

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 350**

**Preparation for Practice**

**[Add Semester and Year]**

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

**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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

**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

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

**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.

**Course Description**

The purpose of this course is to introduce BSW majors to the field placement they will have in their senior year. It continues the basic tenets of the social work profession begun in SOWK 200 Introduction to Social Work and SOWK 370 Oppression and Diversity. Field education is considered the “signature pedagogy.” The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice.

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

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

**Competency 1: Demonstrate Ethical and Professional Behavior**

| **Assignments** | 1. Professionalism and Skills worksheet
2. Self-Care Plan
3. Quiz
4. Final Paper
 | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

**Competency 2: Engage Diversity and Difference in Practice**

| **Assignments** | 1. Social Work Practice Areas Presentation
2. Social Work Ethics Presentation
 | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignments** | 1. Social Work Practice Areas Presentation
2. Social Work Ethics Presentation
 | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

**Competency 5: Engage in Policy Practice**

| **Assignments** | 1. Social Work Practice Areas Presentation
2. Social Work Ethics Presentation
 | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Students with Special Needs – Student Accessibility Center**

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 professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the 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 exclude 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 login 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**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

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 to address 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](https://www.luc.edu/equity/titleixequitylaws/titleix/) 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’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/osccr/pdfs/LUC-Community-Standards-2021-2022.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 students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). 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 choose 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 the 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](https://www.luc.edu/writing/index.shtml) 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 support with technology. 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. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a 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](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 the 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 the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading.  The Description of Assignments section of this document reviews the specific points for each assignment.  In general, letter grades are assigned using the criteria below:

| **Letter Grade** | **Description** | **Grades and Values** |
| --- | --- | --- |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%B   3.00/84-87%B-  2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%C    2.0 /72-75%C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake course. | D+ 1.33/64-67%D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails course. Effects of a final grade of F may vary by academic program. See Student Handbook. | F  0/Below 60% |
| **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 approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** |  |

### **Grading Scale**

| **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.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Class Participation (20% final grade)**

This course is designed to help you develop and strengthen your social work practice identity. Therefore, active participation in all class activities, such as discussion of readings, small groups, and class exercises, will be important tools to facilitate learning. This component of learning is so critical it will be graded. You can attain attendance points by being present for the **full class session** and simply by making a reasonable attempt to engage in-class activities and discussions. Points will not be prorated for attending a part of the class. Please see the rubric in Sakai under the syllabus to understand how participation will be evaluated.

**Asynchronous Work/Homework Assignments (20% of final grade)**

During the term, you will have a combination of in-class and out-of-class activities intended to reinforce important aspects and qualities of the social work profession. The purpose of these assignments is to intentionally bring these aspects and qualities into the class discussions. Some of these assignments will involve working with a partner and some are meant to be done individually. Each assignment will be assessed for completion (simply turn it in and you will get a checkmark). The final evaluation of the work will be based on meeting the criteria set in the rubric found on Sakai under the syllabus. The assignments are as follows:

* **Professionalism and Skills**

This in-class assignment enables you to reflect upon the social work profession from a strengths-based perspective. You will consider your motivation to be a social worker and reflect upon your particular strengths and commitments. After students complete work individually, we will have a class discussion about how to incorporate those strengths into practice at your internships.

* **Ethics Presentation**

The NASW Code of Ethics states: “The mission of the social work profession is rooted in a core set of values.” (Preamble) These values guide all social workers regardless of context and are used to help guide decision-making and conduct. The purpose of this assignment is to reflect upon the standards of social work practice and discuss how they come into play in ethical dilemmas. Using one of the values of the NASW Code of Ethics, you will work in a dyad to create a **PPT presentation and lead a 10–15-minute discussion in class.** Your instructor will assign you to one of the six ethical principles from the SW Code of Ethics:  <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. These principles/values include Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity, and competence. Your dyad will research the principle, present it to the class, and facilitate a group discussion to explore its implications for practice. Your presentation should include the following:

1. A review and definition of the code of ethics principle/value
2. Three examples to highlight how the principle intersects with a social issue or practice to create an ethical dilemma
3. Pose 3-5 questions for the class to discuss and led by your group. It is expected that each member of the group will provide feedback or responses during the class discussion.
* **Social Work Practice Areas**

You will choose an area of practice based on the NASW’s website and investigate aspects of this area of practice. Using this practice area, you will investigate the following:

1. What is the practice area and on what does it focus?
2. What professional settings are commonly found in this practice area?
3. Is there a population that is the focus of this practice area? Describe it.
4. Research a nonprofit organization that works in that practice area to discuss.
	1. What organization did you pick and why?
	2. Mission
	3. Population served
	4. Geographic focus - Are they local, regional, or national?
	5. Clinical services or types of therapy provided
	6. Macro focus (if any). For this part, consider issues of policy.
* **Maintenance/Self-Care Plan**

The profession of social work is replete with vicarious trauma, compassion fatigue and burnout. During the pandemic, the issue of self-care has been centered but to truly take care of the self is a deliberate and thoughtful endeavor. This in-class assignment provides space to consider self-care from a holistic point of view. Students will be given time to begin to create a plan that is individual. We will discuss self-care in the context of becoming a social worker and consider the impact of VT, CF, and burnout on the profession as a whole and ourselves as individuals.

**Self-Reflection Paper (30% of final grade)**

The first competency is to “demonstrate ethical and professional behavior.” Based on the book Day in the Lives of Social Workers describe in 4-6 double-spaced pages (minimum 900 words) the most useful information you read in this book that supports or dissuades (or both if applicable) your choice to pursue a career in social work. Use 4-5 specific and meaningful examples from the book. This assignment is due the final week of the semester.  The purpose of this assignment is to integrate course material in a meaningful way that will enable the development of your social work identity and voice. It is meant to be personal and reflective. In addition to considering the impact of our textbook, please address the following:

* What are the driving forces that call you into the social work field?
* Describe how your personal values integrate into those of social work.
* Choose 2 of the CSWE Competencies and describe why they are important to you.
* Choose 2 aspects of your social identity and reflect on how you will consider the impact of power and privilege in your practice.

**Final Quiz (30% of final grade)**

During our last class session, you will take an in-class quiz that will be a cumulative reflection of the semester. While we are calling this a quiz, the assessment itself will be group-based and FUN! More details will be made available in the last session. The purpose of this assignment is to integrate course material and frameworks.

**REQUIRED TEXT(S)**

* Grobman, Linda May. (2019) *Days in the Lives of Social Workers*, 5th ed. The New Social Worker Press. (Grobman)

**COURSE SCHEDULE**

**Module 1 – Introduction to Field Seminar**

**Date**

**Description**

This module will introduce the field seminar course objectives, including reviewing the syllabus and assignments.

**Content**

* + Introductions
	+ Review syllabus and assignments
	+ Context of social work in a pandemic
	+ Introduction to Field Education

**Learning Objectives**

After successfully completing this module, students will be able to:

* 1. Describe the general requirements for the SOWK 350 class.
	2. Describe the roles and resposibilities of students in Field Placement
	3. Name and describe the CSWE accreditation standards and policies

**Required Readings**

* SSW Field Manual: Roles & Responsibilities of Students in Field Placement
* CSWE Accreditation Standards <https://www.cswe.org/Accreditation/Standards-and-Policies>

**Module 2 – Introduction to Social Work Competencies**

**Date**

**Description**

This module will provide an introduction to the social work competencies. Students will be introduced to the first assignment related to social work ethics.

**Content**

* + CSWE competencies
	+ Introduce Ethics assignment
	+ Discuss: social work strengths and skills
	+ Choose a Principle from Code for Ethics assignment
	+ Review assignment related to social work ethic

**Learning Objectives**

After successfully completing this module, students will be able to:

* 1. Identify and explain the CSWE social work competencies and their purpose
	2. Summarize the roles and responsibilities of students in field placement

**Required Readings**

* SSW Field Manual: Roles & Responsibilities of Students in Field Placement
* CSWE Accreditation Standards <https://www.cswe.org/Accreditation/Standards-and-Policies>

**Module 3 – Career Services Resources**

**Date**

**Description**

This module will focus on Career services resources, résumé, and cover letter review as well as Sonia’s online database

**Content**

* + Introduce Career Services personnel and resources
	+ Introduce Sonia and Sonia’s protocols
	+ Work on résumés
	+ Areas of practice in social work

**Learning Objectives**

After successfully completing this module, students will be able to:

* 1. Understand and describe Loyola’s internship process.
	2. Explore Sonia, the online internship database at Loyola University Chicago

**Required Readings**

None

**Module 4 – Career Services (Cont.)**

**Date**

**Description**

This module will continue the discussion around career services. Students will also be introduced to social work values and the diversity of social work careers

**Content**

* + Review and discuss the diversity of social work careers
	+ Introduce social work values
	+ Work on personal internship requirements and goals

**Learning Objectives**

After successfully completing this module, students will be able to:

* 1. Recognize how social work, as a profession, works in many different settings
	2. Discuss the ethical code that members in the profession are expected to follow
	3. Roleplay interviewing for an internship

**Required Readings**

* + The New Social Worker: [www.socialworker.com](http://www.socialworker.com)
	+ NASW areas of practice: <https://www.socialworkers.org/Practice>

**Module 5 – Ethics in Social Work**

**Date**

**Description**

This module reviews ethics in social work. Students begin their ethics presentations.

**Content**

* + Anti-Oppressive practice and issues of power and privilege
	+ Review ethical dilemmas
	+ Social workers use of technology
	+ Student ethics presentation
	+ Review course assignment highlighting social work ethics

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain the social work code of ethics and its application to social work practice
2. Analyze vignettes that include professional ethical dilemmas
3. Present the importance and application of ethical standards in the social work profession

**Required Readings**

* + Review asynchronous work on Sakai
	+ NASW code of ethics

**Module 6 – Ethics in Social Work (Cont.)**

**Date**

**Description**

This module reviews ethics in social work. Students continue their ethics presentations.

**Content**

* + Discuss Anti-Oppressive practice and issues of power and privilege
	+ Review ethical dilemmas
	+ Social workers use of technology
	+ Student ethics presentation

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain the social work code of ethics and its application to social work practice
2. Analyze vignettes that include professional ethical dilemmas
3. Present the importance and application of ethical standards in the social work profession

**Required Readings**

* Review asynchronous work on Sakai
* NASW Code of Ethics

**Module 7 – Systems of Oppression**

**Date**

**Description**

This module reviews ethics in social work and its relationship to systems of oppression. Students continue their ethics presentations.

**Content**

* + Systems of Oppression
	+ Student ethics presentation (continued)

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Analyze vignettes that include professional ethical dilemmas
2. Present the importance and application of ethical standards in the social work profession

**Required Readings**

* NASW Code of Ethics

**Module 8 – NASW Practice Areas**

**Date**

**Description**

This module reviews the NASW practice areas and introduces students to the next assignment. Students begin to review chapters from the Grobman book.

**Content**

* + Identify organizations in specific areas of practice – connect organization/agency with an area of practice and specific NASW core values.
	+ Work on practice areas in groups
	+ Begin reading chapters of the required text
	+ Review NASW practice área

**Learning Objectives**

After successfully completing this module, students will be able to:

* 1. Identify the different areas of social work practice and their professional application of social work values, principles, and techniques
	2. Describe the scope of practice, duties, and responsibilities of social workers in different areas of social work practice.
	3. Assess if and how Micro experience can be applied/transferred to a Macro level

**Required Readings**

* Grobman, Chapters 10, 33, 48
* Ch. 10 An Inner-City HS
* Ch. 33 SW in a Police Department
* Ch. 48 Transferring Micro Experience to Macro
* [www.socialworkers.org/Practice](http://www.socialworkers.org/Practice)

**Module 9 – NASW Practice Areas (Cont.)**

**Date**

**Description**

This module reviews the NASW practice areas and introduces students to the next assignment. Students begin to review chapters from the Grobman book.

**Content**

* + Discussion and activities on micro/mezzo/macro practices
	+ Social work practice in a multicultural setting
	+ Contexts/Settings: Agencies and organizations in non-profit

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify the different areas of social work practice and their professional application of social work values, principles, and techniques
2. Describe the scope of practice, duties, and responsibilities of social workers in different areas of social work practice.
3. Assess if and how Micro experience can be applied/transferred to a Macro level

**Required Readings**

* Grobman, Chapters 60, 61, 18
* Ch. 60 SW at the Library
* Ch. 61 Community Organizing for Social Change
* Ch. 18 Working with Gay and Lesbian Youth
* ***Going Macro****….Social Work*, Volume 60, 3, July 2015. <https://doi.org/10.1093/sw/swv019>
* **Social Work in a Multicultural Society**. 2004 [Social work](https://www.researchgate.net/publication/journal/0037-8046_Social_work) 49(1):5-6 DOI: [10.1093/sw/49.1.5](https://www.researchgate.net/deref/http%3A//dx.doi.org/10.1093/sw/49.1.5)

**Module 10 – Politics and Social Work**

**Date**

**Description**

This module will focus on politics and social work. Students will begin Practice Area presentations.

**Content**

* + Class discussion related to politics and social work
	+ Continue reading chapters of the required text
	+ Begin NASW practice areas presentations

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Present the social work practice areas described on the NASW website
2. Examine the relationship between politics and the social work profession and practice
3. Compare the scope of practice, duties, and responsibilities of social work practice in different communities

**Required Readings**

* Grobman, Chapters 8, 22, 57
* Ch. 8 Private Practice with Urban Gay Men: With a Subspecialty in HIV/AIDS
* Ch. 22 My Life as a Suicide Interventionist
* Ch. 57 Working with Rusha Immigrants

**Module 11 – Social Work and Policing**

**Date**

**Description**

This module will focus on social work and policing. Students will continue their Practice Area presentations

**Content**

* + Problem-Oriented Policing: Where Social Work Meets Law Enforcement | Derrick Jackson
	+ Practice area presentations
	+ Continue reading chapters of the required text
	+ Review NASW practice áreas

**Learning Objectives**

After successfully completing this module, students will be able to:

* 1. Present the social work practice areas described in the NASW website
	2. Examine how social workers can work/collaborate with law enforcement agencies, including attorneys.

**Required Readings**

* Intersection of Law and Social Work Ted Talk: <https://youtu.be/wK8glFZuQw8>
* <https://open.mitchellhamline.edu/cgi/viewcontent.cgi?article=1301&context=facsch>
* Grobman, Chapters 58, 59
* Ch. 58 Policy Practice in a Legislative Office
* Ch. 59 Life of a Policy Practitioner

**Module 12 – Inter-Professional Practice**

**Date**

**Description**

This module reviews inter-professional practice in social work.

**Content**

* + Discussion and activities about the impact of COVID-19 on practice
	+ Inter-professional practice in social work
	+ Discuss social work and interdisciplinary practice
	+ Review required readings in breakout groups and identify 3 takeaways

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe the role of social workers as members of interdisciplinary teams
2. Discuss the challenges faced by social workers as members of collaborative health care teams

**Required Readings**

* Interprofessional Practice in Community Outreach — Health Crisis Creates New Challenges
Coyle, S. Social Work Today Vol. 20 No. 3
* [Health Soc Work](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4888092/). 2016 May; 41(2): 101–109. Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams
* A History of SW in Public Health. AJPH 107 S3. ajph.aphapublications.org › December 2017

**Class Discussion**

* Commonalities between social workers in different settings.
* Commonalities/differences between social workers and professionals in other disciplines?
* Communicating social work theories in interdisciplinary teams

**Module 13 – Supervision Best Practices**

**Date**

**Description**

This module reviews best practices related to supervision in social work internships.

**Content**

* + The role of supervision in social work
	+ Supervision vignettes
	+ Role of Field Liaison in the internship process
	+ Understand the role of supervision
	+ Review the other roles in internships

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Define administrative, clinical, and supportive supervision, and describe its differential uses
2. Determine the role of supervision in social work

**Required Readings**

* The Social Work Podcast: Supervision for Social Workers socialworkpodcast.blogspot.com/2008/01/supervision-for-social-workers.html

**Module 14 – Vicarious Trauma, Compassion Fatigue and Burnout**

**Date**

**Description**

This module covers the impact of vicarious trauma and compassion fatigue, the importance and strategies of self-care, and continuing education opportunities available for the social work profession.

**Content**

* + Self-care plan
	+ Exploring the impact of Vicarious Trauma, Compassion Fatigue and Burnout
	+ Professional Organizations for Social Workers
	+ Create a self-care plan
	+ Learn how to manage burnout

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Define and contrast vicarious trauma, compassion fatigue, and burnout.
2. Identify professional organizations for social workers and their scope of service
3. Explain the importance and access to continuing education opportunities for the social work profession
4. Create a self-care plan

**Required Readings**

* [“No One Talked About It”: Social Work Field Placements and Sexual Harassment](http://www.tandfonline.com/doi/full/10.1080/10437797.2017.1283270). Leila Wood & Carrie Moylan [Journal of Social Work Education](http://www.tandfonline.com/toc/uswe20/53/4)Vol. 53 ,4,2017
* Grobman, Chapter 53
* Ch. 53 Continuing Education to Social Workers

**Module 15 – Reflection**

**Date**

**Description**

In this module students reflect on the semester, complete a group quiz, and submit their final paper.

**Content**

* + Reflections on the semester
	+ Complete quiz in class
	+ Reflect on semester and provide 2 takeaways
	+ Submit final paper as per due date
	+ QUIZ and FINAL PAPER DUE

**Learning Objectives**

After successfully completing this module, students will be able to:

* 1. Define reflection and how to use it as self-care and professional growth/self-assessment/self-awareness.

**Required Readings**

None

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**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.