Course Title: Field Instruction I and II  
Course Number:  BSW SOWK 330 & 340/ MSW SWFI 530 & 531

Course Prerequisite(s):
BSW: Senior Standing  
MSW: Concurrent enrollment in 500 level courses

Semesters/Years:  
Class Time: Negotiated with student’s field placement  
Class Location: Student’s field placement site

Internship Coordinator: Sylvia Corcoran  
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COURSE DESCRIPTION
The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field 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, or foundation portion of the curriculum. In accord with 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 basic 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 second term refines the skills of tuning in, engagement, contracting, assessment, intervention in the ongoing phase, and termination. The first level field 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.

RELATIONSHIP TO OTHER COURSES
SWFI 530 & 531 must be completed before students are able to take SWFI 630 and SWFI 631. Students enrolled in SWFI 530, Field Instruction I, should be enrolled concurrently in SWFI 530s, Integrative Practice Seminar.
LEARNING OBJECTIVES & EPAS RELATED COMPETENCIES

Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the basic, foundation level. At the conclusion of this course, each student shall demonstrate competency in:

2.1.1 Identify with the social work profession, its mission and core values, and conduct oneself accordingly.
    PB: Practice personal reflection and self-correction
    PB: Advocate for client access to services
    PB: Attend to professional roles and boundaries.
    PB: Use supervision and consultation as needed.
    PB: Engage in life-long learning and professional growth.
    PB: Demonstrate professional demeanor in behavior, appearance, and communication.

2.1.2 Define and apply social work ethical principles to guide professional practice.
    PB: Make ethical decisions by applying standards of the NASW Code of Ethics.
    PB: Differentiate between personal and professional values in practice situations and apply the Code of Ethics.
    PB: Tolerate ambiguity and cultural differences in resolving ethical conflicts.
    PB: Apply ethical reasoning to arrive at principled decisions.

2.1.3 Apply critical thinking to inform and communicate professional judgments.
    PB: Critically appraise and integrate multiple sources of knowledge, including research based knowledge and evidence-informed practice wisdom.
    PB: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
    PB: Analyze models of assessment, prevention, intervention, and evaluation.

2.1.4 Engage diversity and difference in practice.
    PB: Recognize the ways in which a culture’s structure and values may oppress, marginalize, alienate, or enhance privilege and power.
    PB: Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups.
    PB: Recognize and communicate their understanding of the importance of difference in shaping life experiences.

2.1.5 Advance local and international human rights and social and economic justice.
    PB: Understand the forms and mechanisms of oppression and discrimination.
    PB: Advocate for human rights and social and economic justice
    PB: Engage in practices that advance social and economic justice

1 The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course. Section Instructors may add additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments.
2.1.6 Engage in research-informed practice and practice-informed research.
PB: Use research evidence and other disciplines to inform practice
PB: Use practice experience to inform scientific inquiry

2.1.7 Apply knowledge of human behavior and the social environment.
PB: Integrate conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
PB: Critique and apply knowledge to understand the reciprocal interactions between people and their environments.

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
PB: Analyze, formulate, and advocate for policies that advance social well-being
PB: Collaborate with colleagues, clients, administrators, policy makers and legislators, for effective policy implementation and action

2.1.9 Respond to contexts that shape practice.
PB: Continuously discover, appraise, and learn about populations, scientific and technological developments, and emerging social trends to provide relevant social services
PB: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
2.1.10a Engagement
PB: Substantively and effectively prepare for action with individuals, families, group, organizations, and communities.
PB: Use empathy and other interpersonal skills.
PB: Develop a mutually agreed-on focus of work and desired outcomes.

2.1.10b Assessment
PB: Collect, organize, and interpret client data.
PB: Assess client strengths and limitations.
PB: Develop mutually agreed-on intervention goals and objectives.
PB: Select appropriate evidence informed intervention strategies

2.1.10c Intervention
PB: Initiate actions to achieve organizational goals.
PB: Implement prevention interventions that enhance client capabilities
PB: Help clients resolve problems.
PB: Negotiate, mediate, and advocate for clients
PB: Facilitate transitions and endings

2.1.10d Evaluation
PB: Critically analyze, monitor, and evaluate interventions.

ASSOCIATED ASSIGNMENTS
The Learning Agreement and Field Evaluation incorporate all ten CSWE EPAS competencies and their corresponding practice behaviors.

COURSE STRUCTURE/TEACHING METHODOLOGY
All students are in direct practice in their first, or foundation portion of the curriculum. Students will be at their placements for a minimum of 480 hours, with a minimum of one hour of supervision weekly.

**EXPECTATIONS AND RESOURCES FOR STUDENTS**

Each student is expected to read and be familiar with the student handbook and refer to that document with any class concerns. The complete document may be found here: [http://www.luc.edu/media/lucedu/socialwork/pdfs/academicadvising/MSW%20Handbook%20Spring%202016%20-updated.pdf](http://www.luc.edu/media/lucedu/socialwork/pdfs/academicadvising/MSW%20Handbook%20Spring%202016%20-updated.pdf).

Additionally, each student is expected to read and be familiar with the Loyola University Chicago, School of Social Work, Field Education Manual and refer to policies and procedures defined within. The complete document may be found on the School of Social Work’s website at: [http://www.luc.edu/media/lucedu/socialwork/pdfs/internship/Field%20Education%20Manual%20Summer%202015.pdf](http://www.luc.edu/media/lucedu/socialwork/pdfs/internship/Field%20Education%20Manual%20Summer%202015.pdf).

The Field Instruction Guide is a document that provides the framework, schedule, and course content/mutual expectations of students and field instructors for the course. Any modifications/updates in the Field Instruction Guide will be sent to students via Emails/Sakai. **As a result, it is each student’s responsibility to check his or her LUC e-mail, mail folders, and the Sakai website regularly and at multiple times during each week throughout the semester.**

Field instructors will receive modifications/updates via e-mail.

**FIELD LIAISONS**

Each student is assigned a field liaison based on the geographic location of the field site. The field liaison’s role is to provide support to both the student and the field site throughout the course of the internship. Liaisons collect the learning agreements, help students and sites problem solve when issues arise [*Please refer to a later section regarding “resolving conflicts in the field” for specific procedures*], conduct one site visit per academic year, and contact field sites and students on a monthly basis for a general check in. **Please note that students are required to maintain monthly contact with their field liaison.**

**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 in class, gender, age, physical and mental ability, religion, sexual orientation, gender identity and gender expression. The School values ethnically sensitive and culturally competent social work education and practice. The student will uphold the ethical standards set forth by the profession and the Jesuit ideals of the university.

Students have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined, and students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.
The School of Social Work expects that students will demonstrate comparable respect for diversity of their classmates, faculty and clients, and commit to address issues of marginalization, oppression, prejudice and discrimination.

**FIELD EDUCATION ATTENDANCE & PARTICIPATION**

*Social Work Comportment and Field Education Norms*

Social work practice requires the cultivation of unconditional regard, respect, active listening, and sustained engagement. The classroom and field environments are the laboratories which serve to develop these critical clinical skills. The classroom and field environments are also seen as professional communities and, as such, come with duties and responsibilities not only between field instructor 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 field placement should resemble that of a place of employment. Timely arrival, notification of lateness to supervisor, and consistent, effective communication is expected at all times. Please refer to agency policy regarding lateness, absences and expectations of students in field placement. Timeliness is also expected for field 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 with regard to the appropriate and necessary use of computer, phones and handheld devices.

- **Dress Code:** Please refer to agency policy with regard to expectations regarding appropriate attire for your field placement. Whether business, business casual or casual attire is expected, students should dress professionally for field placement as they would for a typical place of employment.

- **Communication:** Students are expected to display the engagement, respect and active listening skills employed in clinical practice toward all clients, their supervisors, and other social work colleagues at all times.

- **Impact on Field Education Grade:** Violation of these field education norms may impact the field evaluation and ultimately result in a No-Pass grade for the MSW student or a failing grade (C- or lower) for the BSW student.

**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. With regard to field education, students should be aware of any potential warnings during supervision sessions with field instructors or during the evaluation process. In the event that a student is experiencing academic difficulty in the field, the student will be notified by the field education staff in writing (via e-mail). Please see the Field Education Manual and Student Handbook for additional information regarding academic concerns.

**PROCEDURES FOR RESOLVING CONFLICTS IN THE FIELD**

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

1. The student and field instructor 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 field instructor can request a meeting with the field liaison. The field liaison can meet with the student and field instructor and help resolve the conflict or concern.

3. An outcome of step 2 can be a **Corrective Action Plan** 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 Field 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 Director of Internships and Student Services. The Director can set up meetings with any of the parties involved and help resolve the conflict or concern.

6. **MSW Students** – when the field 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. The student may appeal the dismissal to the Committee on Student Affairs. The Committee on Student Affairs will make a decision either upholding the grade decision or reversing the grade with possible attended conditions.

7. 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.

8. **BSW Students** – a passing grade is “C” or better. A grade of “C-” or lower in field 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 field grade.

9. The Committee on Student Affairs will make a decision either upholding the grade decision or reverse the grade with possible attended conditions.

10. 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.

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**CRITERIA FOR GRADING**

Grades are based upon criterion-referenced grading from students’ Field Evaluations. Bachelor’s students will receive a letter grade for their internship work. A grade of “C” or better is considered passing for a BSW student. Master’s students will receive a grade of “P/NP” (Pass/No Pass). Both groups of students will be evaluated with regard to their demonstration of competency in specific EPAS practice behaviors (see Field Evaluation in Appendix).

**DESCRIPTION OF REQUIRED FIELD ACTIVITIES**

1. **LEARNING AGREEMENT (REQUIRED)**

   The student learning agreement is designed to specifically outline learning goals and tasks that will assist the student with fieldwork practice, with specific focus on the ten EPAS competencies identified in Learning Objectives and Outcomes (see above) and by the Council on Social Work Education. The student and the field instructor complete this form as part of the supervision process. It is suggested that students prepare the initial draft of the learning agreement to be reviewed and edited by their field instructor before finalizing and signing by both parties. This document should be completed and submitted within the first 30 days (or 60 hours) of the field placement. See Appendix for link to Learning Agreement form.
The student must submit the learning agreement electronically to their assigned field liaison.

2. REVIEW OF FIELD EDUCATION MANUAL (REQUIRED)
The Field Education Manual contains critical information on students’ field placements, including expectations, roles and responsibilities of both the student and field instructor. Becoming familiar with this material is part of identifying as a professional social worker and conducting oneself accordingly. The student should independently read the field education manual, and discuss it with the field instructor and field liaison as necessary. See Appendix for link to Field Education Manual.

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. Field instructors 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 field instructor is responsible for informing the field liaison where there is a change in instructor assignment.

4. TIME LOGS (REQUIRED)
Time logs must be detailed and documented on a weekly basis by the student. Field instructors should sign the time logs on a weekly basis while reviewing a student’s progress. Students are not required to submit field logs to the field liaison or the field office. They should keep the logs for their own records.

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 is able to 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. INSTRUCTOR- STUDENT FIELD EVALUATION (REQUIRED)
Evaluations are used to measure a student’s progress in the field. 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 field instructor completes 2 online evaluations; the first, at the mid-way point (1st semester) and the second at the end of the
student’s field work. The student and field instructor discuss the progress of the student’s learning goals and objectives, which are defined by the aforementioned ten competencies. It is expected that the mid-semester evaluation serves as an opportunity to indicate where the student can grow and enhance his/her practice so that he/she can use the second semester to improve and build upon those skills.

Upon completion of the on-line evaluation, the field instructor will create a PDF file and a hard copy that the student and the field instructor sign and both keep a copy for their records. Where an instructor has a question about the on-line link, please contact Bianca Bulliner at bbulliner@luc.edu or 312-915-7289.

Field instructors and students may prepare for the evaluation process by previewing the evaluation form at the link in the Appendix.

7. STUDENT SELF-EVALUATION OF FIELD PERFORMANCE (REQUIRED)
Similar to the instructor-student field evaluation, the student will complete an online measure of his/her own progress in the field at the mid-point and end of the student’s field work.

All required field education assignments must be submitted within the time frames indicated in this Field Instruction Guide. To receive a passing grade for the course, all assignments must be completed and submitted.

Where a student has a question about the on-line link, please contact Sylvia Corcoran at 312-915-7638 or scorcoran@luc.edu.

APPENDIX
Forms related to student field placements can be retrieved from: http://www.luc.edu/socialwork/resources/forms/

FIELD INSTRUCTION GUIDE REFERENCES
Field instructors should feel free to refer students to relevant and professional literature as it pertains to the field setting and provide them with additional assignments.