

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

Course Title: Integrative Field Seminar – Foundation Level
Course Number-Section Number: SWFI 530S

Course Prerequisite: Students must be concurrently enrolled in SWFI 530 to take this course

Semester/Year:

Class Time: TBA by Section

Class Location: TBA by Section

Instructor: TBA by Section

Office Location: TBA by Section Instructor

Office Hours: TBA by Section Instructor

Phone: TBA by Section Instructor

Email: TBA by Section Instructor

COURSE DESCRIPTION

Students' field education is the signature pedagogy of the social work profession. This course is the first of two seminars that serve to "bookend" students' field experience. The focus of this course is upon experiences and progress of the student in the first semester of field and the relationship of the field experience to specific foundation class content. The emphasis is on issues that are likely to emerge at the start of the field experience including professional conduct and comportment, use of supervision, writing for field, organizational context and initial work with client systems. This course will meet 5 times throughout the semester.

Mode of Teaching: Courses will be conducted in person and involve lecture and full class/small group discussions.

RELATIONSHIP TO OTHER COURSES

This course is the first of two seminars that are taken as a component of the field placement. It is taken when the student enrolls in SWFI 530.

LEARNING OBJECTIVES & EPAS¹

Through class discussions and assignments, students are expected to demonstrate mastery of the following social work competencies and practice behaviors, all of which are at the basic, foundation level. At the conclusion of this course, each student shall demonstrate competency in:

¹ The identified EPAS/PBs for the course may not be varied from 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.

2.1.1 Identify with the social work profession, its mission and core values, and conduct oneself accordingly.

PB: Practice personal reflection and self-correction

PB: Attend to professional roles and boundaries.

PB: Use supervision and consultation as needed.

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.

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.

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.

2.1.9 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

CRITERIA FOR GRADING

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	A 4.00 96-100%
		A- 3.67 92-95%
B	Overall performance is Good	B+ 3.33 88-91%
		B 3.0 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 BSW and MSW students 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 1.0 60-63%

F	Overall performance is Unsatisfactory - student fails course. 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 on approved and on file with the BSW or MSW Program Director when grades are submitted. See Student Handbook.	

READING ASSIGNMENTS

All reading assignments are listed in the "Course Schedule". It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

DESCRIPTION OF ASSIGNMENTS

Options for assignments are listed under each week. There may be variation in recognition of disparities among section class sizes.

All assignments must be submitted prior to/or on the date and time indicated on the course syllabus. All assignments have mandatory due dates. Assignments submitted after those dates may not receive comments from the instructor, but rather just a final grade with an appropriate reduction in grade (one grade point per day). **AGAIN**, if a student chooses to submit an assignment after a mandatory due date, feedback may not be provided.

Students must submit all assignments using the assignment links in Sakai for each assignment, unless otherwise instructed by the professor.

All assignments are equally weighted toward a final grade. However, for the overall course the expectation is that there is a **minimum of five assignments in total, with a minimum of one assignment per week.**

Week One	
<p>Option A: Classroom exercise Pair off with another classmate and role play a situation in which you would like to be more assertive. Preferably select an issue at your field placement, but if you are not in field, select a personal issue. Play yourself and have your partner play your supervisor (or person you have the issue with). Follow the four steps listed in chapter 3. Have your partner give you feedback about how he/she felt about the points you made and critique what you did and said. Reverse roles.</p>	<p>Option B: Reflection How do you let your supervisor know you don't understand or that you lack knowledge and/or experience to provide the service asked of you? Which type of supervision (supportive, educational, or administrative) does your supervisor use most often? Is that what you need?</p>

Week Two	
<p>Option A: Community Resource Portfolio</p> <ul style="list-style-type: none"> • Name your agency • Give the contacts, address • What services does the agency • Eligibility for service requirements • Fees • Cultural accommodations <p>How do you feel about the agency policies on eligibility and cultural accommodations?</p>	<p>Option B: Stereotypes and Expectations</p> <p>Think of the specific population your internship serves. Give a generalization and stereotype for them. Compare your answers with others. How do these stereotypes inform your practice?</p>

Week Three: Reflection on Ethical Concern	
<p>Option A:</p> <p>Describe an ethical question or dilemma in your field placement. (You may interview your supervisor, another social worker, or student at your field placement if you don't have an issue or dilemma)</p> <p>Who did you or would you (they) turn for help?</p> <p>What is the anticipated outcome of the dilemma?</p> <p>Did you (or they) follow a particular ethical decision making model? How did it work?</p>	<p>Option B:</p> <p>Do the personal inventory checklist and describe you own work ethic.</p> <p>How can you improve your work ethic?</p> <p>How do you think your work ethic impacts your work with clients?</p>

Week Four	
<p>Option A: Communication</p> <p>You have a new client and you are meeting at 3:00. Your supervision time is running late and you don't get out of the supervisor's office until 3:10. You run to your office, see your client in the waiting room, mumble hello and direct to him or her to go in a particular direction while you are standing at the other end of the waiting room. The client doesn't budge.</p> <p>What might the client be feeling?</p> <p>What have you communicated – verbally – non verbally</p> <p>What did the client's nonverbal communication tell you?</p> <p>What would you do differently to handle this situation?</p>	<p>Option B: Personal Communication Style</p> <p>When did you find yourself "giving in" to your supervisor, colleague, client or fellow student? Describe the situation or incident and why you gave in to the other person. Is this an unusual form of communication for you? Was there a purpose to giving in to the person? Describe any issues that were experienced in terms of power/powerlessness or acceptance/rejection. How would you prefer to have handled the situation? How could you advocate for yourself next time?</p>

Week Five: Reflection	
<p>Option A: Self-Evaluation and Stress Management</p> <p>What were your learning goals for this semester?</p> <p>How well did you meet those goals?</p> <p>Describe any areas of school or field that triggered stress for you?</p> <p>How did you manage the stress? What strategies for self-care did you employ?</p> <p>Do you still believe that social work is the profession that is right for you?</p>	<p>Option B: Termination</p> <p>How do you deal with saying good bye to other people?</p> <p>What are your thoughts as you think about completion of the first year?</p> <p>Can you think of situations where you experienced termination that left you feeling upset? How about terminations that left you feeling satisfied? What was the difference?</p> <p>How will these experiences inform your future work?</p>

COURSE TOPICS

Date of class _____ by section
<p>Topics/Learning Objectives</p> <ul style="list-style-type: none"> • Roles and Responsibilities of Key Fieldwork Personnel <ul style="list-style-type: none"> ○ Role of the Intern ○ Role of the Supervisor ○ Role of the Agency • How to Use Supervision (Using the seminar for presentation and supervision) <ul style="list-style-type: none"> ○ Purpose ○ Preparation ○ Types
<p>Required Readings:</p> <p>Ward, K. & Mama, R. (2016). <i>Breaking Out of the Box: Adventure-based Field Instruction</i>. Chicago: Lyceum Books, Inc.</p> <ul style="list-style-type: none"> • Chapter 2: Building professional relationships (p. 21-29) • Chapter 3: Teamwork: Your supervisor and you (p. 33-40) • Chapter 4: Developing the professional personal (p. 45-53)
<p>Optional Readings:</p> <p>Encyclopedia of Social Work (2012): Supervision, available online at: http://www.oxfordreference.com/view/10.1093/acref/9780195306613.001.0001/acref-9780195306613-e-385?rskey=1ybSFn&result=268&q=</p>

Date of class _____ by section
<p>Topics/Learning Objectives</p> <ul style="list-style-type: none"> • Organizational Contexts and Structures
<p>Required Readings:</p> <p>Ward, K. & Mama, R. (2016). <i>Breaking Out of the Box: Adventure-based Field Instruction</i>. Chicago: Lyceum Books, Inc.</p> <ul style="list-style-type: none"> • Chapter 1: Getting started (p. 1-16) • Chapter 5: Expectations and stereotypes (p. 57-63)

Date of class _____ by section
<p>Topics/Learning Objectives</p> <ul style="list-style-type: none"> • Ethics <ul style="list-style-type: none"> ○ NASW Code of Ethics and Standards for Cultural Competence ○ Ethical Issues
<p>Required Readings:</p> <p>Ward, K. & Mama, R. (2016). <i>Breaking Out of the Box: Adventure-based Field Instruction</i>. Chicago: Lyceum Books, Inc.</p> <ul style="list-style-type: none"> • Chapter 7: Insights into your client's perception (p. 79-91) • Chapter 13: difficult issues and difficult situations (p. 175-184)

NASW Code of Ethics (on line)

NASW, NASW Standards for Cultural Competence in Social Work Practice (Available online at:
<http://www.naswdc.org/practice/standards/NAsw-culturalstandards.pdf>)

Date of class _____ **by section**

Topics/Learning Objectives

- **Boundaries and Communication**

Required Readings:

Ward, K. & Mama, R. (2016). *Breaking Out of the Box: Adventure-based Field Instruction*. Chicago: Lyceum Books, Inc.

- Chapter 6: Communication: Building bridges, not walls (p. 67-74)
- Chapter 12: Boundaries: the invisible lines of trust (p. 159-171)

Date of class _____ **by section**

Topics/Learning Objectives

- **Self-Care and Stress Management**
- **Termination**

Required Readings:

Ward, K. & Mama, R. (2016). *Breaking Out of the Box: Adventure-based Field Instruction*. Chicago: Lyceum Books, Inc.

- Chapter 14: Self-evaluation (p. 189-193)
- Chapter 15: Termination and evaluation of client progress (p. 201-208)