**LOYOLA UNIVERSITY CHICAGO**
**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**Social Work Internship Instruction-Generalist Level**

**SWII 530 & 531/ SOWK 330 & 340
Fall/Spring, Spring/Summer, and Summer Block**

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**Credits/Length of Course:**

**MSW 1 Credit**

Fall/Spring (SWII 530 for Fall = .5 and SWII 531 for Spring = .5)

Spring/Summer (SWII 530 for Spring = .5 credits and SWII 531 for Summer = .5 credits)

Summer Block (SWII 530/531 for Summer = 1 credit)

**BSW 7 Credits**
Fall/Spring (SOWK 330 for Fall = 3.5 credits and SOWK 340 for Spring = 3.5 credits)

Spring/Summer (SOWK 330 for Spring = 3.5 credits and SOWK 340 for Summer = 3.5 credits)

Summer Block (SOWK for Summer = 7 credits)
**Method of Delivery:** In person

**Prerequisites:** MSW concurrent enrollment in SWII 530s

 BSW Senior Standing, SOWK 305, SOWK 370, and SOWK 390

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**LAND ACKNOWLEDGEMENT**

The Loyola community occupies the traditional homelands of the people of the Council of Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Miami, and Ho-Chunk nations. This was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes and is still home to over 100,000 tribal members in the State of Illinois.

**COURSE DESCRIPTION**

The goal of the internship education program is to provide an integrative experience that brings classroom theory to the field of practice. The internship education program will challenge the student to integrate professional values and personal perspectives to enhance their understanding of the true meaning of social work. All students are in direct practice in their first year, or foundation level of the curriculum. In accordance with the CSWE (Council on Social Work Education) accreditation standards, students take courses that focus on understanding professional purpose, values and ethical implications of social work practice; developing knowledge of the multiple frames of reference that reflect the organization and diversity of the profession; developing foundation level skill in the practice of social work with individuals, families, groups, organizations and communities; and fostering an appreciation of the role of research for evaluating practice, programs and service delivery.

The first semester (SWII 530) introduces the student to the internship experience and the student learns about the agency, its mission and vision and the populations that the agency works with. Students learn about working with individuals, families, and groups as well as assessment, engagement, contracting, intervention, and termination.

 The second semester (SWII 531) refines the skills of tuning in, engagement, contracting, assessment, intervention in the ongoing phase, and termination. The first level internship placement matches this beginning phase of identification with the profession and the exploration of broad practice activity with individuals, families, groups, organizations, and communities, and provides students with in-depth hands-on experience in multi-modality practice.

SWII 530 & 531 must be completed before students are able to take SWII 630 and SWII 631. Students enrolled in SWII 530, Internship Instruction I, should be enrolled concurrently in SWII 530s, Integrative Practice Seminar.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS) and Practice Behaviors (PB)

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The Council of Social Work Education has introduced nine competencies for students to work towards in their internship experience. Each competency describes the knowledge, values, skills, cognitive and affective processes that comprise the competency at the generalist level of practice and the competency statements and the behaviors that integrate these components. The School of Social Work recognizes that each internship site provides various learning opportunities and therefore supervisors can tailor their training as needed to reflect their agency’s unique mission and goals. The 9 Competencies include:

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| **EPAS****2.1.1**  | **Demonstrate Professional and Ethical Behavior**  |
|    | * Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
* Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
* Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
* Use technology ethically and appropriately to facilitate practice outcomes.
* Use supervision and consultation to guide professional judgment and behavior.

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| **EPAS** **2.1.2** | **Engage Diversity and Differences in Practice**  |
|    | * Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
* Present themselves as learners and engage clients and constituencies as experts of their own experiences.
* Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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| **EPAS** **2.1.3** | **Advance Human Rights and Social, Economic, and Environmental Justice** |
|    | * Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
* Engage in practices that advance social, economic, and environmental justice.

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| **EPAS** **2.1.4** | **Engage in Practice-informed Research and Research-informed Practice.**   |
|   | * Use practice experience and theory to inform scientific inquiry and research.
* Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
* Use and translate research evidence to inform and improve practice, policy, and service delivery.

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| **EPAS** **2.1.5** | **Engage in Policy Practice**  |
|   | * Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
* Assess how social welfare and economic policies impact the delivery of and access to social services.
* Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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| **EPAS** **2.1.6** | **Engage with Individuals, Families, Groups, Organizations, and Communities**   |
|   | * Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
* Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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| **EPAS****2.1.7** | **Assess Individuals, Families, Groups, Organizations, and Communities**   |
|   | * Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
* Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
* Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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| **EPAS****2.1.8** | **Intervene with Individuals, Families, Groups, Organizations, and Communities**   |
|   | * Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
* Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
* Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

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| **EPAS****2.1.9** | **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**   |
|   | •   Select and use appropriate methods for evaluation of outcomes. •   Apply knowledge of human behavior and the social environment, person-in- environment, and other Multidisciplinary theoretical frameworks in the evaluation of outcomes.  •   Critically analyze, monitor, and evaluate intervention and program processes and outcomes. •   Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.   |

**METHODS OF INSTRUCTION**

**Sakai**

This course will be conducted in person. While there may be some remote only internships, this is the exception. There will not be a Sakai Site utilized for this SWII 530/531 internship course.

**Teaching Methodology**

All students are in direct practice in their first year, or foundation level internship of the curriculum. Students complete 400 hours for the foundation level internship and receive a minimum of one hour of supervision weekly. Most sites provide the level of supervision required. At times, the School of Social Work may provide off-site supervision to the student.

The Learning Agreement and Internship Evaluations. The Learning Agreement contains curriculum infused content relating to internship, social justice, intersectionality, and theory.

**POLICIES & RESOURCES**

Each student is expected to read and be familiar with the student handbook and refer to that document with any internship concerns. Click on the relevant link for [BSW Handbook](https://www.luc.edu/media/lucedu/socialwork/pdfs/bsw/BSW%20Handbook.pdf) and the [MSW Handbook](https://www.luc.edu/media/lucedu/socialwork/pdfs/advisingsupportforms2019handbook/Summer%202019%20MSW%20Handbook%281%29.pdf).

**Additionally, each student is expected to read and be familiar with the Loyola University Chicago, School of Social Work Internship Education Manual** and refer to policies and procedures defined within.  The Internship Education Manual can be found [here](https://www.luc.edu/media/lucedu/socialwork/pdfs/fieldwork/Field%20Education%20Manual%20Fall%202019-1.pdf).

**Internship Sites and Supervisors.** The internship site assigns each student an Internship Supervisor. Loyola partners with many internship sites and internship supervisors and will keep them informed of any modification updates to the syllabus via email and/or the Sonia Online database. Internship Supervisors complete the Learning Agreement and Internship Evaluations in the Sonia Online database. Supervisors sign off on student's time logs which are required for the student to complete the internship.

**Internship Liaisons.**

Each student is assigned an Internship Liaison whose role is to provide support to both the student and the internship supervisor throughout the course of the internship. Internship Liaisons review the Learning Agreements with the student and the internship supervisor and sign off on the document in the Sonia Online database. Internship Liaisons help students and sites problem solve when issues arise **[*Please refer to the Internship Manual regarding “resolving conflicts in the internship” for specific procedures*]**, conduct one site visit per academic year, and contact internship sites and students on a monthly basis for a general check in.  **Please note that students are required to maintain monthly contact with their Internship Liaison.**

**Student Accommodations and Accessibility**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential.  Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The School values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names 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. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.). As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam, and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main log in on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway for addressing your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).  It is important for you to know the professor has a mandatory obligation to notify designated University 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. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action.  Please visit the [Title IX at Loyola University Chicago Page](http://www.luc.edu/hr/titlenine.shtml) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by: Allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It is the student’s responsibility to read and adhere to [Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about student’s privacy rights visit the [FERPA Act](https://www.luc.edu/regrec/ferpa.shtml) at Loyola University website or the [U.S Dept. of Education](https://ed.gov/policy/gen/reg/ferpa/index.html) website. Loyola University, e-mail and Learning Management System meet FERPA requirements.

**Third Party and FERPA**

Some assignments may require the use of public online websites, applications, social media and/or blogs, among others. If a course requires students to participate in these types of activities the students can chose not to participate. In this case the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure.  Students are encouraged to visit the Writing Center website at <http://www.luc.edu/writing/home/> for additional information.  Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for technology support. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING, & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. For additional information on plagiarism, read <http://www.plagiarism.org/>

Plagiarism is a serious ethical violation, the consequences of which can be failure of a specific class and/or expulsion from the school**.**Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The WPA Statement on Best Practices, retrieved from <http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity.  Students may not use the same assignment content to fulfill different course requirements.  If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class.  As a result, students should identify and resolve any academic difficulty as early as possible.  In internship education, students should be aware of any potential warnings during supervision sessions with internship instructors or during the evaluation process. If a student is experiencing academic difficulty at the internship, the student will be notified by the internship education staff in writing (via e-mail).  Please see the Internship Education Manual and Student Handbook for additional information regarding academic concerns.   [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s

**Grading Criteria**

BSW students receive a letter grade for internship SWII 530/531. MSW students receive a Pass/Fail Grade for SWII 530/531.

Letter grades are based on the following criteria:

 **A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of appropriate use of theories, principles and precise descriptions of practice.

**C** = Performance in general is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D**= Performance in general is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work is not satisfactory, or some parts of the tasks or assignments have not been completed.

**I**= At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted.

**Grading Scale**

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| **Grade**  | **Percentage (%)**  |
| **A**  | 96 – 100  |
| **A-**  | 92 – 95  |
| **B +**  | 88 – 91  |
| **B**  | 84 – 87  |
| **B-**  | 80 – 83  |
| **C+**  | 76 – 79  |
| **C**  | 72 – 75  |
| **C-**  | 68 – 71  |
| **D+**  | 64 – 67  |
| **D**  | 60 – 63  |
| **F**  | Below 60  |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Grade of “NP” No Pass**
For MSW students, a NP = No Pass and is considered a failed grade.

**PROCEDURES FOR RESOLVING CONFLICTS IN THE INTERNSHIP**

As in all professional settings, problems may arise that need additional attention and support to resolve. Students and their internship supervisors shall follow this general process when trying to resolve areas of conflict or concern.

1. The student and internship supervisor will try and work out 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 internship liaison. The internship liaison can meet with the student and internship supervisor and help resolve the conflict or concern.
3. An outcome of step 2 can be a Supportive Learning Agreement in which the specific concerns are formally outlined with the corrective actions that the student must make within a certain time frame.  See Appendix A in the Internship Manual.
4. If Step 3 proves unsatisfactory, any of the parties involved can request a meeting with the Internship Coordinator. 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 of Internships and Student Services. The Assistant Dean can set up meetings with any of the parties involved and help resolve the conflict or concern.

**PROCEDURES FOR “NP” or C- GRADING**

**MSW Students** – when the internship grade is “NP” (No Pass) this is considered a failing grade and results in adverse action in which the student is dismissed from the program.

* 1. The student may appeal the dismissal to the Committee on Student Affairs.
	2. The Committee on Student Affairs will decide either upholding the grade decision or reversing the grade with possible attended conditions.
	3. If the decision of the Committee on Student Affairs upholds the failing grade and subsequent dismissal, the student may appeal that 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 internship is considered a failing grade in the undergraduate program requiring the student to re-take the class. BSW students have access to the Committee on Student Affairs and may also appeal an adverse internship grade.

1. The Committee on Student Affairs will decide to either uphold the grade decision or reverse the grade with possible attended conditions.
2. 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.

**COURSE ASSIGNMENTS**

**1. LEARNING AGREEMENT (REQUIRED)**

The student learning agreement is designed to specifically outline learning goals and tasks that will assist the student with internship practice, with specific focus on the nine EPAS competencies identified in Learning Objectives and Outcomes (see above) and by the Council on Social Work Education. The student and the Internship Supervisor complete this form in the Sonia Online database. **It is suggested that students prepare the initial draft of the Learning Agreement to be reviewed and edited by their internship** **supervisor before finalizing and signing by both parties.** This document should be completed and submitted within the first 30 days (or 60 hours) of the internship.  The Learning Agreement can be located in the 3 in 1 document in the Sonia Online database.

**2. REVIEW OF INTERNSHIP EDUCATION MANUAL (REQUIRED)**

The Internship Education Manual contains critical information on students’ internship, including expectations, roles and responsibilities of both the student and internship instructor, internship liaisons and internship coordinators. Becoming familiar with this material is part of identifying as a professional social worker and conducting oneself accordingly. The student should independently read the Internship Education Manual and discuss it with the Internship Supervisor and Internship Liaison as necessary. [Link to Internship Manual](https://www.luc.edu/media/lucedu/socialwork/pdfs/fieldwork/Field%20Education%20Manual%20Fall%202019-1.pdf)

**3. WEEKLY SUPERVISION (REQUIRED)**

Participation in supervision and consultation is a practice behavior associated with identifying as a professional social worker and conducting oneself accordingly**. Internship Supervisors are expected to meet weekly with students for a minimum of one hour per week, preferably in one block of time but at some sites it may be in different intervals throughout the week**. Students should prepare appropriate agendas for their supervision meetings, whether seeking consultation on cases or reviewing administrative expectations, etc. **Please note that the student and the internship supervisor are both responsible for informing the internship liaison when there is a change in supervisor assignment at the internship site.**

**4. TIME LOGS (REQUIRED)**

Time logs must be detailed and documented on a weekly basis by the student in the Sonia Online database.  Internship Supervisors should sign the time logs on a weekly basis while reviewing a student’s progress in the Sonia Online database. Internship Supervisors, students and internship liaisons can view the time logs in the Sonia Online database.

**5. PROCESS RECORDING (RECOMMENDED)**

Process recordings are used as a teaching tool as a written description of the dynamic interaction with a client.  It is expected to reveal facts, feelings, observations within the interview, as well as responses and activity of the client and student.  It expands into an analysis of the student's observations of and reaction to the interview and graduates into diagnostic thinking and planning. It serves as a basic instrument in guiding the students’ learning and helps them to conceptualize their thinking and organize ongoing casework and clinical activities.  It is a basic tool for stimulating communication and self-awareness on the part of the student and gives the students an opportunity of written expression that is important for professional development.  It permits the instructor and the students to jointly identify the students’ strengths and weaknesses.  It plays an important part in providing direction and a structural framework during supervision.  It reflects the extent to which the student can integrate knowledge and theory gained from previous experiences, classroom courses, and outside readings.  ***The School recommends that students complete two process******recordings per semester.***Completion of these recordings is consistent with practice behaviors of engaging, assessing, intervening and evaluating practice with individuals, families, groups, organizations and communities. See Appendix for link to sample process recording.

**6.** **SUPERVISORSTUDENT** **INTERNSHIP EVALUATION (REQUIRED)**

Evaluations are used to measure a student’s progress in the internship. The purpose of this process is to ensure that the students have knowledge of the level of their performance. It should also promote further learning and development as a student and social worker. The internship supervisor completes two online evaluations in the 3 in 1 Form within the Sonia Online database: the first, at the mid-way point (1st semester) and the second at the end of the student’s internship. The student and internship supervisor discuss the progress of the student’s learning goals and objectives, which are defined by the nine competencies. It is expected that the mid-semester evaluation serves as an opportunity to indicate where the student can grow and enhance practice so that the student can use the second semester to improve and build upon those skills.

Upon the internship supervisor's completion of the on-line evaluation in the 1st level 3 in 1 form – the student and internship liaison can write comments. If there are questions about the 3 in 1 form, students should contact their assigned Internship Liaison for clarification.

Internship Supervisors and students may prepare for the evaluation process by previewing the evaluation form in the Sonia Online database.

**INTERNSHIP EDUCATION ATTENDANCE & PARTICIPATION**

*Social Work and Internship Education Norms*

Social work practice requires the cultivation of unconditional regard, respect, active listening, and sustained engagement.  The classroom and internship environments are the laboratories which serve to develop these critical clinical skills. The classroom and internship environments are also seen as professional communities and, as such, come with duties and responsibilities not only between internship supervisor and student, but also between students. In order to support this professional development and establish a learning context which mirrors the practice relationship, the following rules will be enforced:

* **Attendance:**Student attendance at internship should resemble that of a place of employment.  Behaviors such as timely arrival, notification of lateness to supervisor, and consistent, effective communication is always expected. It is recommended that students and internship supervisors agree on a consistent schedule that the student will adhere to for the entire internship timeframe. Please refer to agency policy regarding lateness, absences and expectations of students in internships.  Timeliness is also expected for internship education supervision sessions, appointments with clients/groups, home visits, staff meetings or other such agency needs and expectations.
* **Computer and Cell Phone Use:** Please refer to agency policy regarding the appropriate and necessary use of computer, phones and handheld devices.
* **Dress Code:** Please refer to agency policy about expectations regarding appropriate attire for your internship.  Whether business, business casual or casual attire is expected, students should dress professionally for the internship as they would for a typical place of employment.
* **Communication:**Students are expected to display professional communication, be engaged and respectful and utilize active listening skillswhile employed in clinical practice towards all clients, supervisors, and other social work colleagues always.
* **Impact on Internship Education Grade:** Violation of these internship education norms may impact the internship evaluation and ultimately result in a No-Pass grade for the MSW student or a failing grade (C- or lower) for the BSW student.

**COURSE FEEDBACK**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc.  Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**APPENDIX**

 All internship documentation should be completed in the Sonia Online database.

Please see the online academic calendar for information on [www.luc.edu/socialwork](http://www.luc.edu/socialwork)

Note that academic calendars may differ depending on the social work program you are enrolled in.