supervisors and supervisees should avoid any dual relationships. Dual relationships can also compromise the quality of the supervisor’s performance evaluation. Students cannot be supervised by any friend or family member or by someone who was a previous supervisor.

# Agency/Partner Internship Application Process

The School asks all prospective internship partners, agencies, and new programs to complete an internship partner application and Internship Supervisor application form. Please reach out to members of the Loyolan Internship team for additional information.

Internship Supervisors are important members of the internship team and help to teach and train students in the internship of social work during their internship experiences. These are the criteria used to select Internship Supervisors:

1. **Master Level Supervisor**: MSW degree or a higher degree such as a DSW or Ph.D. in Social Work.
2. **Experience:** Two years of post-graduate experience, ideally including the supervision of students. An LCSW is preferred but not required.
3. **Exceptions:** The CSWE (Council on Social Work Education), which accredits Loyola’s social work programs, empowers the School to make exceptions and approve Internship Supervisors with related backgrounds as needed. This may include persons with graduate degrees in internships related to social work who are licensed and have two years of post-master’s experience or a related higher degree if it is confirmed that the Internship Supervisor and the School of Social Work are committed to ensuring that the student receives a social work perspective during the nternship.
4. **Resume:** Internship Supervisors must have a current resume on file with the Loyola School of Social Work Internship Office.

# Internship Process and Information

Many internship sites in the program have a longstanding association with Loyola, and the School continues to expand and nurture relationships with these internship sites. Students should utilize only the SONIA online database to secure an internship site.

The first step in the internship process is to submit an internship application form through the SONIA database. Instructions can be found on the [Loyola School of Social Work internship website](https://www.luc.edu/socialwork/fieldwork/deadlines/) and in the School’s newsletter. After the internship team processes the application, students will receive access to the SONIA database as well as to a Sakai site with instructions on how to move forward in the internship process.

We recognize that there may be new potential partnerships that are not listed in SONIA. Please note that it can take 2-4 months to develop a new site, and that hospitals and government agencies may take longer. If a student is interested in a site that is not a current internship partner, they may suggest the site but may not pursue an internship there until consulting with and receiving approval from an Internship Coordinator. Internships that are independently obtained without consultation from an Internship Coordinator will not be approved.

Students are expected to maintain frequent contact with the Internship Coordinator throughout the process, especially if there is difficulty getting in touch with an agency or if there are any concerns or questions. Frequent communication between Internship Coordinators and students enhances the efficiency and thoroughness of the internship process.

## MSW Generalist Internship Process

* The internship process begins when the student completes the BSW/first-level generalist internship application through the SONIA database. In order to see internship sites in SONIA, students must submit their application before the “access date. Students who apply after the access date will be added to SONIA as soon as their internship application is processed. Note that while students can apply for internships throughout the year, opportunities become more limited close to the start of the semester. We, therefore, recommend that students start the internship process as soon as SONIA’s access is available. Please review the relevant dates on the [Loyola School of Social Work internship page](https://www.luc.edu/socialwork/fieldwork/deadlines/). When a student submits an internship application, they will be added to the internship group in SONIA as well as to the Sakai BSW/first-level generalist MSW site. On the Sakai site, students will be able to view a tutorial with more information about the BSW/first-level generalist internship.
* Students review potential internship sites in the SONIA database. BSW/first-level generalist students should focus on commuting distance to the site and use the SONIA filters to identify potential opportunities. Prospective interns should keep in mind that they may be required to travel up to an hour or more each way to the site, that this time does not count toward internship hours, and that they are not reimbursed for travel costs. Students can initially indicate a preference for up to five sites, and each site’s preferred contact process is included in the database. It is recommended that students continue to contact two or three sites per week until they secure an internship.
* Students are encouraged to follow up with the agency contact by phone or email to confirm receipt of their application 7-10 business days after initial contact.
* If the internship site responds to an application by stating that they are no longer accepting interns for the current semester, please forward the information to the Internship team so that the SONIA database can be updated.
* The Internship Coordinator is available to meet with the student in person, online, or by phone or email.
* If a student uses their personal vehicle to travel to and from the internship site or during their internship work, the student is responsible for maintaining auto insurance coverage. Loyola University’s auto insurance policy does not apply to student internships. Students are not permitted to transport agency clients in their own or others’ personal vehicles. Students may use an agency vehicle during internship if the student is covered by the agency’s insurance policy and the activity is related to the student’s learning agreement. If driving an agency vehicle is an internship requirement, students must confirm that the agency maintains insurance on its vehicles and clarify relevant policies (e.g., who is authorized to drive agency vehicles, gas reimbursement, etc.).
* Agencies screen students for interviews based on their cover letter, resume, student needs, and site needs. Not all referrals or student outreaches will result in an interview. Students should approach an invitation to interview for an internship as they would an employment interview. Students should be on time for the interview, dress appropriately (in business attire), research the site, bring multiple copies of their resumes, and be prepared with a list of questions about the position or agency. Students are expected to send thank you emails after interviewing.
* Note that an interview does not guarantee an internship. Many sites are selective, and the process can be competitive. Keep in mind that sites are interviewing students from many programs and schools.
* Students are expected to accept internships if they are offered one. If a student does not feel comfortable with an internship because they feel the location is unsafe, they should contact the Internship Coordinator to discuss their concerns. Note that students cannot accept two offers or accept an offer and continue to interview with other agencies. Once a student accepts an offer, the internship selection process is over. If a student is simultaneously offered internships at two sites, the student must decide which offer they will accept and then respond professionally and decline the other offer. The student must do this in a timely fashion so that sites may continue their search. If a student has concerns or questions about an offer, they should contact the Internship Coordinator.
* Once the student has accepted an internship, they should complete the Internship Confirmation Form on the SONIA database. This form asks for the supervisor’s contact information as well as the internship’s start and end dates. The student and the supervisor should decide the starting and ending dates together, and the dates should be as specific as possible. Once the Internship Coordinator receives the Internship Confirmation, the internship allocation in SONIA is concluded and the student and Internship Supervisor will receive an internship confirmation email. A Loyola Internship Liaison for the internship will be assigned before the semester begins.
* Students must complete all required 500-level courses concurrently with their first-level internship. In order for a student to continue with 600-level coursework, the first-level generalist internship must be completed. Generally, schedules are agreed upon between Internship Supervisors and students. Students in their first-level generalist internship can expect to be at their site on Tuesdays and Thursdays (15 hours per week) for a total of 400 hours over two 15-week semesters. Students in their second-level specialized internship can expect to be at their site on Mondays, Wednesdays, and Fridays (20-24 hours per week) for a total of 600 hours over two 15-week semesters. Note that some sites may ask students to be available on days outside of the days listed above.
* Students must ensure that internships are a priority and arrange their schedule around internship days.
* If a student is unable to secure an internship after interviewing with multiple sites, we recommend the student contact the Internship Team to schedule a meeting to discuss the process, review the student’s approach to interviewing and their application materials, and share any feedback offered by agencies. The goal of such a meeting is to plan the next steps to ensure a student's success in the internship.

## Online Bilingual MSW and Online MSW Internship Process

* Every student who enrolls in a Loyola MSW program will receive a letter asking them to complete the first-level generalist internship application in the SONIA database. This application should be submitted through SONIA within 30 days of the fall semester start of their MSW program. The internship process begins when the student submits the application. At the beginning of the internship process, the internship team will share any current Loyola internship sites in your home state. However, we cannot guarantee these sites will be available since the interview process may be competitive.
* Once the student’s internship application is submitted, they will be added to their appropriate internship group in SONIA as well as to the Sakai first-level generalist MSW level site. In the Sakai site, students will be able to view the site tutorial that gives additional information about the first-level generalist internship.
* The Regional Coordinators will begin to work with students during the first semester of their MSW program. Regional Coordinators will share any existing internship sites in the SONIA database located in the students’ home states and “short list” prospective sites for each student. Students will then use SONIA to contact sites to schedule interviews and secure an internship. Please note that we are continuing to grow our national partnerships and may not have an internship site available near your location at this time, and that an interview does not guarantee an offer.
* If there are no existing internship sites in the student’s home state, the regional coordinator will ask the student to submit two sites that the School could develop as an existing internship partner site. Note that the approval process for sites can take 2-4 months, depending on the site. Hospitals and government sites can take much longer to develop -- six months or more.
* If the student receives one or more internship offers, they may only accept one. If the student does not receive an internship offer, they will need to start the process over.
* Students in first-level generalist and second-level specialized internships must be supervised by an LCSW or by an MSW with at least two years of postgraduate experience.
* Students must complete a first-level generalist internship confirmation in SONIA once they have secured an internship site.
* Students should work with their secured internship site regarding any required paperwork.
* Students cannot begin their internships until a Loyola Affiliation Agreement has been completed between Loyola University and the internship partner. Once the Affiliation Agreement process is completed, the student may begin the internship at the start of the Fall Semester.
* We do not encourage students to terminate their internships early. Students should agree on starting and ending dates with their Internship Supervisor, and this information should be included in the Learning Agreement.
* The internship program recommends that students start to think about how they will complete a second-level specialized internship if they have a full-time job. Since the hours required for the second-level specialized internship increase to 600, or approximately 25 hours per week over two semesters, it can be more difficult to manage an internship along with job responsibilities. It is important for students to be proactive when thinking about time management and work/home/life/school balance.
* The internship team is here to stay connected in communication with you to support you, and we will work with you to help you secure an appropriate internship.

## Specialist Level MSW Internship Process

The internship process begins when the student completes the second-level specialized internship application in the SONIA database. Students must submit an internship application prior to the “access date” in order to receive access to internship sites on SONIA. Students that apply after the access date will receive their SONIA access as soon as their internship application is processed. Students can apply for internships throughout the year. Please note that internship opportunities become more limited as we move closer to the start of the semester, so it is recommended that students begin the process of securing an internship as soon as SONIA’s access is available. Please review the dates on the [Loyola School of Social Work Internship](https://www.luc.edu/socialwork/fieldwork/) page.

Once the student’s internship application is submitted, the student is added to their internship group in SONIA, as well as to the Sakai second-level specialized MSW site. In this Sakai site, students will be able to view a tutorial with more information about the second-level specialized internship.

The student will use the SONIA database to filter potential sites based on the student’s area of specialization, track or certificate program, experience, areas of potential growth, and transportation options. Students can indicate an initial preference for up to 5 sites and should follow each site’s instructions for contact. We recommend that students continue to contact two to three sites per week until an internship is secured. Note that some internships (e.g., schools and CADC) have additional application criteria and due dates that involve test scores or prior course work. Contact your Academic Advisor and consult the School’s website for further information and instructions.

Students are encouraged to follow up with the agency contact by phone or email to confirm receipt of their application 7-10 business days after initial contact.

If the internship site responds to an application by stating that they are no longer accepting interns for the current semester, please forward the information to the Internship team so that the SONIA database can be updated.

The Internship Coordinator is available to meet with the student in person, online, or by phone or email.

If a student uses their personal vehicle to travel to and from their internship or during their internship work, the student is responsible for maintaining auto insurance coverage. Loyola University’s auto insurance policy does not apply to student internships. Students are not allowed to transport agency clients in their own or others’ personal vehicles. Students may use an agency vehicle during an internship if the student is covered by the agency’s insurance policy and the activity is related to the student’s learning agreement. If driving an agency vehicle is an internship requirement, students must confirm that the agency maintains insurance on its vehicles and clarify relevant policies (e.g., who is authorized to drive agency vehicles, gas reimbursement, etc.).

Agencies screen students for interviews based on their cover letter, resume, student needs, and site needs. Not all referrals or student outreaches will result in an interview. An invitation to interview for an internship should be treated like an employment interview. Students should be on time for the interview, dress appropriately (in business attire), research the site, bring multiple copies of their resumes, and be prepared with a list of questions about the position or agency. Students are expected to send thank you emails after interviewing.

Note that an interview does not guarantee an internship. Many sites are selective, and the process can be competitive. Keep in mind that sites are interviewing students from many programs and schools.

Students are expected and encouraged to accept internships if they are offered one. If a student does not feel comfortable with an internship because they feel the location is unsafe, they should contact the Internship Coordinator to discuss their concerns. Note that students cannot accept two offers or accept an offer and continue to interview with other agencies. Once a student accepts an offer, the internship selection process is over. If a student is simultaneously offered internships at two sites, it is the student’s responsibility to decide which offer they will accept and then respond professionally and decline the other offer. This must be done in a timely fashion so that sites may continue their search. If a student has concerns or questions about an offer, they should contact the Internship Coordinator.

Once the student accepts an internship, the student should complete the Internship Confirmation Form on the SONIA database. This form includes the supervisor’s contact information as well as the internship’s start and end dates. The student and the supervisor should decide on specific starting and ending dates together. Once the Internship Coordinator receives the Internship Confirmation Form, the internship allocation in SONIA is concluded, and the student and Internship Supervisor will receive an internship confirmation email. A Loyola Internship Liaison for the internship will be assigned before the semester begins.

Generally, schedules are agreed upon between Internship Supervisors and students. Students can expect to be at their internship on Mondays, Wednesdays, and Fridays (approximately 20 hours per week) for a total of 600 hours over two 15-week semesters. Students must ensure that internships are a priority and arrange their schedules around internship days.

If a student does not secure an internship after interviewing with multiple sites, the student should contact the Internship Team to schedule a meeting to discuss the process, review the student’s approach to interviewing and their application materials, and share any feedback offered by agencies. The goal of such a meeting is to plan the next steps to ensure a student's success in the internship.

## Leave of Absence or Withdrawal from the Program

Students who leave the BSW or MSW program to take a leave of absence or who withdraw from the program are not guaranteed the same internship upon return or readmission to the School of Social Work and their designated academic program. Upon taking a leave of absence, students are encouraged to speak to their current Internship Supervisor to see if the site would be willing to let them return to the internship when they return to the program. A student returning from a leave of absence should reach out to their Internship Coordinator after enrolling in classes to explore internship options.

# Internship Partner and Agency Application Process

The School asks all prospective internship partners/agencies and new programs to complete an agency application and submit the resumes of prospective Internship Instructors and Supervisors for approval. This Internship Manual provides an overview of the School's internship requirements and process, as well as the expectations of and supports available to Internship Supervisors. Please reach out to the Loyola internship team to complete a brief interest form and receive access to the internship partner application form, and see the [Loyola School of Social Work’s Internship Supervisor](https://www.luc.edu/socialwork/resources-initiatives/fieldsupervisors/) page for more information.

# School of Social Work Specializations and Tracks

Students in the Loyola School of Social Work must choose one area of specialization and one track:

**Areas of Specialization**:

* Micro Practice
* Leadership Mezzo Macro Practice (LMMP)

**Tracks**:

* **Micro Practice**: Advanced Clinical Practice
* **Micro Practice**: CADC (Certified Alcohol and Other Drug Counselor Training Program)
* **Micro Practice**: Schools
* **Micro Practice**: Migration Studies
* **Leadership Mezzo Macro Practice (LMMP)**: Leadership, Community, Advocacy, and Policy (LCAP).

**Certificate Programs**:

* Post-Master's Certified Alcohol and Drug Counselor (CADC)
* Post-Master's Professional Educator License (PEL) School Social Worker

**Note:** The School also offers scholarship programs funded by federal grants or other sources for students who meet eligibility criteria. Funding availability and eligibility criteria vary from year-to-year and may not be available every year. As these opportunities become available, all new and continuing students will be notified via email.

## Micro Area of Practice

The Micro Practice Specialization extends foundational knowledge of first-level generalist practice and requires critical understanding of diverse social work theories and their related evidence-informed practice models, as used with diverse populations. Critical analysis is used to examine these models from an antiracist, strengths, and systemic perspective and to plan effective for situations of increased complexity within our interconnected world. Critical thinking skills, reflexivity, and an appreciation and understanding of diverse political, economic, and social systems as they impact micro practice in diverse settings (e.g., schools, mental health clinics, health care facilities, and others), are utilized to assess and engage client systems and determine how to prioritize and manage clinical problems and treatment goals. Practice modalities from diverse cultural contexts are emphasized to deepen students’ understanding and ability to apply, modify, and develop practice models relevant to clients’ culture and experience of oppression in society.

### Advanced Clinical Practice Track

The Advanced Clinical Practice Track prepares students for micro level clinical practice across a variety of settings, including hospitals, outpatient practice, extended care facilities, and community mental health agencies. This track is consistent with Loyola University School of Social Work’s mission to provide a transformative education for practice-informed social work.

### Certified Alcohol and Other Drug Counselor (CADC) Track

This track is a second-level specialized, advanced standing, and fifth year option only. Part-time students and students admitted in the spring semester are eligible for the CADC program. CADC students will be in the Micro Practice area of specialization and will choose the Micro Practice: CADC track. Students cannot complete CADC internships during the first year in the program or accrue hours from a first-level generalist internship to put towards their CADC hours.

Once admitted to the CADC program, students submit an internship application and receive access to the SONIA database and the Sakai site. Students then work to secure a second-level specialized internship that is focused on substance treatment. CADC students apply for CADC internships in alignment with the dates that can be found in the SSW website under the Internship Section. CADC internship timeframes for students are Fall-Spring, Spring-Fall or Summer Block. More information on the CADC program can be found at the [Loyola School of Social Work Advanced Certified Alcohol and Other Drug Counselor Training Program](https://www.luc.edu/socialwork/certificate/cadc/) page.

The CADC program is designed for students in the Loyola School of Social Work. Below are the timeframes to apply and the eligibility criteria.

* **Five-Year BSW/MSW Students:**These students must apply for the program during their senior year.
* **Advanced Standing MSW Students:** These students are eligible to complete the CADC program during their MSW program and can apply after admission. They are eligible to apply to the CADC program as post-graduate students as well.
* **MSW Students:** These students apply during their first year in the MSW program as they begin the process of securing their second-level specialized internship.
* **External Students, Non-Degree Seeking:** These students will need to schedule an interview with the CADC director to discuss their eligibility (see admission requirements on the [Loyola School of Social Work Advanced Certified Alcohol and Other Drug Counselor Training Program](https://www.luc.edu/socialwork/certificate/cadc/) page).

As part of the CADC program, student’s complete second-level specialized 600-hour level internship that integrates curriculum content with practice in the internship. Post-graduate students must complete 500 internship hours and will discuss internship requirements during the interview process. Note that as the hours for second-level specialized internship increase from 400 to 600 hours, it can be more difficult to manage an internship along with work, home, life, and school responsibilities. It is important for students to be proactive in planning and time management.

Students in the CADC program complete internships in a CADC approved site and cannot do place of employment internships as part of the CADC program. Students doing remote/virtual internships in the CADC program should be aware of what tasks are and are not eligible to be counted towards those required for the CADC internship. Students are eligible to count patient-to-counselor work, patient/counselor interactions that include group work, one-to-one counseling, writing progress notes, doing treatment planning, making referrals, and supervisory sessions. Remote work that is not focused on patient interaction cannot be counted towards the CADC hours (examples include creating an activity, marketing the agency, or anything that is not focused on patient interaction).

### Schools/PEL Track

Students who complete the Schools/PEL track will be eligible for a Professional Education License with a School Social Work endorsement upon successful completion of the MSW program. Schools/PEL track internships are available from Fall to Spring only, since students are placed at a school site for the entire academic year (i.e., likely starting in early to mid- August and continuing through mid to late June). Students must commit to the full academic year, aligned with the school calendar for their site. Students specializing in Schools/PEL will work directly with the PEL team to obtain referrals to eligible districts/schools. Note that there are restrictions on the application for this specialization based upon the student’s entry into the MSW program. For more information visit the [Loyola School of Social Work’s Schools/PEL Track](https://www.luc.edu/socialwork/academics/graduate/msw/schoolspeltrack/) page.

Schools internships must be in a traditional public school (charter, therapeutic, alternative, and parochial settings are not eligible for PEL internship sites) in Illinois. The deadline for admission to the Schools track is, at the absolute latest, March 1st of every year. Students applying when the application launches in November will have the most school-based internship options. Students must pass a state content exam prior to eligibility for PEL entitlement. Official score reports or screenshots from [ELIS](https://www.isbe.net/elis) (Educator Licensure Information System) must be sent from the student to the Schools/PEL Program Director, Amy Greenberg, at [agreenberg2@luc.edu](mailto:agreenberg2@luc.edu).

### Migration Studies Track

This track is designed to prepare social work professionals for domestic, transnational, and international practice with internally displaced persons, immigrants, and refugees. The courses in this track address historical and contemporary migration trends, relevant U.S. immigration and social welfare policies, and the application of social justice theoretical frameworks to ethical issues associated with migration. Courses also include practice considerations and evidence-informed models for social work practice with refugees, immigrants, and internally displaced persons. For more information, visit [Loyola University School of Social Work’s Migration Studies Track](https://www.luc.edu/socialwork/academics/graduate/msw/migrationstudiestrack/) page.

Students in the Migration Track can intern in a site working with immigrants and refugees, and with community members of all ages and cultures. Second-year internship learning opportunities include biopsychosocial assessments, individual therapy, co-facilitating clinical groups, and other advanced clinical tasks. Examples of sites that offer these opportunities are mental health centers for adults or children, hospitals, community schools, or community social service agencies.

Students in the OBMSW Program who are entering their second-level specialized internship can participate in the Micro Practice: Advanced Clinical Practice only in the Fall-Spring semester, in the Micro Practice: Migration, Micro Practice: Schools (Illinois) only in the Fall-Spring semester, and Macro Practice: Leadership, Community, Advocacy, and Policy.

## Macro Area of Practice-Leadership: Mezzo Macro Practice

The Leadership, Mezzo, and Macro Practice area of specialization extends foundational knowledge and skills in working at the mezzo and macro levels of social work practice. Informed by an anti-racist framework and social work ethics, LMMP courses train students in critical thinking, reflective attention to affective factors, and informed decision-making for action. These overarching values and processes are applied to developing theoretical knowledge of community change, organizations, leadership and supervision, and policy advocacy. The courses in this track address skill development in many areas of mezzo/macro practice, including:

* Leading people
* Managing programs
* Analyzing political and non-political processes, services, and organizations
* Developing and evaluating programs and policies
* Supervising and supporting the work of individuals and teams
* Assisting the professional development of others
* Developing, implementing, monitoring, and evaluating budgets
* Engaging in policy advocacy and coalition building
* Working with advisory and/or policy boards
* Supporting evaluation and research endeavors to assess effectiveness and efficiency
* Performing development activities such as fundraising and grant writing

### Leadership, Community, Advocacy and Policy (LCAP) Track

LCAP track internships focus on working with an agency and typically provide little to no direct services to clients. LCAP internships may include large and small community agencies, mental health settings, foundations, advocacy or policy departments, etc. Students may work with agencies on projects related to policies, grant writing, program evaluation, program development, etc. LCAP internship opportunities are typically available in Fall to Spring, Spring to Summer, and Summer Block time frames. For more information about this program, visit the [Loyola School of Social Work’s Leadership, Community, Advocacy and Policy](https://www.luc.edu/socialwork/academics/graduate/msw/leadershipcommunityadvocacyandpolicylcaptrack/) page. planning and time management.

Students in the Online MSW Program who are entering their second-level specialized internships can participate in the Macro Practice (LMMP): LCAP only in the Fall-Spring semester.

# Certificate Programs

The School of Social Work offers several programs that allow students to train and become eligible for a post-graduate certification. You can see information about all these programs at the [Loyola School of Social Work Certificate Programs](https://www.luc.edu/socialwork/certificate/) page.

## Certified Alcohol and Other Drug Counselor Eligibility Program (CADC)

This is a second-level specialized internship option only. Full-time students must apply to the CADC program during the fall semester of their first year. Applicants will receive notification of their admittance to the program during the spring semester of their first year. Once admitted, students work with their Internship Coordinator to ensure their second-level specialized internship is focused on substance treatment in order to ensure internship hours count towards CADC requirements.

CADC internships take place Fall to Spring, Spring to Summer, or during Summer Block. CADC students can participate only in the Micro Practice: CADC area of specialization and track. For more information about this certificate program, including hour requirements and eligibility of remote work to count towards them, see the [Loyola University School of Social Work Advanced Certified Alcohol and Other Drug Counselor Training Program](https://www.luc.edu/socialwork/certificate/cadc/) page.

## Post-Master’s Professional Educator License (PEL) School Social Worker

This program is for graduates with an MSW degree from an accredited School of Social Work who are seeking the required courses and internship experience for licensure as a school social worker in Illinois (PEL). For more information, contact the Schools/PEL program director, Amy Greenberg, at [agreenberg2@luc.edu](mailto:agreenberg2@luc.edu).

# Internship Requirements & Expectations

## Course Enrollment

Students must enroll in an internship course for each semester that they participate in an internship. BSW and MSW students are required to complete two and four semesters, respectively, of internship courses in order to graduate. Students must enroll in the internship course before the first day of the internship. Failure to enroll in the internship course will directly affect the start date of the student’s internship. Please note that the internship course provides liability insurance through the duration of the internship. Students should review their course templates with their academic advisors.

## Learning Agreement

The Council on Social Work Education (CSWE) in 2015 introduced nine for students to work towards in their internship experiences. The School of Social Work recognizes that each site provides various learning opportunities and that therefore supervisors can tailor students’ learning agreements to reflect the agency’s specific mission and goals.

Within 30 days of the start of the internship (about 60 hours into the internship experience), the student and their Internship Supervisor will complete a Learning Agreement in the SONIA database. (The Learning Agreement is part of the “3 in 1” form.) This agreement defines the learning goals and objectives for the internship and these goals and objectives will form the basis for the student’s evaluations at the end of each semester. The student and their Internship Supervisor should discuss the student’s learning style, the agency’s expectations, and the learning goals that the student and Internship Supervisor want to accomplish.

Failure to complete the Learning Agreement within the 30-day timeframe may result in the student’s not being able to count internship hours occurring after the first 30 days and until the Learning Agreement is completed. For hours to count towards completion of the internship, the Learning Agreement must be completed and signed by the student, Internship Supervisor and Loyola Internship Liaison in the SONIA database.

If a student does not meet the expectations outlined in the Learning Agreement, the internship site may request a meeting with the student and their Internship Supervisor and Loyola Internship Liaison to fill out a Supportive Learning Plan, which will clarify the internship requirements and make any changes that are necessary to maintain the internship and ensure success. The Supportive Learning Plan template can be found on the home page of the SONIA database under “resources,” as well as on the [Loyola School of Social Work Forms & Handbooks](https://www.luc.edu/socialwork/student-support/forms/) page.

## Evaluations

Evaluations by the student’s Internship Supervisor are used to measure the student’s progress in their internship. Evaluations offer the student feedback, inform them of their progress and level of performance, and provide them with opportunities for learning and development. The student will have two written evaluations: the midterm evaluation, completed at the halfway point of the internship, and the final evaluation, completed at the end of the internship.

The Internship Supervisor will initiate both the midterm and final evaluations on the SONIA database (these evaluations are part of the “3 in 1” form). The Internship Supervisor and the student should meet to discuss the evaluation and the student’s progress toward learning goals and objectives, which are defined by the nine CSWE competencies. The midterm evaluation should help the student identify where they can grow and enhance their practice, so that they can use the second half of the internship to integrate the Internship Supervisor’s feedback and improve their skills in line with it. The student and the Internship Supervisor should review the evaluation before the Internship Supervisor enters it online.

Students’ level of competency in their internship activities and learning goals is evaluated on the following Likert point scale:

1. **Not Applicable:** Does not relate to the student’s internship experience, or there is insufficient experience to evaluate skill level.
2. **No Competency:** Demonstrates no competency in this area.
3. **Demonstrates Minimal Competency:** little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
4. **Developing Competency:** with some coaching or prompting, demonstrates some skill; marginal competency in working towards improvement; there is a beginning level of skill development; needs continued practice and assistance; progress on tasks and behaviors is inconsistent; and inconsistently takes initiative.
5. **Emerging Competency:** demonstrates the ability to independently apply skills in simple situations; moderate competency; demonstrating ongoing progress; adequate performance and just needs more practice; and takes initiative for learning.
6. **Demonstrates Competency:** beginning to independently apply skills in simple or complex situations; there is moderate competency and ongoing progress; adequate performance with a need for more practice; and takes initiative for learning.

Please note that both the 1 and 2 ratings indicate that the student is performing at an unacceptable level in that area, and that performance improvement is necessary. Receiving a rating of 1 or 2 in the first semester of an internship may be appropriate if a student is in the early phase of developing these skills and is still learning about their specific internship and the internship of social work. If a student receives several scores of 1 (“Demonstrates No Competency”), the Internship Supervisor is responsible for contacting the Loyola Internship Liaison to express concerns about specific competencies towards which the student is not making progress.

If a student’s evaluation shows cause for concern, The Internship Supervisor should work with the Loyola Internship Liaison to develop a written Supportive Learning Plan, which will be uploaded to the SONIA database. This plan should include specific information about the behavioral changes necessary and a time period within which the problems noted will be addressed and rectified. The Supportive Learning Plan template is available on the [Loyola School of Social Work’s Forms & Handbooks](https://www.luc.edu/socialwork/student-support/forms/) page.

### Student Self-Evaluations

BSW students are asked to evaluate their progress in their second-level specialized internship. MSW students are asked to evaluate their progress in both their first and second-level specialized internships. These evaluations should be completed at the end of each semester, and the forms will be made available to students through e-mail. Self-evaluations are submitted only to the Internship Coordinator and Student Services staff and are not shared with the Internship Supervisor or Loyola Internship Liaison.

## Internship Forms and Due Dates

All internship forms can be found in the SONIA database or on the [Loyola School of Social Work Forms & Handbooks](https://www.luc.edu/socialwork/student-support/forms/) page. Note the important due dates below.

**Learning Agreement**: Due within 30 days of beginning an internship (within 60 hours for Summer Block internship).

**Student Self-Evaluation:** Due at the end of the internship

**Projected Evaluation Due Dates**

* **Fall-Spring Internship**: Midterm evaluation due in December; Final evaluation due in May
* **Spring-Summer Internship**: Midterm evaluation due in May; Final evaluation due in August
* **Summer Block Internship**: Midterm evaluation due in July; Final by August for first-level generalist students, and September or October for second-level specialized students

## Procedures for Resolving Conflicts in Internships

As in any professional setting, issues may arise during internship that require additional attention and support to resolve. Students and their Internship Supervisors shall follow this general process when working to resolve areas of conflict or concern.

1. The student and Internship Supervisor will attempt to resolve the conflict or concern through the supervisory process.
2. If Step 1 proves unsatisfactory for either party, the student and/or Internship Supervisor can request a meeting with the Loyola Internship Liaison. The Loyola Internship Liaison will meet with the student and Internship Supervisor and help resolve the conflict or concern.
3. One outcome of Step 2 can be a Supportive Learning Plan in which the specific concerns are formally outlined along with the corrective actions that the student must make within a certain time frame. The Supportive Learning Plan also outlines how the Internship Supervisor will support the student to move forward and make progress. The Supportive Learning Plan template is available on the home page of the SONIA database and on the [Loyola School of Social Work Forms & Handbooks](https://www.luc.edu/socialwork/student-support/forms/) page.
4. If Step 3 proves unsatisfactory, any of the parties involved can request a meeting with the Internship Coordinator and the Assistant Director of Internships & Career Services. The Internship Coordinators can set up meetings with any of the involved parties and help resolve the conflict or concern.
5. If Step 4 proves unsatisfactory, any of the parties involved can request a meeting with the Assistant Dean for Student Affairs. The Assistant Dean can set up meetings with any of the parties involved and help resolve the conflict or concern.

**MSW Students**: when the internship grade of “NP” (No Pass) is assigned, which is considered a failing grade, this results in adverse action in which the student is dismissed from the program. The student may appeal the grade to the Committee on Student Affairs (CSA). The Committee on Student Affairs will make a decision either upholding the grade decision or reversing the grade with possible conditions.

If the decision of the Committee on Student Affairs upholds the failing grade and subsequent dismissal, the student may appeal the dismissal decision to the Dean of the School of Social Work. The Dean’s decision is final.

**BSW students**: a passing grade is “C” or better. A grade of “C-” or lower in an internship is considered a failing grade in the undergraduate program, and the student will be required to retake the class. BSW students have access to the Committee on Student Affairs and may also appeal an adverse internship grade.

The Committee on Student Affairs will make a decision either upholding the grade decision or reverse the grade with possible attendant conditions. If the decision of the Committee on Student Affairs upholds the failing grade, the student may appeal that decision to the Dean of the School of Social Work. The Dean’s decision is final.

## Termination Policy

A student who self-terminates an internship or is terminated by an agency will participate in a Professional Improvement Plan (PIP) meeting with the Internship Team and complete a Professional Learning Plan (PLP). The student should also work with their Internship Coordinator to identify another internship. The Internship Team will determine if a Professional Transition Plan (PTP) is necessary.

A student terminated from a second internship (after being terminated from their first) will either be placed on probation or terminated from the program, depending on the reason for termination. The student will participate in a Professional Transition Plan (PTP) meeting with administration following the termination of their second internship. If a student is placed on probation, they must meet with their Internship Coordinator to identify a third internship. In addition, it is expected that the student will meet with their assigned Loyola Internship Liaison twice a month rather than once a month in order to receive additional support. A student will conclude their probation upon successful completion of their internship.

The School of Social Work administration will determine which, if any, internship hours will be retained from a terminated internship. It is generally expected that internship hours will need to be completed in their entirety during the next internship. A student terminated from a third internship will be dismissed from the program upon recommendation of the Loyola University Chicago’s School of Social Work (LUC SSW) administration.

### Description of Required Meetings and Documents:

**Professional Improvement Plan (PIP):** A meeting with members of the Internship Team to review the circumstances related to the student’s termination. A Professional Learning Plan will be assigned during this meeting.

**Professional Learning Plan (PLP):** A document based on the Social Work Competencies; the details of the assignment will be specific to the student’s termination situation.

**Professional Transition Plan (PTP):** A meeting with members of the LUC SSW administration to discuss the student’s challenges in the internship and to review the student’s next steps related to the MSW program, utilizing a strength’s-based approach.

# Grading For Internships

## BSW Students

For BSW students, the academic letter grade given for an internship follows the same scale of letter grades used for courses. As noted in course syllabi, the primary letter grades are assigned using the following criteria:

| **Letter Grade** | **Description** | **Points Range** |
| --- | --- | --- |
| **A** | Exceptional work | 3.67 – 4.0 |
| **B** | Fully meets undergraduate standards. | 2.67 – 3.33 |
| **C** | Overall performance is satisfactory. | 2.0 – 2.33 |
| **D** | Overall performance is poor. The student must retake the course if it is required for the major, and/or a non-major chosen elective or CORE credit | 1.33 |
| **F** | Failure: Overall quality of work is unsatisfactory. | 0 |
| **I** | Incomplete | Not applicable |
| **W** | Withdrawal | Not applicable |

If a student's performance is considered marginal or problematic, a meeting with the Loyola Internship Liaison, Internship Supervisor and the student (collectively or individually) is held to discuss the evaluation and to help the student use the learning process more effectively.

If a student is asked to leave their internship for any reason or chooses to end their internship prematurely, this is a cause for great concern. In this situation the Internship Coordinator, Loyola Internship Liaison and the Assistant Dean for Student Affairs will initiate a meeting. Every effort will be made to preserve the internship and to maximize the educational benefit of the student's experience through an active collaboration between the Loyola Internship Liaison, the Internship Supervisor and the student.

If removal from the internship is the outcome, it is the responsibility of the Internship Coordinator and Assistant Dean of Student Affairs to meet with the student and to understand the reason for the dismissal. Depending on the circumstances and the outcome of the meeting, one of the following courses of action may be taken:

* The student may be referred to another internship site.
* The student’s internship may be deferred to a subsequent semester.
* The student may receive a grade of “F” that will affect their academic standing and ability to continue in their academic program.

A student may appeal any final assigned grade by following the appeal procedures outlined in the Student Handbook, which is available on the [Loyola School of Social Work Forms & Handbooks](https://www.luc.edu/socialwork/student-support/forms/) page.

### Assignment of an “I” for Incomplete

Students will receive an incomplete grade for their internship if they do not complete their internship documentation before the end of the semester.  This documentation includes the Internship Supervisor’s approval of internship and the completion of the mid- or final-year evaluation.  If a student needs additional time to complete internship hours, they must first speak with their Internship Supervisor to determine a plan for completion. It is the student's responsibility to inform their Loyola Internship Liaison of the need for such a plan.

### Assignment of a “W” for Withdraw

Since the integrity of the two consecutive semester internship courses must be maintained, withdrawal from the internship course in the first or second semester of internship will be permitted only in unusual circumstances. A withdrawal may require that a student repeat both semesters of the internship course. Students who must withdraw from internshipwork for a term or who must leave an internship and cannot secure a new one during the same term will receive a “W” for Withdraw and will be expected to restart their internship hours.

### Assignment of an “F” Grade

Circumstances may arise during an internship where there is insufficient time to create an educational plan to remedy a student’s difficulties, or where there is a violation of sound practice or ethics that requires immediate action to protect the client, the agency, or the school. This may be the case if a student exhibits behavior which indicates unsuitability for the social work profession, such as: inability to engage clients; inability to follow the Internship Supervisor’s directions; inability to respect agency structures and negotiate within them; continuous errors in judgment; inability and/or unwillingness to explore and utilize modalities and theories learned in the classroom as appropriate to the client and situations; or other inappropriate behavior. These behaviors may result in an “F” grade.

In such a situation, the Internship Supervisor or Loyola Internship Liaison shall immediately notify the student that the internship course has been terminated and the grade of “F” will be entered. The Internship Supervisor will submit, with or without the student’s signature, a termination evaluation for the semester which describes the problem in detail along with the recommended grade of “F.”

## MSW Students

For MSW students, internship courses are graded Pass (P) or No Pass (NP). Each student’s Internship Supervisor recommends a grade and provides additional feedback as needed. The Internship Coordinator then reviews the evaluation and enters the final grade.

When a student's performance is considered marginal or problematic, a meeting with the Loyola Internship Liaison, Internship Supervisor, and the student (collectively or individually) is held to discuss the student’s performance or evaluation and to help the student use the learning process more effectively.

If a student is asked to leave their internship for any reason or chooses to end their internship prematurely, this is a cause for great concern. In this situation the Internship Coordinator, Loyola Internship Liaison and the Assistant Dean for Student Affairs will initiate a meeting. Every effort will be made to preserve the internship and to maximize the educational benefit of the student's experience through an active collaboration between the Loyola Internship Liaison, the Internship Supervisor and the student.

If a student’s removal from the internship is the outcome, it is the responsibility of the Internship Coordinator to meet with the student and review next steps. The Assistant Director of Internships will also be consulted during this process. See Termination Policy above for additional information. Depending on the circumstances and the outcome of the meeting, one of the following courses of action may be taken:

* The student may utilize SONIA to identify another internship site.
* The student’s internship may be deferred to a subsequent semester.
* School of Social Work administration will review the circumstances that led to the termination and determine the student’s grade. If the student is assigned a grade of “NP” for the internship course, it will affect the student’s academic standing and ability to continue in their academic program.

A student may appeal any final assigned grade by following the appeal procedures outlined in the Student Handbook, which is available on the [Loyola School of Social Work Forms & Handbooks](https://www.luc.edu/socialwork/student-support/forms/) page.

### Assignment of an “I” for Incomplete

Students will receive an incomplete grade for their internship if they do not complete their internship documentation before the end of the semester.  This documentation includes the Internship Supervisor’s approval of internship and the completion of the mid- or final-year evaluation.  If a student needs additional time to complete internship hours, they must first speak with their Internship Supervisor to determine a plan for completion. It is the student's responsibility to inform their Loyola Internship Liaison of the need for such a plan.

### Assignment of a “W” for Withdraw

Since the integrity of the two consecutive semester internship courses must be maintained, withdrawal from the internship course in the first or second semester of internship will be permitted only in unusual circumstances. A withdrawal may require that a student repeat both semesters of the internship course. Students who must withdraw from internshipwork for a term or who must leave an internship and cannot secure a new one during the same term will receive a “W” for Withdraw and will be expected to restart their internship hours.

### Assignment of an “NP” Grade

Circumstances may arise during an internship where there is insufficient time to create an educational plan to remedy a student’s difficulties, or where there is a violation of sound practice or ethics that requires immediate action to protect the client, the agency, or the school. This may be the case if a student exhibits behavior which indicates unsuitability for the social work profession, such as: inability to engage clients; inability to follow the Internship Supervisor’s directions; inability to respect agency structures and negotiate within them; continuous errors in judgment; inability and/or unwillingness to explore and utilize modalities and theories learned in the classroom as appropriate to the client and situations; or other inappropriate behavior. These behaviors may result in an “NP” grade.

In such a situation, the Internship Supervisor or Loyola Internship Liaison shall immediately notify the student that the internship course has been terminated and the grade of “NP” will be entered. The Internship Supervisor will submit, with or without the student’s signature, a termination evaluation for the semester that describes the problem in detail along with the recommended grade of “NP.”

Since a student who receives an “NP” grade is dismissed from the program, the student may appeal or file a grievance. The procedures for this process are outlined in the Student Handbook, which is available on the [Loyola School of Social Work Forms & Handbooks](https://www.luc.edu/socialwork/student-support/forms/) page.

### Financial Aid Implications of Failure in Internship

A student who is dismissed from or leaves an internship risks various consequences, as noted in the preceding section. In addition, a student in such scenarios must be aware that regardless of the final decision about the internship, a refund of financial aid is dependent upon the last day that the student attended all classes, whether that is at the internship site or in a class.

If a student leaves or is dismissed from an internship but continues to attend class and then receives an NP for the failed internship and is dismissed from the MSW program, that student’s financial aid refund will be based on the last time the student attended class rather than the last day of the internship.

Implications of this financial aid decision could significantly affect the student’s financial situation. As a result, all students who are dismissed from an internship or who withdraw from an internship voluntarily will be notified of the financial aid implications by the School as a courtesy as soon as that information is brought to the School’s attention. However, it is the student’s responsibility to stay informed of the University’s approved withdrawal and reimbursement deadlines. This information is posted on-line in the University’s calendar which is available on [Loyola School of Social Work Forms & Handbooks](https://www.luc.edu/socialwork/student-support/forms/) page.

# Safety Considerations

Loyola University recognizes the potential risks involved in providing services to clients, agencies, and communities in crisis and understands that students sometimes lack the experience and skills to assess risk and take appropriate precautions. Each internship has its own approach to and policy regarding the safety of interns. As part of the internship Learning Agreement, the School requires that the Internship Supervisor review the site’s safety policy during the first week of the student’s internship. Internship sites must have a safety plan in place for students in case of emergencies such as fire, police, medical, and any issues with possibly unruly or violent clients, and this plan should be shared with students during their orientation. If at any point during the internship a student feels uncomfortable or unsafe with the work they are being asked to do or with their environment, they should immediately contact either their Loyola Internship Liaison or Internship Coordinator.

## Professional Liability Insurance

Loyola University Chicago's Risk Management Office can provide proof of professional liability insurance coverage for undergraduate and graduate students who are actively enrolled in the BSW and MSW programs and who are completing an internship with an approved partner of the School of Social Work. The University provides documentation of this coverage by issuing certificates of liability insurance upon request. If an organization or agency needs documentation of your insurance coverage, please contact your Internship Coordinator. Requests are directed to the Risk Management Office for processing and then certificates are sent to agency contacts through email.

## Title IX, Sexual Harassment, Gender Misconduct and Discrimination

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of gender (sex). Conduct prohibited under Title IX includes sexual harassment, sexual assault, sexual misconduct, relationship (dating) violence and stalking. All students, staff, and faculty are covered by Title IX. This law requires educational institutions to create and maintain policies and procedures that do not discriminate against anyone on the basis of gender, including any form of sexual harassment, sexual assault, dating violence, and stalking. Off‐campus incidents that affect a student’s participation in any educational program or activity will be handled similarly to incidents that take place on‐campus. Students should know that Loyola University faculty and staff are required to notify designated Loyola personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. This requirement is meant to keep all members of the Loyola community safe, and also to ensure that students are connected to the resources and available reporting options. Note that discussing hypothetical scenarios does not require that action be taken. You can learn more about the University’s obligations when it receives notice of a Title IX related incident and see confidential resources for students and complaint procedures at the Office of Equity & Compliance’s [Title IX at Loyola University Chicago](https://www.luc.edu/equity/titleixequitylaws/titleix/) page.

The Dean of Students Office helps students navigate the University’s response to reports of gender-based discrimination or other forms of misconduct. Gender-based misconduct includes all forms of dating and domestic violence and sexual misconduct as defined on the [Loyola University Community Standards](https://www.luc.edu/osccr/communitystandards/#d.en.33855https://www.luc.edu/osccr/resources/communitystandards/) page, as well as stalking and any other misconduct where the victim/survivor was targeted because of their sex, gender, or gender expression. More information is available at the Dean of Students Office’s [Equity-Based Services](https://www.luc.edu/dos/services/gender-basedmisconducttitleixservices/) page.

## Gender Pronouns

Addressing individuals at all times with their appropriate name and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Note that explicit identification of pronouns is increasingly common in professional identification (e.g., conference nametags, Twitter handles, etc.).

## Agency Protocols

It is important for students to know their internship agency’s protocols for safety and security. The following are guidelines and suggestions that may be helpful to students, Internship Supervisors, and Loyola Internship Liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will be determined by the individual situation, the nature of the setting, etc. The agency should know the student’s schedule and whereabouts at all times, especially when the student is working outside the building.

### Security of Belongings

The agency is responsible for providing students with a secure place to keep belongings while at their internship site. It is preferable that the space be lockable, such as a desk drawer or filing cabinet. Students should not leave cell phones, laptops, backpacks, purses or other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to internship settings, should not be left in cars, and should not be placed out of view just before leaving a vehicle.

### Safety Issues Related to Working with Clients

Social work students work with clients in a range of settings and situations. Some individuals may be dealing with overwhelming emotions and environmental stressors that result in behaviors that are threatening or appear to be threatening to the student. Students should always consult with agency Internship Supervisors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons. **If a student ever feels uncomfortable or unsafe during their internship, the student should immediately notify their Internship Supervisor, Loyola Internship Liaison, or Internship Coordinator.**

### Safety Tips for Office Meetings

When considering the location of an office meeting, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit. When scheduling the appointment, it is helpful to think about whether other people will be around and available at the time of the meeting for help if needed. It is also important to have a plan for assistance in the event that the client becomes agitated. This may include having another staff person in the meeting.

### Internship Travel and Transportation of Clients

As previously noted, students can be asked to travel up to an hour or more (an hour each way) to their internship via public transit (i.e., bus, train, etc.) or by car. Travel time to and from the internship site does not count towards internship hours. Travel is the responsibility of the student, and students are not reimbursed for cost of travel. If a student uses a personal vehicle to travel to and from their internship, the student is responsible for maintaining personal auto insurance coverage. Loyola University’s auto insurance policy does not apply to student internships.

Students are not required to use their personal vehicle for agency work. Students must discuss any use of their personal vehicle with the supervisor prior to the start of internship. Some students may provide home-based work where they provide services in the client’s home under supervision. In this instance, travel time *does* count towards internship hours.

Students are not allowed to drive or transport agency clients in their personal vehicles or the personal vehicles of others. Loyola’s insurance coverage does not apply in such situations. Students may use an agency vehicle as long as the student is covered by the internship site’s insurance and the activity is relevant to the student’s learning agreement. If driving an agency vehicle is an internship requirement, students must confirm that the internship site maintains auto insurance on its vehicles. Students should drive agency clients only when another agency employee is present.

If a student is traveling by car for their internship, it is advisable to have clear directions and know where they are going. In general, it is important to be alert and attentive to surroundings, and to lock doors and close windows. Valuables should be placed out of sight in the vehicle before parking at the destination.

When traveling on foot or by public transportation, it is advisable that students carry as little as possible, dress in comfortable clothes that are loose fitting, and wear sturdy, flat walking shoes. It is also helpful to be alert and to walk purposefully, as if one has a clear destination. Students should be aware of people in the immediate area, without staring or maintaining eye contact.

If a student does not feel comfortable with an internship because they feel the location is unsafe, they should contact their Internship Supervisor or Supervisor and the Internship Coordinator to discuss these concerns.

### Home Visits

Home visits can be a valuable learning opportunity for students by allowing the student to experience the client in their home setting and community. This example of “person in environment” is a hallmark in the internship of social work and can provide students with unique insights as to client experiences. Home visiting can also facilitate assessment and intervention, as client changes can be practiced in the here and now, with social worker support.

Students are allowed to do home visitations as part of their internship under the following conditions:

1. The internship agency or program has a history and precedence of providing services in clients’ homes.
2. During the site internship interview, students, and sites, must discuss home visits and whether they are required or will happen. Discussion then ensues with the student regarding comfort level with doing home visits. Internship Supervisors and students will verify this has been completed on the Learning Agreement in the 3 in 1 Form.
3. Students are not allowed to drive nor transport agency clients in their personal vehicles. Loyola does not provide insurance to cover students transporting clients in the student's own vehicle. Students may use an agency vehicle as long as the student is covered by the internship site’s insurance and the activity is relevant to the student’s learning agreement. Students may only drive agency clients in the agency vehicle when another agency employee is present; though we recommend the agency employee drive the vehicle. If driving an agency vehicle is a requirement of their internship, students must confirm that internship site maintains auto insurance on its vehicles. This discussion should include review of sites policies regarding if the intern is required to have a car, can the intern drive the company vehicle, gas mileage reimbursement, etc.
4. The internship agency or program has current and documented Home Visit safety policies and procedures, as well as guidance in place. Student interns and staff have access to these resources in advance of the home visit. The internship agency or program should provide detailed and ongoing discussions of safety protocols (e.g., knowing location, process for checking in, how to assess safety in the home).
5. The Loyola Internship Liaisons should discuss with student and site in the review of the Learning Agreement whether the student will be expected to do home visits; if so, the Loyola Internship Liaison will ask if the home visit policy in place at the site. If the site answers yes, then the Loyola Internship Liaison requests the site send the written policy to them and subsequently the Loyola Internship Liaison saves it in the documents section of the SONIA Internship Site. If the site says there is no policy in place, then the Loyola Internship Liaison will re-discuss the Loyola Home Visit policy with the site requesting that the site complete a site policy.
6. The SSW recommends that home visits be completed in partnership with the internship site professionals. It is required that initial home visits with students be done in tandem with the student’s Internship Supervisor or an experienced staff member. Best practice is that all home visits should be done in tandem with (2 people) the Internship Supervisor or experienced staff person, or security guard. (The home visit cannot be done by 2 interns and no experienced staff person).
7. The internship agency should provide extensive training with students’ supervisor, and shadowing before the student begins home visits on their own. Students should speak with Internship Supervisor about their comfort level and readiness to go out on their own. Each student may be at his or her own comfort level regarding this form of intervention, so one student may be ready for a home visit prior to another. This allows students to witness and practice skills such as de-escalation with a client, as well as become familiar with any safety concerns presented by the home environment. It also allows the student to learn more about the case, as well as potential issues to assess and address through home visits.
8. Home visits should not be a disproportionate distance away from the internship office. If there is a client out of state, the staff at the site must provide transportation for students and must drive the student.

### Mandated Reporter Resources:

* + - [Manual for Mandated Reporters](https://www2.illinois.gov/dcfs/safekids/reporting/Documents/cfs_1050-21_mandated_reporter_manual.pdf), Illinois Department of Children and Family Services (pdf)
    - [Child Protection](https://www2.illinois.gov/dcfs/safekids/reporting/Pages/index.aspx), Illinois Department of Children and Family Services (webpage)
    - [Adult Protective Services](https://www2.illinois.gov/aging/xxprograms/Pages/AdultProtectiveServices.aspx), Illinois Department on Aging (webpage)
    - [Mandatory Reporting Requirements: The Elderlyin Illinois](https://apps.rainn.org/policy/policy-state-laws-export.cfm?state=Illinois&group=5), Rape, Abuse, and Incest National Network (RAIIN) (webpage)

### Procedures for Reporting an Incident

If a student is threatened or hurt at the internship or in the community while complete internship hours, the Internship Supervisor or agency should contact the Loyola Internship Liaison or Internship Coordinator immediately to discuss how the agency and School can ensure the student's physical and emotional well-being. Thestudent may also report an incident to someone other than their Internship Supervisor if they prefer.

The incident and the steps taken to address it should be documented by the School of Social Work and the Internship Agency. If needed, there should be a meeting with the student, the agency, and the school to discuss the situation, assess the immediate and ongoing risk, and find a resolution that promotes the student’s sense of well-being and the learning process.

### University’s Policy on the Protection of Minors

To promote the safety and well-being of minors, the Loyola University cabinet has approved the University’s Policy on the Protection of Minors. While this policy may not directly impact The School of Social Work internship sites, we recognize the value and intent of this policy. To read the policy, visit the [Loyola University Policy on the Protection of Minors](https://www.luc.edu/finance/policyontheprotectionofminors/) page.

# International Internships

The Loyola University School of Social Work offers study abroad opportunities to fulfill coursework requirements as well as for the internship. Students may satisfy only one of their internship requirements in a country outside of the U.S.

The School organizes an internship experience in Mexico. A minimum of conversational Spanish is required for this internship, which is coordinated by Dr. Vidal de Haymes. Students interested in this internship should contact their Internship Coordinator before speaking with Dr. Vidal de Haymes.

The Mexico internship may be taken at the first-level generalist or second-level specialized level. Note that students pursuing the Schools specialization are not eligible for this or other international internships, since the Schools track requires that all internships be completed in the United States.

Students may, in consultation with their Internship Coordinator, organize their own summer internship abroad. Students interested in an internship abroad should contact their Internship Coordinator to review next steps.

Every student scheduled to complete an internship abroad is required to meet with a study abroad advisor through the [Loyola University Office of International Programs](https://www.luc.edu/oip/index.shtml). Students must also purchase international health insurance through CISI, which is managed by the Office of International Programs. More information about international study and pre-departure requirements can be found on the [Loyola School of Social Work Study Abroad](https://www.luc.edu/socialwork/student-support/study-abroad/) page.

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# Offsite MSW Internship Educator

The Council on Social Work Education (CSWE) requires that accredited universities ensure each MSW student has an Internship Supervisor with either an MSW degree and two years of post-graduate experience or a Licensed Clinical Social Worker (LCSW) certification.  To ensure that all student interns receive educationally focused practice experience embodying social work knowledge, values and skills, each agency partner should have an Internship Supervisor meeting these qualifications coordinate, direct and supervise student internships

*Note that according to the CSWE, “For cases in which a internship instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.”*

In such cases, the Loyola Chicago School of Social Work (LUC) will reinforce the social work perspective by designating an Offsite MSW Internship Educator (OSFE) who will take on this responsibility.  MSW students will meet with an OSFE in a group setting and on a bi-weekly basis for one hour to review and receive exposure to MSW concepts.

* If a Loyola Offsite Internship Educator is designated because the agency partner does not have an MSW/LCSW Internship Supervisor, the agency partner will assign each Loyola intern a Task Supervisor onsite to provide weekly supervision, client case consultation and general support for one hour to provide general workflow.  Task Supervisors are often professionals from other helping internships (LCPCs, LMFTs, BSWs, DSWs, psychiatrists, psychologists, etc.), or experienced behavioral health employees.
* An agency partner that does not have a behavioral health professional on staff should reach out to LUC to determine opportunities to partner and support the MSW internship process.
* An agency partner that has an MSW with two years post-masters experience onsite but does not have the capacity to provide weekly MSW Internship Supervision may consider alternative options to providing support. This can include weekly onsite Task Supervision coordinated with bi-weekly individual or group supervision with an agency onsite MSW Internship Supervisor.
* We recognize the value an onsite MSW Internship Supervisor provides to the educational experience for an MSW student.  In the event an alternative arrangement cannot be provided by the agency’s onsite MSW Internship Supervisor, we recommend accepting a Loyola intern when the opportunity to provide the MSW Internship Supervision becomes available.

There are a limited number of LUC Offsite MSW Internship Educators available to host bi-weekly group meetings for sites that do not have an onsite MSW/LCSW.  Students and partner agencies are required to receive approval from the Assistant Director of Internships and Career Services prior to accepting an internship where an Internship Supervisor with an MSW degree and two years of post-graduate experience or a Licensed Clinical Social Worker (LCSW) is not available at the agency site.

While it is best practice for LDSS/LMMP designated sites and first-level generalist internship sites to have a Task Supervisor with a behavioral mental health background, it is not required because these are macro practice and first-level generalist practice internships.  An Offsite MSW Internship Educator will be assigned to students in these internships.

## Role of Internship Supervisor

Definition: Onsite internship supervision provided by the agency partner.

* Will have an MSW degree and two years of post-graduate experience or be a Licensed Clinical Social Worker (LCSW).
* Will collaborate with student to complete internship documentation including learning agreements, evaluations, and timesheets.
* Will provide one-hour weekly supervision including but not limited to reviewing tasks, activities, case consultation, client documentation, etc.
* Will provide an alternative option of bi-weekly or group MSW supervision if a Task Supervisor is identified onsite to provide the weekly individual supervision.

## Role of Task Supervisor

Definition: Onsite task supervision provided by the agency partner because site does not have onsite MSW/LCSW staff or has limited capacity to provide weekly MSW/LCSW supervision.

* Will have a mental health or counseling degree from a related internship (LCPCs, LMFTs, BSWs, DSWs, psychiatrists, psychologists, etc.), or be an experienced agency employee.
* Will collaborate with student and either onsite Internship Supervisor or if the site does not have an MSW/LCSW staff member, with the Offsite MSW Loyola Internship Liaison to complete internship documentation including learning agreements and evaluations.  The timesheets will be approved by the Task Supervisor.
* Will provide one-hour weekly supervision including but not limited to reviewing tasks, activities, case consultation, client documentation, etc.

**Role of Loyola Offsite MSW Internship Educator**

Definition: Offsite internship educator assigned to a student when the site does not have an MSW/LCSW onsite.

* Will have an MSW degree and two years of post-graduate experience or be a Licensed Clinical Social Worker (LCSW).
* Will meet bi-weekly with student in groups.
* Will reinforce a social work perspective and ensure MSW students receive exposure to MSW concepts.  Direct client consultation, supervision, and documentation should occur at the agency level.
* Will collaborate with student and the Task Supervisor to complete internship documentation including learning agreements and evaluations to ensure the social work competencies are met.  The timesheets will be approved by the Task Supervisor.

## Role of Loyola Internship Liaison

Definition: To support the student and site to have a successful internship

* Will communicate with students on a weekly basis
* Will communicate with sites on a monthly basis
* Will problem solve situations that interfere with student learning

## Role of Student

* Will receive approval from the Assistant Director for Internship and Career Services for an Offsite MSW Loyola Internship Liaison if the site does not have an Internship Supervisor with an MSW degree and two years of post-graduate experience or a Licensed Clinical Social Worker (LCSW).  Without this approval, students will not be able to secure the internship site.
* Will attend bi-weekly meeting with the Offsite MSW Loyola Internship Liaison as per CSWE requirements. It is the student’s responsibility to participate in bi-weekly meetings to complete this internship requirement.

See additional details under “Responsibilities & Requirements of Internship Supervisors, Internship Agencies and Loyola Internship Liaisons” in the LUC Internship Manual.

# Employment-Based Internship Policy

# Loyola University Chicago School of Social Work

**Updated 1/10/23**

Loyola University Chicago (LUC) School of Social Work recognizes that students come with many years of experience, and many are working in areas that can provide experience in the social work competencies that are a required part of the learning experience. CSWE has updated their guidelines regarding Employment Based Internships. With the goal of reducing barriers to students in the MSW program, we will consider MSW students’ request to conduct their internship at their current place of employment. Note that students should meet with the internship team before completing an application for an employment-based internship.

There are two options for employment-based internships:

**Option 1:** Students who are interested in completing an internship at their place of employment separate from their working hours.

**Option 2**: Students who are interested in using their employment hours as internship hours.

We highly recommend students conduct their Employment Based internship as their first level generalist internship and identify a second-level specialized internship at an internship site that will further develop the advanced clinical skills needed to be successful post-graduation. Requests to conduct a second level specialized internship at a student’s place of employment will be reviewed carefully and must meet LUC’s internship requirements.

Please note ‘Exclusions to Employment-Based Placement’ sites in the School of Social Work internship manual.

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# Employment-Based Internship Checklist: Option 1

Students interested in an internship at their place of employment separate from their working hours should complete this form*.* Before completing the Employment-Based Interview application, the student must schedule a meeting with their internship coordinator to determine if they are eligible for this option. The Loyola Chicago School of Social Work (LUC) recognizes that students may want to explore internship opportunities at their place of employment. While educational and professional activities may be compatible, there is a difference between the goals of educational development and those of employment. The focus of the internship must be on the student’s academic learning.

The following requirements must be met:

* **Application:** The student must submit an application at least one full semester before the beginning of the internship.
* **Agency approval:** The employment supervisor must approve the internship.
* **Competed employment probationary period** if it is a new place of employment for the student.
* **Agency’s official agreement to treat the employee as a student “learner” during internship hours:** The agency must agree that the employee will be treated as a student and will be able to complete the academic requirements of the internship.
* **Internship hours:** Students may complete only one of the two required internships at their employment setting. We recommend that a POE internship be at the first-level generalist (first) level. Generalist students can complete a maximum of 15 hours per week towards their internship, for a total of 400 hours. Specialist students can complete a maximum of 20 hours per week towards their internship for a total of 600 hours.
* **Internship supervisor**: There must be an Internship Supervisor who has an MSW and at least two years of post-graduate experience or is a Licensed Clinical Social Worker. The Internship Supervisor should provide at least one hour of regularly scheduled “internship instruction” per week. **The Internship Supervisor should be separate from the employment supervisor if possible.**
* **Developing CSWE core competencies:** Loyola School of Social Work is accredited by the Council on Social Work Education (CSWE). LUC is required to ensure that internships help the student develop specific core competencies.
* **Internship office approval**: Applications will be approved by the Loyola School of Social Work Internship Office. All parties will be notified of the final decision via email.

| **For internal use only**  **Approved: Y/N**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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# Employment-Based Internship Application – Option 1

## Student Information

| **Name** | **Student ID** | **LUC Student Email** |
| --- | --- | --- |
| (Enter name here) | (Enter Student ID here) | (Inter LUC email here) |

## Degree Program and Internship Level

| **Program (MSW, BSW, OBMSW, etc.)** | **Generalist or Specialist internship** |
| --- | --- |
| (Degree program) | (Internship level) |

## Agency Information

| **Agency Name** | (enter agency name here) |
| --- | --- |
| **Program (Specific agency department; enter N/A if not applicable)** | (enter program, specific agency department, or N/A here) |
| **Anticipated internship start date** | (enter anticipated internship start date here) |
| **Anticipated internship end date** | (enter anticipated internship end date here) |

## Internship Supervisor Information

| **Internship Supervisor’s name (first and last)** | (enter Internship Supervisor’s first and last name) |
| --- | --- |
| **Program (Specific agency department; type “N/A” if not applicable)** | (enter program, specific agency department, or N/A if not applicable) |
| **Internship Supervisor’s email address** | (enter Internship Supervisor’s email address) |
| **Internship Supervisor’s phone number** | (enter Internship Supervisor’s phone number) |
| **Internship Supervisor’s degree and/or license (e.g., MSW, LCSW, or another licensure)** | (enter Internship Supervisor’s degree and/or license information) |

## Questions

Complete the following questions after having a thorough discussion with your current employment supervisor, your prospective Internship Supervisor and anyone else in the agency who will be responsible for facilitating this employment-based internship.

**Why do you want an internship at your place of employment? Please list your reasons.**

## Employment Tasks and Internship Tasks

Please describe the tasks you do in your current position and how they differ from those you would do as part of your proposed internship.

| **Employment tasks** | **Internship tasks** |
| --- | --- |
| (Enter employment tasks here) | (Enter internship tasks here) |

## Employee Treated Like a Student

Describe your understanding of how the agency will allow you to “be a student” during your internship. For example, has the agency specifically agreed to reduce your caseload, provide you with extra training, agreed to allow you to engage in activities related to the CSWE competencies (that might not otherwise be a part of your employment), etc.? In addition, are you willing to spend any additional hours that might be necessary to complete your internship or employment duties? If student supervision will be provided by the same person who supervises your employment, explain how student supervision will be distinct from employment supervision time. If not, describe how internship supervision will occur and is separate from employment supervision.

## Anticipating Problems

What problems do you anticipate might come up with this internship arrangement (i.e., role confusion, conflict between employment duties and internship duties, caseloads, etc.)? What are some ways you and your Internship Supervisor could reduce the impact of these problems?

**Required Signed Initials:** The following items require the initials of the student, employment supervisor and Internship Supervisor as indicated.

**Internship Supervision:** Student will be able to meet with a qualified Internship Supervisor each week for at least one hour

\_\_\_\_\_\_\_ Student \_\_\_\_\_\_ Internship Supervisor

**Adequate Time for Internship Duties:** Student will have adequate time for internship related responsibilities (such as Learning Agreement Task, extra learning tasks are not normally expected of employees, etc.)

\_\_\_\_\_\_\_ Student \_\_\_\_\_\_ Internship Supervisor

# Employment-Based Internship Checklist – Option 2

**Students who are interested in using their employment hours as internship hours will complete this application for submission to the internship team.** Before completing this application, the student must schedule a meeting with their internship coordinator to review the process to determine if they are eligible for this option.

The Loyola School of Social Work recognizes that students may want to explore internship opportunities in their place of employment. While professional activity and learning can be compatible, there is a difference between the goals of educational development and those of employment. The focus of the internship must be on the student’s academic learning.

In order to be considered, the student’s role must meet seven of the nine CSWE core competencies. The following requirements must also be met:

* **Application:** The student must submit an application at least one full semester prior to the beginning of the internship.
* **Agency Approval:** Employment-based internships must be approved by the employment supervisor and Executive Director of the agency.
* **Competed Employment Probationary Period** if it is a new place of employment for the student.
* **Agency’s Official Agreement That Employee Will Be Treated as A Student “Learner” During Internship Hours:** The agency must agree that the employee will be treated as a student and can complete the academic requirements of the internship.
* **Internship Hours:** Students can only complete one of the two required internships at their employment setting. We recommend the POE be at the student’s first-level generalist internship. Generalist students can complete a maximum of 15 hours per week towards their internship for a total of 400 hours. Specialist students can complete a maximum of 20 hours per week towards their internship for a total of 600 hours.
* **Internship Supervisor**: The employment supervisor will serve as the student’s Internship Supervisor. The Supervisor must have a Master of Social Work and at least two years of post-graduate experience or be a Licensed Clinical Social Worker. It is expected that the Supervisor will provide at least one hour of regularly scheduled “instruction” per week.
* **Developing CSWE Core Competencies:** Loyola School of Social Work is accredited by the Council on Social Work Education (CSWE). There is a strict requirement that the program ensure that internships help the student develop specific core competencies. **In order to be considered for employment-based internships, the student’s role must meet at least seven of the nine core competencies (listed below).**
* **Agency Meeting:** Prior to approval, the student, and employment supervisor must meet with the Loyolan Internship Team to review the expectations of the internship. The Executive Director will be invited to the meeting but is not required to attend.
* **Internship Office Approval**: Applications will be approved by the Loyola School of Social Work Internship Office. All parties will be notified about the final decision via email.
* **Advanced Standing Students:** must show evidence of advanced clinical activities to conduct their second-level specialized internship at their POE.
* **CADC students** cannot do their internship at their place of employment unless:
  + The internship activities are separate from the POE activities.
  + The Internship Supervisor is a different individual than the employment supervisor; and
  + The internship hours are separate from employment hours.

| **For internal use only**  **Approved: Y/N**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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# Employment-Based Internship Application – Option 2

## Student Information

| **Name** | **Student ID** | **LUC Student Email** |
| --- | --- | --- |
| (Enter name here) | (Enter Student ID here) | (Inter LUC email here) |

## Degree Program and Internship Level

| **Program (MSW, BSW, OBMSW, etc.)** | **Generalist or Specialist internship** |
| --- | --- |
| (Degree program) | (Internship level) |

## Agency Information

| **Agency Name** | (enter agency name here) |
| --- | --- |
| **Program**  (Specific agency department; enter N/A if not applicable) | (enter program, specific agency department, or N/A here) |
| **Anticipated internship start date** | (enter anticipated internship start date here) |
| **Anticipated internship end date** | (enter anticipated internship end date here) |

## Internship Supervisor Information

| **Internship Supervisor’s name (first and last)** | (enter Internship Supervisor’s first and last name) |
| --- | --- |
| **Program**  (Specific agency department; type “N/A” if not applicable) | (enter program, specific agency department, or N/A if not applicable) |
| **Internship Supervisor’s email address** | (enter Internship Supervisor’s email address) |
| **Internship Supervisor’s phone number** | (enter Internship Supervisor’s phone number) |
| **Internship Supervisor’s degree and/or license**  (e.g., MSW, LCSW, or another licensure) | (enter Internship Supervisor’s degree and/or license information) |

### Questions

Complete the following questions after having a thorough discussion with your current employment supervisor, your prospective Internship Supervisor and anyone else in the agency who will be responsible for facilitating this employment-based internship.

**Why do you want an internship at your place of employment? Please list your reasons.**

### Tasks and Skills

Please review the information below that defines first-level generalist and second-level specialized internships. Then explain how the tasks and skills related to your employment align with the CSWE competencies by completing the table below.

### Overview of First/Generalist Level Internship Requirements

Loyola School of Social Work students complete two levels of internships. In the first, or first-level generalist, level students learn and gain experience with foundational elements of social work practice. Students may do a first-level generalist internship as senior-level students in the [Bachelor of Social Work (BSW) Program](http://www.luc.edu/socialwork/undergrad/bsw/fieldwork/) or as while completing generalist level course work in the [Master of Social Work (MSW) Program.](http://www.luc.edu/socialwork/graduate/msw/fieldwork/) Students in a first-level generalist internship are expected to gain a general sense of an agency’s programs, services and policies. Potential internship tasks include administering paperwork; conducting intakes, assessments, and documentation; practicing case management; and engaging in research projects. Students in first-level generalist internships will not conduct individual or group counseling on their own, since this is considered a second-level specialized-level skill set. Students should spend 50% of their time in direct service.

**Overview of Second/Specialist Level Internship Requirements**  
Once a student's generalist level course work is complete, students complete a second-level specialized internship that focuses on their area of specialization.

Students in the Master’s in Social Work Program can select an area of specialization in:

* [Micro Practice Specialization](https://www.luc.edu/socialwork/academics/graduate/msw/micropracticespecialization/)
* [Leadership, Mezzo, & Macro Practice Specialization (LMMP)](https://www.luc.edu/socialwork/academics/graduate/msw/lmmpspecialization/)

Students in the [Micro Practice Specialization](https://www.luc.edu/socialwork/academics/graduate/msw/micropracticespecialization/) can choose a track from the following:

* [Advanced Clinical Practice](https://www.luc.edu/socialwork/academics/graduate/msw/advancedclinicalpracticetrack/)
* [Certified Alcohol and other Drugs Counselor training program (CADC)](https://www.luc.edu/socialwork/academics/graduate/msw/certifiedalcoholandotherdrugcounselorscadctrack/)
* [Migration Studies](https://www.luc.edu/socialwork/academics/graduate/msw/migrationstudiestrack/)
* [School Social Work/Professional Educator License (PEL)](https://www.luc.edu/socialwork/academics/graduate/msw/schoolspeltrack/)

The purpose of the second-level specialized internship is for students to integrate knowledge and skills from their specialized coursework with internship practice. Accordingly, students’ specialization and/or sub-specialization course work should align with their second-level specialized internship. In second-level specialized internships students are expected to conduct clinical intakes and assessments, develop treatment plans, maintain progress notes, and work with individuals and groups. While students should spend the majority of their time in direct clinical work; the School understands that interns’ engagement in direct service will vary by agency and specialization.

### Job description

Please copy and paste your job description below. Alternatively, you can attach it to this application.

### Alignment of CSWE Core Competencies and Job Responsibilities

| **CSWE Core Competencies** | **Job Responsibilities** |
| --- | --- |
| Demonstrates ethical and professional behavior | (Enter job responsibilities that align with this CSWE competency here) |
| Engage diversity and difference in practice | (Enter job responsibilities that align with this CSWE competency here) |
| Advanced Human Rights and Social, Economic and Environmental Justice | (Enter job responsibilities that align with this CSWE competency here) |
| Engage in Practice-Informed Research and Research-Informed Practice | (Enter job responsibilities that align with this CSWE competency here) |
| Engage in Policy Practice. | (Enter job responsibilities that align with this CSWE competency here) |
| Engage with Individuals, Families, Groups, Organizations and Communities | (Enter job responsibilities that align with this CSWE competency here) |
| Assess Individuals, Families, Groups, Organizations and Communities | (Enter job responsibilities that align with this CSWE competency here) |
| Intervene with Individuals, Families, Groups, Organizations and Communities | (Enter job responsibilities that align with this CSWE competency here) |
| Evaluate Practice with Individuals, Families, Groups, Organizations and Communities | (Enter job responsibilities that align with this CSWE competency here) |

### Employee Treated Like a Student

Describe your understanding of how the agency will allow you to “be a student” during your internship. For example, has the agency specifically agreed to reduce your caseload, provide you with extra training, agreed to allow you to engage in activities related to the CSWE competencies (that might not otherwise be a part of your employment), etc.? In addition, are you willing to spend any additional hours that might be necessary to complete your internship or employment duties? If student supervision will be provided by the same person who supervises your employment, explain how student supervision will be distinct from employment supervision time. If not, describe how internship supervision will occur and is separate from employment supervision.

**Anticipating Problems**

What problems do you anticipate might come up with this internship arrangement (i.e., role confusion, conflict between employment duties and internship duties, caseloads, etc.)? What are some ways you and your Internship Supervisor could reduce the impact of these problems?

### Required Signed Initials

The following items require the initials of the student, employment supervisor and Internship Supervisor as indicated.

**Internship Supervision:** The employment supervisor has an MSW with two years’ experience or is an LCSW and will be able to meet with the student each week for at least one hour.

\_\_\_\_\_\_ Student \_\_\_\_\_\_ Employment Supervisor

**Agency Meeting:** The Student, and Employment-Supervisor agree to meet prior to the student beginning an Employment-Based internship to further assess and discuss the components of an employment-based internship.

\_\_\_\_\_\_ Student \_\_\_\_\_\_ Employment Supervisor

**Employee Treated Like a Student:** Student will have adequate time for internship related responsibilities (such as Learning Agreement Task, extra learning tasks are not normally expected of employees, etc.) They will also have learning opportunities provided through their employment tasks.

\_\_\_\_\_\_ Student \_\_\_\_\_\_ Employment Supervisor

# Employment Supervisor Agreement for

# Employment-Based Internship

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print name), Employment Supervisor approve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student name) to complete an employment-based internship at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (agency) during the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (academic semester).

We acknowledge the risks affiliated with conducting an MSW first- or second-level specialized internship at an employment-based setting.

Please note in situations where a student’s employment ends at the organization where internship has co-occurred with employment; LUC will determine the circumstances around the employment termination and will support the student accordingly. If the employment termination is not due to disciplinary action, LUC will advocate continuing the internship at the same site with the agreement of the agency and student.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature and date

# Agency Agreement for Employment-Based Internship

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print name), Executive Director approve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student name) to complete an employment-based internship at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (agency) during the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (academic semester).

We acknowledge the risks affiliated with conducting an MSW first-or second-level specialized internship at an employment-based setting.

Please note in situations where a student’s employment ends at the organization where internship has co-occurred with employment; LUC will determine the circumstances around the employment termination and will support the student accordingly.

If the employment termination is not due to disciplinary action, LUC will advocate continuing the internship at the same site with the agreement of the agency and student.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature and date

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# CADC Eligible Remote Activities

Students who are in the Micro Advanced CADC (Certified Alcohol Drug Counselor) track or who are pursuing a post-graduation CADC certification should be aware of eligible and non-eligible activities that count towards their internship hours. As more agencies offer both in-person and remote or tele-health services to clients, more internship students are also working in hybrid situations. The ICB (Illinois Certification Board) provides guidelines as to what can count as CADC hours. As the guidelines are updated, we will work to provide the most recent information.

\*Please note that all hours (eligible and non-eligible activities as listed below) count as CADC hours if they are done on-site at the agency

**Eligible remote activities**:

* Activities related to patient/counselor interaction
* Group work, one-on-one meetings, writing progress notes or treatment plans, referrals, etc
* Supervision sessions conducted remotely.

**Non-Eligible remote activities**:

* Non-patient interaction work
* Creating PowerPoints or other supporting materials
* Creating an activity, marketing the agency, or any activity that does not involve client interaction.