

LOYOLA

UNIVERSITY CHICAGO



School of Social Work Field Education Manual

Revised Fall 2019

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INTRODUCTION TO FIELDWORK EDUCATION

Dear Students,

Welcome to Loyola University Chicago School of Social Work's Fieldwork Manual. This manual offers information to help students navigate the internship process. The goal of the fieldwork education program is to provide an integrative experience that brings classroom theory to the field of practice. At the conclusion of the BSW and/or MSW program, students will be ready to enter the professional social work field, whether they are engaged in direct practice, policy, advocacy or administrative work. Loyola's Field Team is committed to assisting students obtain rich, diverse, and challenging fieldwork experiences. Field Education is the signature pedagogy, according to the Council on Social Work Education (CSWE).

The fieldwork program will challenge students to integrate professional values and personal perspectives to enhance their understanding of the true meaning of social work. The School of Social Work understands that both rigorous academic culture and unique field experiences are equally important contributing factors in the educational and professional development of our students. The work of the Faculty, Field Supervisors, Field Liaisons, student body, and the staff contributes to this stellar program.

Each year the School of Social Work provides field instruction to over 500 graduate and undergraduate students in more than 300 social work agencies in the Chicago metropolitan area. The School of Social Work offers an Online Bilingual MSW program that will increasingly develop field sites across the nation. Loyola has field partner affiliations with an array of agencies that offer a variety of service models and orientations. These agencies highly value our students and provide them with quality learning experiences. Matching students to internship sites is done through the fieldwork office where the Internship Coordinators take into consideration the following: the students' previous experiences, their future goals and professional interests, geographical location, and the requirements of the agency.

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

Sincerely,



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

ADMINISTRATIVE STRUCTURE OF THE FIELD PROGRAM

The faculty and professional staff at Loyola University Chicago are invested in each student's success in the fieldwork program. The roles and responsibilities of these individuals as they relate to students' experiences in the field are outlined below.

Dean of the School of Social Work

Goutham Menon, PhD, is the chief administrator for the Loyola University Chicago School of Social Work and provides administrative leadership to all aspects of the program.

Associate Dean of the School of Social Work

James Marley, PhD, works closely with the Dean, the Assistant Dean for Student Affairs, and the faculty regarding the curricular content of the fieldwork courses.

Director of the MSW Program

Priscila R. Freire, PhD, provides overall direction to the MSW Program, assisting the Student Affairs staff with supervision of the advising given to graduate students.

Director of the BSW Program

Maria Vidal de Haymes, PhD, provides direction to the BSW Program, assisting undergraduate students in their admission to the School of Social Work and overseeing the social work curriculum for the program.

Assistant Dean for Student Affairs

Amy Greenberg, LCSW, MA.Ed provides administrative leadership and direction for the Student Affairs team. Student Affairs is the combined areas of: Advising, Admissions and Field Education. The Assistant Dean reports to the Dean of the School of Social Work and supervises the entire Student Affairs team.

Assistant Director of Internships & Career Services

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

Internship Coordinators

Sylvia Corcoran, Vanessa Farias, and Sandy Peterson manage the day-to-day operations of the fieldwork program. Sandy Peterson works with Second Level and Advanced Standing Students. Sylvia Corcoran works with BSW and First Level MSW students. Vanessa Farias works with students in the Online Bilingual Program for their First and

Second Level internships.

Field Liaisons

Field Liaisons are a cadre of professional social workers who work part time in support of the fieldwork program, representing a wide variety of experiences in the social work field. Field Liaisons are assigned to specific students and agencies where they support the efforts of the agency, the student, and the program. Once students are placed, Field Liaisons are their primary contact regarding fieldwork.

TYPES OF DEGREE PROGRAMS

Loyola's School of Social Work Field Program provides internship options for the MSW Advanced Standing, Evening, Traditional Full Time, Online Bilingual, Part Time, and Dual Degree Programs. The Field Program also supports BSW students in their foundation field experience. The specific internship options for each program are listed below:

A. BSW – Bachelor of Social Work

BSW students are working toward their undergraduate degree in social work and have one internship requirement, which takes place or is completed in their senior year.

B. MSW – Advanced Standing

The Advanced Standing program is for students who have completed a Bachelor of Social Work degree from an accredited program with a minimum 3.0 GPA. These students enter as Second Level students and must complete two semesters of coursework and one internship. Advanced Standing students begin their program in August and continue with coursework and internship in the fall and spring semesters. Students typically complete their Advanced Standing internship during the fall and spring semesters.

C. MSW – Traditional Full Time

The traditional full time program requires two years of coursework and two internships. Each student completes a First Level generalist internship and a Second Level advanced internship.

D. MSW – Part Time

The part time program is designed for students who wish to extend their program up to four years. Students take fewer courses each term; however, students complete internships as described in the "Overview of Internships" section on the following page. Students need to complete their internships during the field agency's normal business

hours. There are no provisions for Part Time internships or weekend and evening only internship opportunities.

E. MSW – Dual Degree

Students in Dual Degree programs are enrolled in the School of Social Work and in another professional school (e.g. Law, Institute for Pastoral Studies). Students in a Dual Degree program generally do not start their internships until the completion of their first year of coursework. Dual Degree students complete a First Level generalist internship, typically during their second year of coursework, and a Second Level advanced internship the following year that represents social work with a focus on the other area of study. Both internships must be approved by the School of Social Work.

F. MSW – Online Bilingual Program (OBP)

The MSW – Online Bilingual Program supports students acquiring their master's degrees remotely as they focus on working with Latinx and migrant populations. Traditional Online MSW students complete a First Level generalist internship and a Second Level advanced internship. Advanced Standing students will only complete a Second Level internship requirement. In both internship placements, students will be working with Latinx or migrant populations at their site and are supervised by a Field Supervisor or Task Supervisor on site.

G. MSW – Evening Cohort Program (ECP)

The MSW Evening program is for students looking for the flexibility of evening classes. The program follows a cohort model with a curriculum focus on Mental Health. Students will complete two internships: one First Level generalist practice internship and one Second Level Advanced Internship. First Level internships will begin in the first year and the first semester of the program. First Level internships can last up to three semesters including Fall, Spring, and Summer. Students are required to complete a total of 480 hours and need to complete at least 10 hours/week at an internship. Second Level internships will begin in the second year of the program in the Fall semester. Second Level internships can last up to five semesters including Fall, Spring, and Summer semester for the second year of the program and the Fall and Spring semesters of the third year of the program. Students are required to complete a total of 720 hours and need to complete at least 15 hours/week at an internship.

Internship hours for both First and Second Level internships can be during daytime, evening or weekend hours. Students will also be asked to explore what flexibility they have in their schedules to accommodate internship hours. If a student works full-time during regular business hours (9am-5pm), they will be expected to complete internship hours during one-two evenings/week and on the weekend days. The School will work with students individually to explore internship options and will do its best to meet each student's scheduling needs.

OVERVIEW OF INTERNSHIPS

- Internships typically occur during weekday business hours. Students must arrange their schedule to accommodate their internships. Students should develop a consistent schedule in consultation with their Field Supervisors. The schedule should meet the needs of the internship site and align with the learning opportunities available. Students are expected to attend the internship sites and adhere to these schedules for their entire internships. Schedule changes are rarely made and will be considered on a case-by-case basis, if the internship site can accommodate the requested changes.
- Evening and weekend hours are not available unless offered by the internship site as an option.
- For students in the MSW – Online Bilingual Program, there will be some flexibility in respect to internships with weekend and evening hours.
- Students must complete internships concurrently with coursework.
- Full Time students must begin their internships within the first two semesters of starting the program.
- The first level internship requires 480 hours, which is typically completed on Tuesdays and Thursdays, with coursework scheduled on Mondays, Wednesdays, and Fridays. The MSW – Online Bilingual Program First Level internship requires 480 hours, which is two days, typically 16 hours per week over two semesters. The first level internship is SWFI 530 Field Instruction I.
- Students must complete all required 500 level courses prior to or current with their second semester of their first level internship (SWFI 531, Field Instruction II).
- The second level internship requires 720 hours, which is typically completed on Mondays, Wednesdays, and Fridays, with coursework scheduled on Tuesdays and Thursdays. The second level Internship is SWFI 631 Field Instruction II.
- The Online Bilingual Program second level internship requires 720 hours, which typically requires students to complete 24 hours per week at their internship over two semesters. The second level Internship is SWFI 631 Field Instruction II.

- Students cannot enroll in 600 level coursework until they have completed first Level fieldwork or, in some cases, are in their final semester of first level fieldwork SWFI 531, Field Instruction II.
- Students cannot begin their second level internship until they have completed their first level internship and all of their 500 level coursework (506, 507, and 509 are exceptions).

A. Foundation Practice

In accordance with accreditation standards, students take courses during their first year that focus on understanding professional purpose, values, and ethical implications of social work practice. Students learn about developing knowledge of the multiple frames of reference that reflect the organization and diversity of the profession; developing basic skills 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 level internship 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 experiences in multi-modality practice. The second semester of the first level internship refines the skills of tuning in, engagement, contracting, and assessments intervention in the ongoing phase, as well as termination.

B. Advanced Practice

Students must choose a clinical specialization in one of five practice areas prior to their second or advanced year of coursework: Children and Family, Health, Mental Health, Schools, and Leadership and Development in Social Services (LDSS). The choice of the specialization determines the type of second level internship and the series of Second Level practice courses.

For MSW - Online Bilingual Program students, Mental Health is the chosen specialization, with Migration Studies as a sub-specialization. As a result, second level internship placements will enhance students' experiences with these populations at the clinical level in a variety of settings.

For MSW - Evening Cohort Program students, Mental Health is the chosen specialization. As a result, second level internship placements will enhance students' experiences with these populations at the clinical level in a variety of settings.

RESPONSIBILITIES & REQUIREMENTS OF FIELD SUPERVISORS, FIELD AGENCIES AND FIELD LIAISONS

A. Responsibilities of the Field Supervisor

- Loyola expects Field Supervisors to be committed to a teaching role by having a clear understanding of the similarities and differences between agency staff and the student.
- The Field Supervisor provides support and experiences through which the student can develop and demonstrate an integration of social work knowledge, principles, methods, and values.
- Field Supervisors are central to the process of learning in the field. Loyola, therefore, offers considerable support and assistance to them through training programs, accessibility to continuing education, and active involvement with Field Liaisons.
- The Field Supervisor must be familiar with the educational philosophy of the School of Social Work and must have a general knowledge of the content of the courses that the student has already taken or is currently taking. This general knowledge should correlate with what is being taught or has already been taught in the classroom or through other field assignments given to the student throughout the year. At times, the Field Supervisor teaches specific content needed for the student to fulfill a particular field assignment when this content has not yet been covered in the classroom curriculum.
- All Field Supervisors are invited to attend online and in-person continuing education and professional development training events provided by the School of Social Work throughout the year. They are eligible to receive Continuing Education Units (CEUs) when offered as part of the event. CEU events are held at the Water Tower Campus.
- Necessary preparations should be made by the agency prior to the arrival of the student in relation to space, selection of assignments, selection of learning

opportunities, office routines, agency staff, etc.

- The Field Supervisor prepares an orientation for the student designed to be helpful in starting the field experience. See “Appendix C” which provides information about orienting students to internship experiences.
- Field Supervisors who are new to field instruction at Loyola are encouraged to attend training sessions and to utilize Field Liaisons and Internship Coordinators for support. Field Supervisors should also utilize the Field Supervisor website at the School of Social Work where there are many field and supervision resources and forms available.
- The Field Supervisor is responsible for completing a Learning Agreement at the start of the internship and a midterm and a final field evaluation regarding the student's performance each semester. Both the Learning Agreement and the evaluations should be a joint process between the Field Supervisor and the student. The midterm and final evaluations are ways to measure the emerging mastery of the nine CSWE social work competencies.
- The Field Supervisor is responsible for advising the student on the field agency's safety protocols and the unique risks associated with the agency's line of work. The Field Supervisor should work with the student to develop a safety plan or process to follow in the event that they feel unsafe or uncomfortable while working directly with clients. The Field Supervisor should inform the student of emergency procedure protocols and crisis plans during their orientation.
- The School recognizes that a Field Supervisor must retain a responsibility to the agency for the quality of the work done with the client or with other projects relevant to the domain of practice. The School also expects the Field Supervisor to utilize the case material to teach the student general principles of the practice in an individualized manner based on the student's previous experience, learning patterns, and level of demonstrated competence.
- Teaching methodologies may also include the use of observation, audio or videotapes, summary recordings, role-plays, simulations and other reporting formats. Some agencies regularly hold seminars, consultations with experts or other disciplines, student support groups, or supervision in groups, in addition to individual supervision.
- Information shared by student and Field Supervisor and/or Field Liaison is not considered confidential. All information about the student can be shared with Field and Advising Teams including the Assistant Dean for Student Affairs, Assistant Director of Internship and Career Services, Internship Coordinators, Academic Advising staff, and the MSW Program Director and the Associate Dean as needed.

B. Requirements of the Field Supervisor

- Loyola requires Field Supervisors to have a Master of Social Work degree and two years of post-graduate experience or a related higher degree such as a DSW or a PhD in Social Work. Field Supervisors complete an application and confirm their level of education and experience with the Internship Coordinators by submitting a resume for review/approval. An LCSW is preferred but not required. The Council on Social Work Education (CSWE), which accredits Loyola's social work programs, determines this supervision requirement. The School has the ability to make exceptions to this policy on a case-by-case basis.
- If the Field Supervisor of an internship site does not meet the above criteria, the School can decide to provide Field Supervision to the intern and the internship site. An assigned Clinical Supervisor will work with the student intern and the Field Supervisor or Task Supervisor to provide support and individual weekly supervision for the student intern. The School has identified specific Field Liaisons that act in a dual role providing weekly supervision, taking on both the Clinical Supervisor role and the Field Liaison role.
- The School has high expectations of performance for Field Supervisors. Field Supervisors are expected to meet individually with students in supervision for at least one hour per week, preferably in one block of time. In rare instances, at some sites, students may have supervision meetings at different intervals throughout the week. The School expects that students in one of the five clinical social work specializations of practice will be assigned an appropriate caseload of adequate size for learning. The guideline is that students should spend a large portion (50%) of time in direct service during the BSW/First Level internship, and most of the time (70%) in direct service during the Second Level. The nature and composition of a "caseload" may look very different for Second Level students in the Leadership and Development in Social Services specialization of practice. However, appropriate assignment of cases, projects, or tasks related to this domain of practice should constitute approximately 70% of the student's time in the agency. The Field Supervisor should be accessible (either in-person, by phone, or by email) to the student during their time at the field agency.
- The School expects Field Supervisors to provide students with a broad and general sense of the agency's paperwork and required documentation including: intakes, assessments, treatment plans, progress notes, and any relevant technology or online programs. Second Level students in the Leadership and Development of Social Services specialization of practice should complete reports and other documentation related to assigned projects and tasks in the agency setting.
- Field Supervisors are required to review and sign-off on internship weekly or monthly timesheets provided by the student. Field Supervisors will review and document the completion of these hours and reflect the completed hours in

midterm and final evaluations.

- The Field Supervisor is expected to help the student learn how to evaluate the effectiveness of the interventions used within cases at the agency. The Field Supervisor working with students in clinical social work specializations should provide discussion regarding the effectiveness of clinical intervention. The Field Supervisor should evaluate the effectiveness of completion of tasks and projects for Leadership and Development in Social Services (LDSS) specialization. The Field Supervisor should consider the state of the student's knowledge and skill on an ongoing basis. At the mid-point and the end of the internship, the Field Supervisor and the student engage in a mutual, formal evaluation process that results in the completion of an online form made available by the School each semester. Please note that there are different evaluation instruments for First and Second Level students during their internships.
- In the event that a Field Supervisor begins to question a student's performance and/or capacity for practice in social work, the Field Supervisor has the responsibility to share this concern as early as possible with the student and the Field Liaison. If the student is experiencing problems in learning, the Field Supervisor should provide documentation and feedback illustrating the problem, and review and discuss this with the student. If the student's performance does not improve, the student's Field Liaison will ask the Field Supervisor to participate in a specially convened meeting to discuss the student's progress, take the appropriate steps to ensure positive change, and consider implementation of a Corrective Action Plan.

C. Responsibilities of the Field Agency

The professional education of social work students is a shared responsibility between the School of Social Work and the agencies and institutions that participate in social work field education.

- Administration, board members, and staff should be committed to the values of a fieldwork instructional program.
- Appropriate experiences for learning the delivery and development of services to families, individuals, and groups should be available to assure a breadth and depth of experience for all students. Such experiences will vary by domain of practice and area of specialization.
- Field sites must have a safety plan in place for students in case of emergencies such as fire, police, medical, and any possible unruly/violent client issues and Field Supervisors should share this plan with students during their orientation. If at any point during their internship a student feels uncomfortable or unsafe with the work they are being asked to do or with the environment they are in, they should

immediately contact either their Field Liaison or Internship Coordinator.

- Communication and collaboration between the agency administration, Field Supervisor, Internship Coordinator, and Field Liaison should facilitate the provision of a sound educational experience for the student.
- The agency's policies, program design, and delivery of services should demonstrate the ethics and values of social work.
- The agency should make practice policy and programming opportunities available to students through attendance at staff meetings, critical evaluation of services, and the opportunity for research within the agency.
- The agency should never ask a student to engage in any activity that is prohibited by the agency, this Field Manual, or any other policies instituted by the School of Social Work and Loyola University Chicago.
- The agency will remain responsible at all times for patient/client care.

D. Requirements of the Field Liaison

Field Liaisons are professionals in the field of social work typically working at agencies or private practice who are contracted through Loyola. The requirements of a Field Liaison may include:

- A Master of Social Work degree; most have their LCSW and Field Instruction or supervisory experience.
- A minimum of five years working in the field in various settings, including agency work, schools, and private practice.
- Familiarity with Loyola's School of Social Work Program and an understanding of the role of field in social work education and familiarity with theoretical concepts as foundation for social work practice.
- Availability to meet with students and Field Supervisors for individual in-person consultation (or video consultation for online students).
- Strong interpersonal communication and problem-solving skills.

E. Responsibilities of the Field Liaison

The Field Liaison's primary responsibilities are to support and communicate with their

assigned caseload of students placed in internship sites and with the students' assigned Field Supervisors. The frequency, location, and purpose of the communication and meetings are based on the needs of each student, Field Supervisor, and agency, as well as the Field Liaison's evaluation of the internship experience. Specific responsibilities include:

- Contacting newly assigned students on their caseload and their Field Supervisors to introduce themselves and review their role in working with the internship site and the student.
- Obtaining and reviewing a Learning Agreement from each student. Reviewing the Learning Agreement with the student and Field Supervisor together utilizing phone or video conferencing.
- Communicating monthly and as needed with students through phone, email and in-person individual and/or group meetings.
- Serving as a mentor/safe person for students to share their successes/challenges related to field, school and life. Enabling students to reframe perceptions and consider challenges through a different lens.
- Maintaining monthly contact with Field Supervisors (phone, email, or face to face).
- Providing consultation to Field Supervisor and/or student regarding field placement activities and/or learning challenges and involve Field Education Team when concerns arise and as appropriate. Information shared by student and Field Supervisor and/or Field Liaison is not considered confidential. All information about the student can be shared with Field and Advising Teams including the Assistant Dean for Student Affairs, Assistant Director of Internship and Career Services, Internship Coordinators, Academic Advising staff, and the MSW Program Director and the Associate Dean as needed.
- Visiting each assigned student's internship site at least once during their internship. For the MSW - Online Bilingual Program, internship site visits will vary by Field Liaison and internship location. These visits may occur virtually and in person when logistically possible. Other site visits/meetings may be necessary as requested by student and/or Field Supervisor and may also occur virtually, when appropriate.
- Assisting the students and Field Supervisors in identifying and discussing the intersectionality of classroom and field placement.
- Discussing safety considerations and unique risks associated with the student's internship.
- Serving as a resource for the student, if they feel uncomfortable or unsafe at any time during their internship.

- Reviewing fieldwork evaluations and contacting Field Supervisor to follow up on inconsistencies and/or concerns.
- Assisting students who are completing their professional education to review their achieved knowledge and skills, ongoing learning needs, and employment opportunities in the community.
- Referring students to appropriate University resources such as their Academic Advisor or the Wellness Center in accordance with their needs. Students in the MSW - Online Bilingual Program should be referred to the University, local community resources as needed, and/or their individual health insurance providers.
- Monitoring and evaluating internship sites and sharing feedback with the Field Education Team, and sharing information about issues, problems, and trends in social work practice or policy raised by students or Field Supervisor during communication or internship site visits.
- Completing online site visit forms for site visits during students' internship experiences.
- Providing feedback to Internship Coordinator on internship sites and providing recommendations regarding continued use of internship sites.
- Maintaining the educational standards of the School and, when indicated, direct information regarding academic problems to the appropriate school personnel.

ROLES AND RESPONSIBILITIES OF STUDENT INTERNS

In order for students to maximize their internship experiences, they need to be aware of their responsibilities as professional social workers in training and as adult learners. When accepting internships, students make a commitment to put forth their best effort and represent the University and the social work profession during the internship commitment. After accepting an internship with an assigned Field Supervisor, students commit to engaging in the student-supervisor relationship and assume responsibility for following through on their commitments made with clients, colleagues, and other significant people in the field. The students accept their internship roles as adult learners while being supervised by Field Supervisors at the internship sites.

The student's internship is where classroom theory and direct practice are integrated. Part of this experience is developing, practicing, and integrating the CSWE nine core competencies embedded in the Learning Agreement available at the [Student Support](#)

[Forms Page](#). The following student responsibilities have been identified as appropriate to field instruction and, while not exhaustive, are fundamental for active participation in learning.

A. Preparation for Internships

- The student can be asked to travel one hour or more to their internship on CTA, METRA or by car. Travel time to and from the field site does not count towards the total internship hours required. Travel to internship is the student's responsibility and must be paid for by the student using a UPASS or personal funds.
- As part of pre-orientation, prior to beginning an internship or before a scheduled start date, field partners and internship sites may ask students to complete and submit additional application materials and screenings. Students may be asked to submit documentation such as: immunization records, additional references, letters of recommendation, drug test, background check, documentation for Physical exam, TB test, Hepatitis B vaccine, and/or flu shot, or send other health tests or proof of health insurance coverage. Students are responsible for completing these requirements and submitting records to their Internship Coordinator or Field Supervisor as needed.
- Many agencies pay the cost of required background checks or drug tests, but some require students pay for fees. Loyola does not have resources to pay for the cost of these tests. If questions come up regarding any agency testing or requirements, students should contact their Internship Coordinator.
- Felony and misdemeanor convictions can impact students pursuing internships or employment prospects post-graduation. These convictions may impact a student's internship options or employment prospects because many agencies and employers require criminal background checks and information about the criminal records history of their prospective interns and employees being hired. Some internship sites or employers may be unable to hire employees with prior convictions due to Human Resource policies. In addition, a conviction may also impact a student or graduate's ability to secure personal liability insurance as an intern and/or professional social worker post-graduation and/or licensure opportunities post-graduation from a state licensure board. NASW and other organizations as well as state licensure boards should be contacted directly by the student to inquire about the impact of convictions on a graduate's ability to obtain insurance coverage or licensure.

B. Professional and Ethical Expectations

- Students must abide by the [NASW Code of Ethics](#) throughout their academic career at Loyola University both in the classroom and at their internships.

- Students should discuss safety policies and practices with the Field Supervisor during orientation at the field agency. It is the student's responsibility to read all safety policies and to be familiar with them at the internship site. The student will utilize the Field Manual as a resource regarding safety information.
- Students should communicate often with their Field Supervisors to maximize the student-supervisor relationship. It is appropriate for students to utilize Field Supervisors for supervision and for the advancement of knowledge, skills, values, and techniques relevant to the practice of social work.
- Students have the responsibility to communicate educational needs and interests to Field Supervisors; this includes having limited learning opportunities or an interest in expanding learning opportunities or a desire to be involved in other services or programs that their internship site offers.
- Students have the responsibility to discuss with Field Supervisors and/or Field Liaisons areas of disagreement, dissatisfaction, or confusion in respect to any part of the field learning experience. It must be emphasized that if a student is having problems or struggling in an internship, it is the student's responsibility to communicate such information promptly and thoroughly to the Field Supervisor and/or the Field Liaison so the issues may be addressed in a timely manner. Additionally, if a student is being asked to do something during their internship that makes them feel unsafe or uncomfortable or something that is prohibited by this manual or another LUC policy, the student should inform the Field Liaison or Internship Coordinator immediately.
- Information shared by the student and Field Supervisor and/or Field Liaison is not considered confidential. All information about the student can be shared with Field and Advising Teams including the Assistant Dean for Student Affairs, Assistant Director of Internship and Career Services, Internship Coordinator, Academic Advising staff, and the MSW Program Director and the Associate Dean, as needed.
- Students are not permitted to use personal phones and communication devices during internship hours except for emergencies or safety concerns. Any personal phone use during internship hours should be discussed and approved by a Field Supervisor.
- Students may have access to computers and confidential information at an internship site. Students are not permitted to use computers for personal use and must follow internship site policies related to confidential information and records.
- Students are not required to use their personal vehicle for agency work. Students must discuss the conditions and use of their personal vehicle with the supervisor prior to the start of internship. Students are not permitted to drive agency clients in

their personal vehicles. If driving an agency vehicle is a requirement of their internship, students must confirm that field agency maintains auto insurance on its vehicles. Students should only drive agency clients when another agency employee is present.

- Students must maintain professionalism at their internships, on-campus at Loyola, and on all social media outlets. Inappropriate comments or photos on web-links may be considered a breach of ethics and could result in dismissal from the program.
- In the field, students must dress appropriately. Standards of dress are determined by the internship site.

C. Scheduling and Internship Hours

Class and Field Scheduling Conflicts

- The Field Team and Department of Student Affairs acknowledges that orientations, training, or learning activities provided by internship sites/field partners may only be available during class times. Students are not excused from class in order to attend internship or complete field-related activities. Students are free to choose if they will miss class or the field activity. Students should communicate with their course instructors and Field Supervisors ahead of time about any time conflicts and should ask for more information about how missing class or internship activity could impact them. If students choose to miss class, they could be marked absent and may not be permitted to make up attendance points for missing a class session. Making choices and decisions is part of the learning process and students should do what they feel is best for their learning and future social work career. (Adapted from Ohio State University Field Manual, accessed 9/2018)

Attendance

- Consistent attendance at the internship is critical to the success of the student. Unless other arrangements are made, a student should follow the agreed upon work schedule. Lunch hours and breaks do not count towards internship hours unless a different arrangement is made with the student's Field Supervisor. An average scheduled internship day typically is seven to eight hours, excluding the lunch hour, and is based on the schedule of the student's internship site. Some sites require students to make a school-year or full-year internship commitment. If students accept an internship with this type of schedule, they are required to honor that commitment through the end of the internship.
- It is the student's responsibility to inform their Field Supervisor about illnesses, medical needs, and important personal matters which may impact the student's attendance or performance at their internship. Students should work with their Field Supervisors to make arrangements to adjust their schedule or make up hours. Students are expected to discuss the implication of religious holidays on

their internship schedule. If students observe religious holidays, they must request time off from their supervisor for these holidays in advance. Students are expected to make up these hours.

Tracking Hours

- Students must submit their accrued internship hours to their Field Supervisors weekly or monthly for review and sign off on the agreed upon hours. Students do not need to submit time logs to Field Liaisons nor Internship Coordinators, but should keep a copy for records. Field Supervisors are required to review and sign-off on internship weekly or monthly timesheets provided by the students. Field Supervisors will review and document the completion of these hours in submitted midterm and final evaluations.
- Internship hours should be completed during scheduled time frames and should consist of approved training and learning opportunities provided by the internship site. Internship hours should include a weekly scheduled supervision time with an assigned Field Supervisor and appropriate amounts of time to complete tasks and projects relevant to the internship level.

Requesting Time Off

- Students need to formally request time off in advance. All time off requests from the internship must be approved by the Field Supervisor. Students will need to discuss exact vacation dates with their Field Supervisors respecting the needs of the agencies and the clients. Although students are entitled to have a break, students are expected to continue with internships through fall, winter, spring and summer breaks when class is not in session. Some internships give students time off from their internships during breaks or when classes are not in session. Students who carry caseloads will inform clients ahead of time when they will be away from the internship site. Before time off begins, students have the responsibility to keep case notes up-to-date and to inform their Field Supervisors of any substitute client activities which should occur while students are away. Students are responsible for making up any hours they miss from their internships due to illness or pre-approved time off.

D. Supervision, Feedback and Evaluations

- Students should have one hour of weekly supervision with their assigned Field Supervisor. Group supervision may be offered by some agencies in addition to individual supervision. Students have the responsibility to attend supervision meetings with Field Supervisors and to prepare for these meetings. Students are expected to maintain their scheduled meeting times and should communicate directly with their Field Supervisors if there is a reason that causes them to miss an appointed supervision. Students should take the initiative to follow up with Field Supervisors to reschedule if supervision meetings are canceled.

- The student is responsible for ensuring that their assigned Field Supervisor has access to evaluation links and other required forms. The student should meet with the Field Supervisor to review and discuss both the midterm and final evaluations. The evaluation of the student's performance in the field should be a joint process between the student and the Field Supervisor.
- Students should evaluate their learning experience, performance, and professional development with their Field Supervisors and Field Liaisons throughout their internship experiences.

E. Students with Special Needs, Disabilities and Accommodations

- Students with physical or special needs or difficulties in learning and completing course or internship assignments are strongly encouraged to inform their Internship Coordinators and Field Supervisors during the interview stage so that appropriate resources and accommodations, if any, can be explored prior to placement decisions.
- Within the first week of the semester, students with documented disabilities should submit the letter from the Student Accessibility office (SAC) and discuss further with their Internship Coordinators and Field Supervisors any accommodations recommended. If students do not have documentation for their disabilities, they should contact the Services for Student Accessibility Center office at 773-508-3700 as soon as possible. Students are to note that accommodations for documented disabilities are at the discretion of Field Supervisors taking into account limitations of field sites.

F. Mental Health and Wellness Supports

- At times, any student's ability to balance the demands of a rigorous academic program, other life responsibilities, and internal stressors may become difficult thereby requiring professional intervention. [The Student Wellness Center](#) is available on campus to help campus-based students with concerns. A registered nurse is available by phone during Wellness Center hours to assist students with counseling and health concerns/questions at Dial-A-Nurse: 773-508-8883. If assistance is needed in an emergency, when the Wellness Center is closed, students should call 911 for assistance.
- Students in the MSW – Online Bilingual Program should utilize resources provided by their health insurance providers or local community resources. Students should contact the Online Bilingual Internship Coordinator if they need assistance locating

appropriate resources in their area.

- In the case of an emergency, students should call 911 or report to the nearest emergency room.
- Field Liaisons, Internship Coordinators, Field Supervisors, Integrative Seminar Instructors or other Faculty or Staff in contact with student interns, who identify or suspect significant mental health issues, are encouraged to direct students to appropriate resources.

ROLES AND RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WORK

A. Field Education Staff

The Assistant Director of Internships and Career Services and the Internship Coordinators are all under the supervision of the Assistant Dean for Student Affairs and are responsible for the day-to-day operations of the field instruction and field education program. The Assistant Director of Internships and Career Services, the Internship Coordinators, in collaboration with the Assistant Dean of Student Affairs and the Fieldwork Committee, perform the following functions:

- Develop policies, procedures, and objectives of field instruction for the School's social work programs;
- Partner with new internships concerning the selection for field instruction and interpretation of field policies, procedures, requirements, and standards;
- Maintain ongoing communication with agency administrators, agency directors of social services, and/or agency program directors concerning administration or field instructions, policies, procedures, requirements, and standards;
- Plan and coordinate training for Field Supervisors in order to develop the quality of field teaching and strengthen the performance of Field Supervisors as educators;
- Plan student orientation to the field instruction program;
- Provide opportunities for agency Field Supervisors to participate in the ongoing assessment and development of the School's field instruction program, in the development of the criteria for field performance, and in the content of field instruction;
- Create opportunities for Field Supervisors to be familiar with the School's

curriculum as well as trends and changes in classroom course content;

- Evaluate and assess agencies' field instruction programs, in cooperation with Field Liaisons and students;
- Coordinate plans for internship placements of students in the field;
- Communicate with students regarding new agencies which are likely to be available and provide factual information regarding these internships;
- Provide the opportunity for students to evaluate their performance in their field experiences
- The Field Staff function as resources to students, field supervisors, field sites, and field liaisons regarding questions or concerns related to safety. Field Integrative Seminar courses may discuss safety issue/concerns with students as needed.
- Review periodically the field instruction program concerning immediate and long-range goals and implementation of activity toward those goals within the context of the Council of Social Work Education (CSWE).
- Collaborate with the Fieldwork Committee, which meets monthly, to provide feedback on student performance, school curriculum, and fieldwork policies and procedures and new initiatives. In addition, members are asked to share current issues and changes in the practice community.

B. Responsibilities of the School to the Internship Site

It is the philosophy of the School of Social Work that the educational program administered through Loyola University Chicago should not and would not exist without the partnership of School and internship agency. It is the expectation of the School that social workers in agencies and significant others will interact with the School in such a way as to share knowledge in relation to models of service, identification of problems in the field, and recommendations for social work education. Final responsibility for the design of curriculum rests with the School of Social Work.

The School has identified certain specific tasks, which it believes are basic in fulfilling its partnerships with agencies in the process of education:

- It is the role of the School to plan and guide the integration of the field experience with the total educational program of the student.
- The School of Social Work Field Program has a Field Manual that all students are

required to read to educate themselves on the varying issues related to field education, including safety information.

- The School is responsible for confirming Field Supervisors and meeting Field Instruction and supervision standards.
- The School provides each internship with a Field Liaison that collaborates with the Field Supervisor in the attainment of the educational goals of the field program.
- The School takes responsibility for informing agency Field Supervisors and administrations of significant curriculum changes occurring at the School.
- The School assumes the responsibility to plan and provide an orientation for Field Supervisors new to the Loyola School of Social Work Program. The orientation includes content related to Loyola's educational program and the policies and procedures related to Field Instruction. This content supplements material contained in the Field Manual.
- Regular meetings for all Field Supervisors are held at the University or other regional areas each academic year in order to provide information about developments, modifications, or current emphases in the curriculum and to facilitate the development of the Field Supervisors as social work educators.
- It is the role of the School to plan and guide the integration of the field experience with the total education program of the student. The field program works to align practical experience with the theory taught in the classroom. Integrative Seminars assist the student to integrate the course learning into the field internship experience.

INTERNSHIP GOALS AND OBJECTIVES

A. COMPETENCY-BASED EDUCATION FRAMEWORK

Social Work Education uses a competency-based educational framework to prepare students in Bachelor's and Master's level programs for professional practice. Competency-based frameworks focus on outcomes to ensure that students are able to integrate and apply social work competencies in practice. Bachelor's level programs prepare students for generalist practice. Master's level programs prepare students for generalist practice and specialized practice. The explicit curriculum of Loyola's program is made up of: courses, field education and instruction also called internships, and components of technology. The intention behind field education is to integrate theories and concepts learned in the classroom into a practice setting in the field.

There are nine social work competencies. Each competency defines the knowledge,

skills, values, cognitive and affective processes that make-up that competency and include a set of behaviors that integrate each part of the competency. The behaviors are the observable parts of the competency. Listed below are the CSWE nine competencies:

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

B. OVERALL GOALS OF THE FIELD INSTRUCTION PROGRAM

The objectives of Field Instruction are for students to acquire, integrate, and further develop knowledge and skills related to social work practice through a practicum experience. The goal of Field Instruction is to utilize a biopsychosocial framework to understand and improve the adaptive functioning of individuals, families, and small groups. Another goal is to learn about intervention in larger societal systems, and the development and management of agency programs and staff. Students are taught to think in terms of a “person in situation” configuration and to understand that a number of elements interacting in highly complex ways across various system levels impact clients.

In their field experiences, students have the opportunity to learn generalist and foundational elements at the First Level and advanced practice at the Second Level while integrating the knowledge and skills learned in all other parts of the curriculum. Within this practice setting, students can operationalize the values regarding the inherent dignity of all human beings and the importance of social justice and social responsibility that have traditionally been central, not only to the School of Social Work at Loyola, but to the social work profession itself. For this reason, it has been a matter of importance to ensure that Loyola’s field program includes service to a wide variety of client groups including different ages, genders, races, ethnic backgrounds, socioeconomic levels, and lifestyles, as well as to a variety of presenting problems and systems beyond the individual client or family.

In concert with the curriculum, the focus of the Loyola program has been broadly interpreted to include outreach, prevention, advocacy, community involvement, program

and staff development and management, as well as intervention methodologies with individuals, families, and small groups. Throughout the field sequence, there is an emphasis on the formation and the utilization of the professional helping relationship regardless of the methodology to be utilized within that relationship or the system level engaged by the student and field agency.

C. OBJECTIVES FOR THE BSW - FIRST LEVEL INTERNSHIP

Internship and the field experience is the signature pedagogy of social work practice and as such, it is an integral and essential component of the BSW/MSW degree curriculum. Such an internship is considered a foundation/generalist experience identical to the MSW first level field internship experience. Students will be concurrently enrolled in or have previously completed prerequisite foundation courses. For internships, students gain experience in agency settings and engage in generalist supervised social work practice. The internships provide valuable opportunities to apply classroom learning in the field. Through the internships, BSW/MSW students refine their professional social work skills, begin to develop their professional persona and integrate classroom course content with on-the-job experience in service provision, outreach, networking, ethics and resource development.

D. OBJECTIVES FOR THE MSW - FIRST LEVEL INTERNSHIP

Foundation/generalist content is located within the student's first internship field experience. Within the first semester, students must take or have taken Social Work with Individuals and Families (SOWK 503) and Human Behavior in the Social Environment (SOWK 500) to begin their First Level internship. The unique quality of each student's experience with service delivery means that the interrelationships between field content and organization of classroom content will vary for each student. Nevertheless, the student invariably has the opportunity to integrate the concepts within the curriculum.

E. OBJECTIVES FOR THE ADVANCED/SECOND LEVEL SPECIALIZATION INTERNSHIP

In the second level internship, students develop the knowledge and skills that align with their chosen domain of practice: Clinical Social Work or Leadership and Development in Social Services (LDSS). This emphasis provides an orientation from which the students can understand the unique qualities in relation to knowledge and skills of their chosen domain of practice.

Within the Clinical Social Work domain of practice, there are four areas of specialization: Children and Family, Health, Mental Health, and Schools. The fifth area of specialization is in the Leadership and Development in Social Services (LDSS) domain of practice. Each area of specialization requires an advanced policy course, which is designed to provide an opportunity for students to further develop their conceptualization and practice critical thinking skills in this area. Students select advanced courses and Second Level internships based on their choice of domain of practice and area of specialization.

Discussion of students' case material with regard to utilization of theories and methodologies to specific fieldwork cases and discussion of examples from the field to illustrate assessment, intervention, and evaluation issues, as well as advocacy, prevention, and organizational context of service delivery systems are an integral part of the advanced practice curriculum.

INTERNSHIP TIMEFRAMES

WATER TOWER CAMPUS

Loyola's rolling admissions process allows students to begin their internships in the fall, spring, or summer semesters. Previous work experience, former internships, and life experience in the field of social work can be helpful to students during their internships but it cannot apply towards waiving of an internship, nor count towards internship hours. Please note that most internship experiences are generally unpaid. All internships will be coordinated with the Internship Coordinators following the online submission of the student's internship application which can be found at the [Student Support Forms Page](#).

FALL TO SPRING

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

SPRING TO SUMMER

Internships start at the beginning of the spring semester and go through the end of the summer semester depending on the internship site. These internships typically begin in January and continue through August.

SUMMER BLOCK

Summer block internships are a full-time intensive immersion into fieldwork. Students may only complete one summer block internship during their academic program. A summer block internship incorporates two semesters of internship, and students are required to work 35-40 hours per week. First Level internships usually begin in May and end in August. Second Level internships typically begin in April or May and end in September or early October.

MSW ONLINE BILINGUAL PROGRAM

Students are admitted to the MSW – Online Bilingual Program in the Fall and Spring semesters. Traditional students are admitted in the Fall semester and complete a Summer-Fall internship. Advanced Standing students are admitted in the Spring semester and complete a Fall-Spring internship. This program is a cohort model that has

a specific sequence to its coursework. Please see below for more information about completing internships during these time frames:

SUMMER TO FALL

Only students in the Online Bilingual Program are eligible to complete a Summer-Fall internship during their academic program. A Summer-Fall internship incorporates two semesters of internship. Internships usually begin in May and end in December.

FALL TO SPRING

Internships start at the beginning of Fall semester and go through the end of the Spring semester depending on the internship site. These internships typically begin in late August or September and continue through late April or early May.

TYPES OF INTERNSHIPS

WATER TOWER CAMPUS

Located in downtown Chicago, which is a dynamic area for the field of social work due to its broad diversity, urban and suburban opportunities, and wealth of resources. Field instruction sites are located throughout the Chicago metropolitan area, southeast Wisconsin and northwest Indiana.

MSW ONLINE BILINGUAL PROGRAM

Since students for this program will be located across the nation, internship sites will be located in geographic areas close to where students live, allowing for up to an hour commute to the site (one way) and potentially longer if a student chooses a site that is further away.

A. Field Partnerships

A major effort has been made to develop and maintain fieldwork internships that reflect ethnic, racial, and cultural diversity within urban areas. There is a mix of public and private organizations serving people from a wide range of ages, socioeconomic levels, racial and ethnic backgrounds, and lifestyles.

There is a formal online application process for new agencies wishing to collaborate with the School of Social Work. The Internship Coordinators work in conjunction with new field sites and may meet with the administration of the agency, when possible. The Internship Coordinators share the specific responsibilities that the field agency is expected to

assume in order to train Loyola students. The site's potential is evaluated in terms of its capacity to provide a well-rounded social work educational experience to students, which includes a variety of learning opportunities, a diversity of clientele, a professional and ethical program of service, a commitment to the learning needs of the students, and the teaching needs of the Field Supervisors.

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

The pace of each internship will also vary. Some field sites have lengthy orientation processes and do not allow students to see clients until the end of the first semester. Other field sites may have students meeting with clients within the first week. Social work is a broad field and students benefit from varied experiences in their internships. The more experiences a student can gain and explore at an internship, the more marketable the student will become within the realm of the social work field. Some of the types of agencies and populations served in our field education program for first level and second level internships include:

- At-Risk Intervention School Programs
- Child and Adolescent Residential Treatment
- Child Welfare and Youth Services Agencies
- Corrections and Juvenile Justice Facilities
- Community Health and Mental Health Agencies
- Domestic Violence Prevention and Education Programs
- Family Service Agencies
- Geriatric and Older Adult Facilities
- Hospice and Palliative Care Programs
- Immigrant and Refugee Service Organizations
- Inpatient and Outpatient Hospitals
- Inpatient and Outpatient Behavioral Health Settings
- Intellectually and Developmentally Disabled Service Agencies

- Occupational and Employee Assistance Programs
- Shelters for the Homeless and Economically Disadvantaged
- Substance Use Disorder Treatment Centers
- Short and Long Term Care Facilities
- Schools (both private and public)

B. Employment-Based Internships

Students who are interested in completing an internship at their place of employment or “an Employment-Based Internship” must submit a proposal, have their employer apply as a Field Partner and get prior approval from the Internship Coordinator. All Employment-Based Internships must meet the following guidelines:

- The internship at the employment site must be clearly educational rather than work oriented
- The content of the internship experience must be different than the student's work as an employee of the agency.
- The agency and student must agree on a schedule to confirm when the student will complete internship hours, separate from work hours.
- The internship hours must be in addition to (not included in) their work schedule.
- Students must be employed in the agency for a minimum of one year.
- Students can only do one of the required two internships at their employment setting.
- Students are allowed only one year to complete their internship in an employment setting.
- First level students must complete at least 10 hours/week during the internship and a total of 480 hours.
- Second level students must complete at least 15 hours/week during the internship and a total of 720 hours.
- The Field Supervisor must meet all of the requirements as stated in this Field Manual and Field Partner Application.
- The Field Supervisor must be a different person than the employment supervisor.
- The School of Social Work has no stipulations regarding payment for internship experiences at an employment site. If an internship site offers a stipend, it is the responsibility of the student to discuss and agree upon this with the agency.
- Students who participate in Employment-Based Internships must abide by all the guidelines of this Field Manual while they are in their internship role.

Exclusions from Employment-Based Placement include:

- Agencies that are very small or are highly-specialized private practice settings;
- Agencies owned and/or operated by student’s relatives (marriage or birth);
- Students who are in a position of authority (CEO, Director) or are self-employed;
- Agencies that have existed for less than 1 year and/or have not yet developed or implemented formal operating policies and procedures; and
- Agencies under investigation or that have been sanctioned for fraudulent or unethical activities.

In order for Loyola University Chicago School of Social Work to approve an Employment-Based Internship, the Internship Coordinator must review the specific details of this potential internship including:

- A [Field Partner Application](#) (please click the hyperlink to access the form)
- An internship proposal to determine if the proposed internship meets Loyola's internship requirements to be approved. A proposal must include:
 - An outline of the descriptions of your current job responsibilities versus the description of internship responsibilities (students would need to work with the potential Field Supervisor who would be training them to create a list of internship responsibilities).
 - An outline of scheduled work hours versus internship hours (these cannot overlap).
 - The proposal should designate who will be an Internship Field Supervisor and who is the current Employment Supervisor. The proposal should include the phone number and email address of these contacts.

The Internship Coordinator will review the proposal and follow-up with the student, prospective Field Supervisor and other agency contacts regarding internship approval.

C. Dual Relationships in Field Supervision

Social Work Field Supervisors who provide supervision or consultation for interns are responsible for setting clear, appropriate, and culturally sensitive boundaries. Social workers and supervisees should not engage in any dual or multiple relationships with which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media. Dual and multiple relationships between supervisors and supervisees can take various forms, including personal, religious, political, or business relationships. Supervisors and supervisees should avoid dual relationships. Dual relationships can also compromise the quality of the supervisor's performance evaluation.

The student cannot be supervised by any friend or family member or by someone who was the student's previous supervisor.

AGENCY/PARTNER FIELD APPLICATION PROCESS

The School asks all prospective Field Partners/agencies and new programs to complete an application and submit resumes for prospective Field Supervisors for approval. [The Field Agency/Partner Application Form](#) provides a brief overview of the School's internship requirements, the internship placement process, expectations of Field Supervisors, and the supports available to Field Supervisors.

More information can be found at the [School of Social Work's Field Supervisors Page](#).

Agency Field Supervisors

Field Supervisors are important members of the field training team. In conjunction with the Field Program at Loyola University School of Social Work, Field Supervisors help to teach and train students in the field of social work during internship training experiences.

The criteria for selection of Agency Field Supervisors are as follows:

- **Master Level Supervisor:** A Master of Social Work degree or higher degree such as a DSW or PhD in Social Work.
- **Experience:** Loyola requires Field Supervisors to have a Master of Social Work degree and two years of post-graduate experience or a related higher degree such as a DSW or a PhD in Social Work. Field Supervisors complete an application and confirm their level of education and experience with the Internship Coordinators by submitting a resume for review/approval. An LCSW is preferred but not required. The Council on Social Work Education (CSWE), which accredits Loyola's social work programs, states the School, has the ability to make exceptions to approve Field Supervisors with related backgrounds as needed. The School of Social Work requires a Master of Social Work degree or higher.
- **Resume:** Agency Field Supervisors must have a current resume on file with the Loyola School of Social Work Field Office.

INTERNSHIP PLACEMENT PROCESS AND INFORMATION

The majority of the field instruction/internship sites in the program have had a long association with Loyola. The School continues to expand and nurture relationships with these internship sites. It is the policy of the School of Social Work that all referrals of students to internship sites must be made by Internship Coordinators. Students may provide a suggestion about an internship site, but may not pursue an internship on their own without consultation from an Internship Coordinator. Internships that are independently obtained without consultation from an Internship Coordinator will not be approved. Students are expected to maintain frequent contact with the Internship Coordinator throughout the placement process, especially if there is difficulty getting in touch with an agency or if there are any concerns or questions. Frequent communication between Internship Coordinators and students can only serve to enhance the efficiency and thoroughness of the internship placement process.

A. WATER TOWER CAMPUS

i. BSW and First Level MSW Internship Process

1. Students submit an online application and send an updated resume to the BSW/MSW First Level Internship Coordinator, Sylvia Corcoran [via email](#). The updated resume will include the student's Loyola University issued email address. Resumes are submitted under separate cover as an email attachment to the Internship Coordinator. BSW students should complete the [BSW Program Internship Application](#), and First Level MSW students should complete the [First Level MSW Program Internship Application](#).
2. Once the application and resume are received, the Internship Coordinator will contact the student via email and provide the next steps in the internship placement process. The Internship Coordinator is available to meet with the student in person, speak by phone, or communicate with the student through their LUC email account.
3. Based on the student's geographic area, method and options for transportation, the Internship Coordinator will provide internship referrals to students. Typically, students are emailed two or three referrals at a time. The referrals consists of supervisor contact information and other applicable data.

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

Students are not permitted to drive nor transport agency clients in their personal vehicles or others individuals' vehicles. Loyola does not provide insurance to cover students transporting clients in the student's own vehicle. Students may use an agency vehicle as long as the student is covered by the internship site's insurance and the activity is relevant to the student's learning agreement. If driving an agency vehicle is a requirement of their internship, students must confirm that field agency maintains auto insurance on its vehicles. Students should only drive agency clients when another agency employee is present.

4. Timeliness in outreach to the agency is critical in securing an internship placement. Students are directed to email their resume and cover letter to the agency contact person within two business days of receiving the referral email. If students do not apply to the referrals within that suggested timeframe, they run the risk of not securing an internship for their desired internship timeframe. If students do not apply to the given referrals, they may not be given another referral for their desired internship timeframe unless they contact and consult with the Internship

Coordinator. If students have concerns about their internship referrals, they should contact and consult with the Internship Coordinator.

5. Students are encouraged to follow-up with the agency contact by phone or email to confirm receipt of their application after 7-10 business days of initial contact. After three weeks of no response, students should contact the Internship Coordinator.
6. Students are screened for interviews by agencies based on their cover letter, resume, student needs, and site needs. Not all referrals or student outreach will result in an interview. An invitation to interview for an internship should be treated like an employment interview. Students should be professional, dress appropriately (business attire), research the site, come prepared to the interview with multiple copies of resumes, and be prepared with a list of questions about the position or agency. Students are expected to send thank you emails after interviewing.
7. An interview does not guarantee an internship. Many sites are selective and the process can be competitive. In addition to Loyola students, sites are interviewing students from many programs and schools.
8. Students are expected and encouraged to accept internships if they are offered. If a student does not feel comfortable with an internship because they feel the location is unsafe, they should contact the Internship Coordinator to discuss these concerns. Students cannot accept two offers. Students are not to accept one offer and continue the interview process with other agencies. Once an offer is accepted, the internship process is finished. If a student is simultaneously offered an internship from two sites, it is the student's responsibility to make a decision about which offer they will accept and then to respond professionally declining the other offer. This must be done in a timely fashion so that sites may continue their search. If a student has concerns or questions about an offer, they should contact the Internship Coordinator.
9. Once the student has been offered and has accepted an internship, the student should complete the BSW or First Level Internship Confirmation Form and send the completed form with notification of acceptance of an internship to the Internship Coordinator. BSW Students should fill out the [BSW Internship Confirmation Form](#), and First Level MSW Students should fill out the [First Level MSW Internship Confirmation Form](#).

This form asks for the supervisor's contact information as well as start and end dates. The student and supervisor decide the start and end dates together. Dates should be as specific as possible. The receipt of the Internship Confirmation Form by the Internship Coordinator is the final step in the internship process. The

student is not officially enrolled in field placement and a Field Liaison is not matched with the student until the Internship Confirmation Form is received by the Internship Coordinator.

10. If a student is not able to secure an internship after interviewing with a site, additional referrals may be made. After multiple rounds of referrals without a successful offer, an in-person or phone meeting will be scheduled with the Internship Coordinator to discuss the process, review the student's approach to the interview process and their application materials, and share any feedback offered by agencies. The goal of the meeting will be to determine the next steps in the internship placement process. Possible outcomes of the meeting include: an additional referral, deferment of field work until the following semester, or a recommendation that the student apply for a Leave of Absence or contact the Student Accessibility Center (SAC) Office. Other outcomes would be determined on a case-by-case basis.

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

11. Students must complete all required 500 level courses concurrently with their First Level internship. In order for a student to continue with 600 level coursework, the First Level internship must be completed.
12. Students are expected to be in the field Tuesdays and Thursdays (16 hours per week) for a total of 480 hours over two 15-week semesters. Students must ensure that internships are a priority and arrange their schedule around internship days. Some sites may ask students to be available on days outside of Tuesdays and Thursdays. Schedules are agreed upon between supervisors and students.
13. For students in the MSW - Online Bilingual Program, the days of the week at their internship sites may differ from the traditional MSW track. However, students should plan to be at their first level internships for 10-16 hours per week. If students only complete 10 hours per week, they will be extending their internship by a semester, this extension must be approved by Loyola and the internship site.
14. For students in the MSW – Evening Cohort Program, internship hours for both first level and second level internships can be during the daytime, evening or weekend hours. Students will also be asked to explore what flexibility they have in their schedules to accommodate internship hours. If a student works full-time during

regular business hours (9am-5pm), they will be expected to complete internship hours during one-two evenings/week and on the weekend days.

ii. **Second Level MSW and Advanced Standing Internship Process**

1. Second level students and Advanced Standing students submit an online application to Internship Coordinator, Sandy Peterson [via email](#).
2. Applications and resumes must be submitted by the appropriate deadline. Please review deadlines on the [Fieldwork Deadlines Page](#).
3. Both second level and Advanced Standing students should complete the [Second Level/Advanced MSW Program Internship Application](#).
4. Once the application is received, the Internship Coordinator will share information and steps about the internship application process through email and by giving the student access to the Advanced MSW Internships Sakai Portal, an instructional technology tool. This email will initiate the start of the placement process. The Internship Coordinator will provide resume feedback to each student through email and will communicate with each student through their LUC email account, or by phone or in-person.

Please be aware that certain types of internships (e.g. Schools, CADC, Gero-Ed) have additional application criteria and due dates that involve test scores or prior course work as an application requirement. Contact your Academic Advisor and consult the School's website for further information and instructions.

5. Based on the student's specialization, sub-specialization or certificate program, experience, areas of potential growth and transportation options, the Internship Coordinator will provide internship referrals to approved internship sites. Students will review the list of available options and then email the Internship Coordinator a list of site preferences. Then the Internship Coordinator will review the list of preferences and provide additional suggestions and/or let students know if positions have been recently filled and recommend they start to apply. Student will then review the internship referral information in Sakai to prepare cover letters, a resume, and other requested materials in order to submit their internship applications. An internship referral consists of supervisor contact information, a description (if available), and other applicable information.

While students in the Online Bilingual Program will not be applying to a specific specialization, they should still follow the second level internship application process outlined in this manual.

Students can be asked to travel an hour or more (each way) to their internship on public transit (bus, train, etc.) or by car. Travel time to and from the internship site

does not count towards internship hours. Travel is the responsibility of the student and students are not reimbursed for cost of travel. If a student uses their personal vehicle to travel to and from their internship or during the course of their internship work, the student is responsible for maintaining personal auto insurance coverage. Loyola University's auto insurance policy will not apply to student internships.

Students are not permitted to drive nor transport agency clients in their personal vehicles or others individuals' vehicles. Loyola does not provide insurance to cover students transporting clients in the student's own vehicle. Students may use an agency vehicle as long as the student is covered by the internship site's insurance and the activity is relevant to the student's learning agreement. If driving an agency vehicle is a requirement of their internship, students must confirm that field agency maintains auto insurance on its vehicles. Students should only drive agency clients when another agency employee is present.

6. Timeliness in outreach to the agency is critical in securing an internship placement. Students are typically directed to email their resume and cover letter to each agency contact person within two-three business days. Students who do not apply within that timeframe may jeopardize the opportunity to apply to their desired internships for their desired start date.
7. Students are encouraged to follow-up with the agency contact by phone or email after seven to ten business days of initial contact to confirm receipt of their application materials. After 14 business days of no response, students should contact the Internship Coordinator for assistance.
8. Students are screened for interviews by agencies based on their resume, cover letter, student needs, and site needs. Not all referrals or student outreach will result in an interview. An invitation to interview for an internship should be treated like an employment interview. Students should be professional, dress appropriately (business attire), research the site, come prepared to the interview with multiple copies of resumes, and be prepared with a list of questions about the position or agency. Students are expected to send thank you emails after interviewing.
9. An interview does not guarantee an internship. Many sites are selective and the process can be competitive. In addition to Loyola students, sites are interviewing students from many other programs and schools.
10. Students are expected to accept an internship, if it is offered. If a student has concerns or questions about an offer, they should contact the Internship Coordinator.
11. Students cannot accept two offers. Students are not able to accept one offer and continue the interview process with other agencies. Once an offer is accepted, the placement process is finished. If a student is simultaneously offered an internship

from two sites, it is the student's responsibility to make a decision about which offer they will accept and then to respond professionally declining the other offer. This must be done in a timely fashion so that sites may continue their search. If a student has concerns or questions about an offer, they should contact the Internship Coordinator.

Once the student has been offered and has accepted an internship, the student should complete the online [Second Level/Advanced Standing MSW Internship Confirmation Form](#) and email the Internship Coordinator about the acceptance of an internship.

The receipt of the Internship Confirmation Form by the Internship Coordinator is the final step in the internship process. The student is not officially enrolled in field placement and a Field Liaison is not matched with the student until the Internship Confirmation Form is received by the Internship Coordinator.

12. Students are expected to be at their internships Mondays, Wednesdays and Fridays (24 hours per week) for a total of 720 hours. Students must ensure that fieldwork is a priority and arrange their schedule around designated internship days.
13. For students in the Online Bilingual Program, the days of the week at their internship site may differ from the traditional MSW track. However, students should plan to be at their second level internships for a total of 24 hours per week.
14. If a student is not able to secure an internship after interviewing with a site, additional referrals may be made. After multiple rounds of referrals without a successful offer, an in-person or phone meeting will be scheduled with the Internship Coordinator to discuss the process, review the student's approach to the interview process and their application materials, and share any feedback offered by agencies. The goal of the meeting will be to determine the next steps in the internship placement process. Possible outcomes of the meeting include: an additional referral, deferment of field work until the following semester or a recommendation that the student apply for a Leave of Absence or contact the Student Accessibility Center (SAC) Office. Other outcomes would be determined on a case-by-case basis.

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

SCHOOL OF SOCIAL WORK SPECIALIZATIONS

Students must choose one specialization that will reflect their advanced coursework and second level internship. Please see below for the five specialization options offered.

A. The Schools Specialization

Schools internships are from Fall to Spring only, as students are placed for the entire academic year at their school. Students specializing in Schools will work with the PEL Coordinator to obtain referrals to eligible districts/schools. There are also restrictions on the application for this specialization based upon the student's entry into the MSW program. Information on deadlines, testing standards and requirements, and other details can be found on the [Schools Specialization Page](#).

In addition, Appendix A of the MSW Student Handbook has specifics about the Schools specialization. Schools internships must be in a traditional public (non-charter) school in Illinois. Again, this is only a Fall to Spring option as many schools start in early to mid-August and go through the end of June. Students must commit to the full academic year. The deadline for admission to the Schools specialization is March 15th of every year. In addition, students must pass the content exam in the fall semester of their second level Internship. Official score reports or screenshots from ELIS must be sent from the student to the Schools PEL Program Director, Amy Greenberg [via email](#).

B. Mental Health Specialization

Mental Health internships may include the following: hospital inpatient mental health units, outpatient community mental health centers, school-based programs, residential treatment facilities, domestic violence programs and shelters, etc. Most opportunities are for Fall to Spring internships. Some internships require a full year commitment, starting in July and ending in June. There are fewer options available for both Spring to Summer internships, and Summer Block internships since most agencies only accept students for Fall to Spring internships.

C. The Health Specialization

Health internships may include the following: hospitals, nursing homes, medical centers, rehabilitation centers, hospice centers, etc. Most hospital setting internships begin in July or August and continue on through May. Some hospital sites require a full year commitment starting in July. It is rare to secure a hospital internship for Summer Block and Spring to Summer since limited to no internship options exist for those time frames.

D. The Children and Family Specialization

Children and Family internships may include the following: hospital inpatient units, outpatient community mental health centers, school-based programs, child welfare, adoption and family services agencies, etc. There are typically internship opportunities available for Fall to Spring, Spring to Summer, and Summer Block time frames.

E. The Leadership and Development in Social Services Specialization & Domain

LDSS internships focus on working with an agency and typically provide little to no direct services to clients. LDSS internships may include: large and small community agencies, mental health settings, foundations, advocacy or policy departments, etc. There are typically internship opportunities for Fall to Spring, Spring to Summer, and Summer Block time frames.

SUB-SPECIALIZATIONS/CERTIFICATE PROGRAMS

The School of Social Work offers unique areas for students to sub-specialize in or to train and become eligible for a post-graduate certification. The School also offers a unique Scholarship program funded by federal grants for eligible students.

A. Certified Alcohol and Other Drug Counselor Eligibility Program (CADC)

This is a second level option only. Full-time students must apply to the CADC program during the Fall semester of their first year. Part-time students and Spring admits are ineligible for the CADC program. Applicants are informed of their admittance to the program during the Spring semester of their first year. Once admitted, students work with their Internship Coordinator to ensure their second level internship is focused on substance treatment in order to ensure field hours count towards certification. CADC internships are either Fall to Spring or Summer Block. Spring start times are not available. CADC students can only specialize in Mental Health with the CADC sub-specialization. More information on the CADC program can be found at the [Advanced Certified Alcohol and Other Drug Counselor Training Program Page](#).

B. Gero–Ed Sub-Specialization

This is a second level option only. Students must apply and be accepted into the Gero–Ed sub-specialization program in order for their second level coursework and internship to be focused upon working with older adults and to be eligible to count towards the sub-specialization program. Student can specialize in Mental Health or Health with this sub-specialization. The application deadline is December 1st. More information can be found at the [Gero-Ed Page](#).

C. Group Work Sub-Specialization

This is a Second Level option only. Students must apply and be accepted into the Group Work sub-specialization program in order for their Second Level coursework and internship to be focused upon working with clients in groups and to be eligible to count towards the sub-specialization program. Students can specialize in Mental Health, Health, Children and Family, Schools and LDSS with this sub-specialization. The application deadline is December 1st. More information can be found at the [Group Work Page](#).

D. Migration Studies Sub-Specialization

The Migration Studies Sub-Specialization program does not require an internship. However, there is a study abroad internship opportunity available within this sub-specialization. More information can be found at the [Migration Studies Page](#).

E. Pathways to Academic, Career, and Employment Success (PACES) Scholarship

The Pathways to Academic, Career, and Employment Success (PACES) Scholarship is awarded to incoming MSW students who are economically, academically, ethnically, and/or environmentally disadvantaged. Eligibility: Full-time summer, fall, or spring MSW admits who demonstrate coming from a background defined as economically, academically, ethnically, and/or environmentally disadvantaged. Applicants must maintain a GPA of 3.0 or higher, specialize in Health, Mental Health, or Children and Family, be willing to take required classes associated with the PACES program, complete field placements at an agency located in a Medically Underserved Community (UMC), and have a commitment to pursuing post-MSW employment at mental and behavioral health site in a Medically Underserved Community. More information about this scholarship can be found at the [PACES Scholarship Page](#).

INTERNSHIP REQUIREMENTS & EXPECTATIONS

A. Course Enrollment

Students must enroll in an internship course for each semester that they are in an internship. BSW and MSW students are required to complete two and four semesters, respectively, of internship courses in order to graduate. Students must be enrolled in the internship course prior to the first day of the internship. Failure to enroll in the internship course will directly affect the start date of the student at the internship site. Students cannot attend their internship until they enroll in the internship course.

- **BSW Level**

- o First Semester internship – enroll in SOWK 330
- o Second Semester internship – enroll in SOWK 340

Satisfactory completion of 2 field courses (SOWK 330, SOWK 340) is required of all candidates for the Bachelor of Social Work degree.

- **First Level MSW**

- o First Semester internship – enroll in SWFI 530 and SWFI 530S
- o Second Semester internship – enroll in SWFI 531

Satisfactory completion of all 4 field courses (SWFI 530, SWFI 531, SWFI 630, and SWFI 631) is required of all candidates for the Master of Social Work degree.

- **Second Level MSW/Advanced Standing**

- o First Semester internship – enroll in SWFI 630 and SWFI 630S
- o Second Semester internship – enroll in SWFI 631

Students in a summer block internship must enroll in both the first and second semester courses at the start of their internship. First Level MSW students must enroll in SWFI 530, SWFI 530S, and SWFI 531 prior to the start of their internships. Second Level MSW/Advanced Standing students must enroll in SWFI 630, SWFI 630s, SWFI 631 and prior to the start of their internships.

B. Learning Agreement

The Council of Social Work Education (CSWE) introduced nine competencies in 2015 for students to work towards in their field placement experience. The School of Social Work recognizes that each site provides various learning opportunities and therefore supervisors can tailor their agreements to reflect their agency's unique mission and goals.

The 9 Competencies include:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Within 30 days of the internship, (about 60 hours into the fieldwork experience), the student and their Field Supervisor will complete a Learning Agreement which defines the learning goals and objectives for the internship. Learning goals and objectives will form the basis for the student's evaluations at the end of each semester. The student and their Field Supervisor should discuss the student's learning style, the expectations from the agency, and the learning goals that the student and Field Supervisor want to accomplish. The student and the Field Supervisor both sign this document and both keep a copy for their records. The student is required to send a copy to their Field Liaison.

Failure to complete the Learning Agreement within the 30-day timeframe will result in the student not being able to count internship hours after the first 30 days. Until the Learning Agreement is submitted and received by the Internship Coordinator or Field Liaison, any accumulated hours will not count towards completion of the internship hours.

If a student does not meet the expectations outlined in the Learning Agreement, the internship site may request a meeting with the student and their Field Supervisor and Field Liaison to fill out a Corrective Action Plan, which will clarify the field internship requirements and make any changes that are necessary to maintain the internship and ensure success. Both the Learning Agreement and the Correction Action Plan forms can be found at the [Student Support Forms Page](#).

C. Evaluations

Evaluations completed by the Field Supervisor are used to measure a student's progress in the field. The purpose of the evaluation process is to provide the student with feedback and inform them of their progress and level of performance. Evaluations should provide the student with opportunities for learning and development. The student will have two written evaluations; the midterm evaluation is completed at the halfway point and the final evaluation is completed at the end of the internship.

The Field Supervisor and the student should meet and discuss the evaluation and the progress of the student's learning goals and objectives, which are defined by the aforementioned nine competencies. It is expected that the midterm evaluation serves as a learning opportunity to indicate where the student can grow and enhance their practice. This allows the student to use the second half of the internship to integrate feedback, improve, and build upon practice skills. The student and the Field Supervisor should review the evaluation prior to the Field Supervisor submitting the evaluation online. It is recommended that both the student and Field Supervisor keep copies of the evaluation.

The evaluation of the student is on a Likert scale, which utilizes a point scale to assess a student's level of competency in their internship activities and learning goals. The scale rating is as follows:

1. Demonstrates No Competency in this area.

- 2. Demonstrates Minimal Competency:** little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
- 3. Developing Competency:** with some coaching or prompting student demonstrates some skill, marginal competency in working towards improvement, there is a beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, and inconsistently takes initiative.
- 4. Emerging Competency:** demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance and just needs more practice, and takes initiative for learning.
- 5. Demonstrates Competency:** Student is beginning to independently apply skills in simple or complex situations, there is moderate competency and ongoing progress, there is adequate performance with a need for more practice, and takes initiative for learning.
- 0. Not Applicable:** Does not relate to the student's internship experience or there is not sufficient experience to evaluate skill level.

Please note two ratings, 1 or 2, on the evaluation indicate that the student is performing at an unacceptable level in that area. All such ratings are to be understood as meaning that improvement in the performance is needed. Receiving a rating of 1 or 2 can be deemed as appropriate in the first semester of an internship, if a student is developing these skills and still learning about their specific internship and the field of social work. If a student receives several scores of 1 - "Demonstrates No Competency," the Field Supervisor is responsible for reaching out to the Field Liaison to express concerns about specific competencies areas in which the student is not making progress.

The Field Supervisor should work with the Field Liaison to develop a plan that will be put into writing using the Corrective Action Plan, and provide copies to the student and Field Liaison. The Corrective Action Plan can be found at the [Student Support Forms Page](#). The plan should include specific information about the change in behaviors necessary and a time period within which the problems will be addressed and rectified.

D. Student Self-Evaluation

BSW students are asked to evaluate their progress in their internship. MSW students are asked to evaluate their progress in the field at both their First and Second Level internships. These evaluations are completed at the end of each semester and will be made available to students through email. The self-evaluation is submitted only to the Internship Coordinator and Student Services staff. It is not shared with the Field Supervisor and Field Liaison.

E. Forms and Evaluation Due Dates

Learning Agreement.....	Due within 30 days of internship (within 60 hours for block internship)
Student Evaluation of Self.....	Due at the end of each semester of internship

Projected Evaluation Due Dates

Fall to Spring Internship.....	Midterm evaluation due in December Final evaluation due in May
Spring to Summer Internship.....	Midterm evaluation due in May Final evaluation due in August
Summer Block Internship.....	Midterm evaluation due in July Final evaluation due in August for First Level students and September or October for Second Level students

All forms can be found at the [Student Support Forms Page](#).

F. PROCEDURES FOR RESOLVING CONFLICTS IN INTERNSHIPS

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

1. The student and Field Supervisor will attempt to resolve the conflict or concern through the supervisory process.
2. If Step 1 proves unsatisfactory for either party, the student and/or Field Supervisor can request a meeting with the Field Liaison. The Field Liaison will meet with the student and Field Supervisor and help resolve the conflict or concern.
3. An outcome of Step 2 can be a **Corrective Action Plan** where the specific concerns are formally outlined with the corrective actions that the student must make within a certain time frame. The Correction Action Plan also outlines how the Field Supervisor will support the student to move forward and make progress. The Corrective Action Plan can be found at the [Student Support Forms Page](#).
4. If Step 3 proves unsatisfactory, any of the parties involved can request a meeting with the Internship Coordinator. The Internship Coordinator can set up meetings with any of the involved parties and help resolve the conflict or concern.

5. If Step 4 proves unsatisfactory, any of the parties involved can request a meeting with the Assistant Dean for Student Affairs. The Assistant Dean can set up meetings with any of the parties involved and help resolve the conflict or concern.
6. **MSW Students** – when the field grade is “NP” (No Pass) is assigned, which is considered a failing grade, this results in adverse action in which the student is dismissed from the program. The student may appeal the 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. 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.
7. **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 retake the class. BSW students have access to the Committee on Student Affairs and may also appeal an adverse field grade.

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

GRADING FOR FIELD WORK

A. BSW Students

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

A = Exceptional work: Outstanding; this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice and careful attention to use of professional language, good grammar, and sentence structure in written products.

B = Fully meets undergraduate standards: This grade will be assigned to work in which all aspects of assignments are completed satisfactorily. The student shows a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is satisfactory: This grade will be assigned to work in which most aspects of assignments are completed satisfactorily. The student frequently shows a combination of accurate use of theory and principles, and precise descriptions of practice.

D = Overall performance is poor: The student must retake the course if it is a required course for the major, and/or a non-major chosen elective or CORE credit.

F = Failure: Overall quality of work is unsatisfactory, or some aspect of assignments is not done.

The grading system used in the Loyola School of Social Work is the same that is used within Loyola University.

A	4.00	
A-	3.67	
B+	3.33	
B	3.00	
B-	2.67	
C+	2.33	
C	2.00	
C-	1.67	(a grade of C- or lower will require a class to be retaken)
D+	1.33	
D	1.00	
F	0.00	

I **Incomplete**

W **Withdrawal**

WF **Withdrawal Failure (equivalent to a failing grade)**

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

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

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

- A. Student may be referred to another internship site
- B. Internship may be deferred to a subsequent semester
- C. A student receives a grade of "F" which impacts a student's academic standing and ability to continue in their academic program.

A student may appeal any final assigned grade by following the appeal procedures

outlined in the Student Handbook, which is available on the [Student Support Forms Page](#).

Assignment of an “I” for Incomplete

Students typically receive an incomplete “I” grade if the School is waiting to receive a field evaluation or if the student’s internship extends beyond the end of the semester. The assignment of an “I” for incomplete is a place-holding grade for a fieldwork course until the evaluation for that particular semester is received. Once the evaluation is received for that particular semester, then the final grade is entered. Students will be notified by their Internship Coordinator if they receive an “I” grade for a fieldwork course.

Assignment of a “W” for Withdraw

Since the integrity of the two consecutive semester field courses must be maintained, withdrawal from the field course in the first or second semester of fieldwork will be permitted only in unusual circumstances. A condition of withdrawal might require that both semesters of the field course be repeated. Students who must withdraw from fieldwork for a term or who must leave internship and cannot secure a new internship during the same term will receive a “W” for Withdraw and will be expected to start their internship and hours over again.

Assignment of a “WF” for Withdraw/Failure

A grade of "WF" indicates withdrawal from a class without proper authorization at any time and is also assigned for withdrawal after the approval deadline (see academic calendar for dates). This grade is generally not relevant in relation to field, but in instances in which students withdraw from the field course without consent, or absent themselves from field courses, the grade “WF” will be assigned automatically. This may also result in a failing grade for field.

Assignment of an “F” Grade

In some instances, a circumstance arises when there is not sufficient time to create an educational plan to remedy the difficulty, or there is such a violation of sound practice or ethics that immediate action must be taken to safeguard the client, to protect the field agency, or to protect the school. For example, if a student exhibits behavior which indicates unsuitability for the profession, such as inability to engage clients, inability to follow the Field Supervisor’s directions, inability to respect agency structures and negotiate within them, continuous errors in judgment, inability and or unwillingness to explore and utilize modalities and theories learned in the classroom as appropriate to the client and situations, or inappropriate behavior, this could result in an “F” grade.

In these instances, the Field Supervisor or Field Liaison shall immediately notify the student that the field course has been terminated and the grade of “F” will be entered. The Field Supervisor will submit, with or without the student’s signature, a termination evaluation for the semester which describes the problem in detail with their recommended grade of “F.”

B. MSW STUDENTS

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

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

If for any reason a student is asked to leave their internship or chooses to end their fieldwork prematurely, this is cause for great concern. Every effort should be made to preserve the internship and maximize the educational benefit of the student's experience through an active collaboration between the Field Liaison, the Field Supervisor, and the student. If the student is asked to leave or withdraws from the internship, a meeting is initiated by the Internship Coordinator to meet with the student, Field Liaison, and the Assistant Dean of Student Affairs to gather the student’s perspective on the outcome of the internship.

If a student’s removal from the internship is the outcome, it is the responsibility of the Internship Coordinator to meet with the student and share the reason for the removal. The Assistant Director of Internships and Career Services will also be consulted in this process.

Depending on the circumstances and the outcome of the meetings, one of the following options may be utilized:

- A. Student may be referred to another internship site
- B. Internship may be deferred internship to a subsequent semester
- C. The assignment a grade of “NP,” for a fieldwork course impacts a student’s academic standing and ability to continue in their academic program.

A student may appeal any final assigned grade by following the appeal procedures outlined in the Student Handbook, which is available on the [Student Support Forms Page](#).

Assignment of an “I” for Incomplete

Students typically receive an incomplete “I” grade if the School is waiting to receive a field evaluation or if the student’s internship extends beyond the end of the semester. The

assignment of an “I” for incomplete is a place-holding grade for a fieldwork course until the evaluation for that particular semester is received. Once the evaluation is received for that particular semester, then the final grade is entered. Students will be notified by their Internship Coordinator if they receive an “I” grade for a fieldwork course.

Assignment of a “W” for Withdraw

Since the integrity of the two consecutive semester field courses must be maintained, withdrawal from the field course in the first or second semester of field work will be permitted only in unusual circumstances. A condition of withdrawal might require that both semesters of the field course be repeated. Students who must withdraw from fieldwork for a term or who must leave internship and cannot secure a new internship during the same term will receive a “W” for Withdraw and will be expected to start their internship and hours over again.

Assignment of a “WF” for Withdraw/Failure

A grade of "WF" indicates withdrawal from a class without proper authorization at any time and is also assigned for withdrawal after the approval deadline (see academic calendar for dates). This grade is generally not relevant in relation to field, but in instances in which students withdraw from the field course without consent, or are consistently absent from field courses, the grade “WF” will be assigned automatically. This may also result in a grade of “NP” for field.

Assignment of an “NP” Grade

In some instances, a circumstance arises when there is not sufficient time to create an educational plan to remedy the difficulty, or where there is such a violation of sound practice or ethics that immediate action must be taken to safeguard the client, to protect the field agency, or to protect the school. For example, if a student exhibits behavior which indicates unsuitability for the profession, such as inability to engage clients, inability to follow the Field Supervisor’s directions, inability to respect agency structures and negotiate within them, continuous errors in judgment, inability and or unwillingness to explore and utilize modalities and theories learned in the classroom as appropriate to the client and situations, or inappropriate behavior, this could result in an “NP” grade.

In these instances, the Field Supervisor or Field Liaison shall immediately notify the student that the internship has been terminated and the grade of “NP” will be entered. The Field Supervisor will submit, with or without the student’s signature, a termination evaluation for the semester which describes the problem in detail with their recommended grade of “NP.”

Since a student who receives an “NP” grade is dismissed from the program, the student may appeal or file a grievance. The procedures for this process are outlined in the Student

Handbook, which is available at the [Student Support Forms Page](#).

C. Financial Aid Implications of Failure in Field

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

Therefore, if a student leaves or is dismissed from an internship, but continues to attend their other classes and is then subsequently assigned an NP for the failed internship and dismissed from the MSW Program, a financial aid refund will be considered on the basis of the last time the student was in class attendance and not the date of the last day in the internship.

Implications of this financial aid decision could have significant impact upon the student's financial situation. As a courtesy, the School will notify the student who is being either dismissed by an internship or withdrawing from the internship of the financial aid implications as soon as it becomes aware of this information. However, it is the student's responsibility to stay informed of the University's approved withdrawal and reimbursement deadlines. Students should review these deadlines on the [School of Social Work's Academic Calendar](#).

SAFETY CONSIDERATIONS

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

Professional Liability Insurance

Loyola University Chicago's Risk Management Office can provide proof of professional liability insurance coverage for undergraduate and graduate students who are actively enrolled in the BSW and MSW programs, and who are currently completing an organized

field placement/internship with an approved field partner of the School of Social Work. The University provides documentation for this insurance coverage by issuing certificates of liability insurance upon request. If an organization/agency needs documentation of this coverage, please contact your assigned Field Internship Coordinator: [Sylvia Corcoran](#), [Sandy Peterson](#) or [Vanessa Farias](#) to process the request. Requests are directed to the Risk Management Office for processing and then certificates are sent to agency contacts through email.

Title IX, Sexual Harassment, Gender Misconduct and Discrimination

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of gender (sex). Title IX prohibited conduct includes sexual harassment, sexual assault, sexual misconduct, relationship (dating) violence, and stalking. All students, staff, and faculty are protected and Title IX benefits everyone. It is a law that requires educational institutions to create and maintain policies and procedures that do not discriminate against anyone on the basis of gender, including any form of sexual harassment, sexual assault, dating violence, and stalking. Incidents that take place off-campus but still impact a student's participation in any educational program or activity will be handled similarly to incidents that take place on-campus. Students need to know that University faculty and staff have 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, and to ensure members are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. More information about the University's obligations when it has notice of a Title IX related incident, confidential resources for students, and complaint procedures can be found at [Loyola's Title IX Page](#). Through the Dean of Students Office, students are provided with assistance navigating the University's response to reports of gender-based discrimination or other forms of misconduct. Gender-based misconduct includes all forms of dating and domestic violence and sexual misconduct as defined in the Loyola University Chicago [Community Standards](#), as well as stalking and any other misconduct where the victim/survivor was targeted because of their sex, gender, or gender-expression. More information about services available to students experiencing gender-based misconduct can be found at Loyola's [Gender-Based Misconduct \(Title IX\) Services Page](#).

Gender Pronouns

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

Agency Protocol

It is important for students to know the agency's protocol for safety and security. The

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

Security of Belongings

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

Safety Issues Related to Working with Clients

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

Safety Tips for Office Meetings

When considering the location of an office meeting, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit. When scheduling the appointment, it is helpful to think about whether other people will be around and available at the time of the meeting for help if needed. Also, it is important to have a plan for assistance in the event that the client becomes agitated. This may include having another staff person in the meeting. Professional clothing is expected in all internship settings, and may help a student act quickly and with authority in an unsafe situation.

Internship Travel and Transportation of Clients

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

Students are not required to use their personal vehicle for agency work. Students must

discuss the conditions and use of their personal vehicle with the supervisor prior to the start of internship. Some students may provide home-based work where they provide services in the client's home under supervision. In this instance, travel time *does* count towards internship hours.

Students are not permitted to drive nor transport agency clients in their personal vehicles or others individuals' vehicles. Loyola does not provide insurance to cover students transporting clients in the student's own vehicle. Students may use an agency vehicle as long as the student is covered by the internship site's insurance and the activity is relevant to the student's learning agreement. If driving an agency vehicle is a requirement of their internship, students must confirm that field agency maintains auto insurance on its vehicles. Students should only drive agency clients when another agency employee is present.

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

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

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

Home Visits

Prior to making a home visit, the student should discuss any issues related to safety with the Field Supervisor. The field agency should know the location and scheduling of the home visits. If the student feels unsafe upon arrival or at any time during the visit, they should contact the Field Supervisor, Field Liaison, or Internship Coordinator immediately.

Procedures for Reporting an Incident

If an incident occurs in which a student is threatened or hurt at the internship or in the community while completing internship hours, the Field Supervisor or agency should contact the Field Liaison or Internship Coordinator immediately to discuss what actions the agency and School should take to ensure the student's physical and emotional well-being. The student also has the option to report an incident to somebody other than their Field Supervisor in case they do not feel comfortable bringing their issue to them.

The incident and the steps taken to address it should be documented by the School of

Social Work and the field agency. If needed, there should be a meeting with the student, the agency, and the school to discuss the situation, assess the immediate and ongoing risk, and find a resolution that promotes the student's sense of well-being and the learning process.

INTERNATIONAL INTERNSHIPS

There are study abroad opportunities to fulfill coursework requirements as well as for fieldwork. Students may satisfy only one of their fieldwork requirements in a country outside of the U.S. during a summer block.

The School organizes a field experience in Mexico. Students can contact their respective Internship Coordinator for further information and possible referrals to the appropriate faculty that coordinate the Mexico field experience. More information about the School of Social Work's study abroad and international internship opportunities can be found on the [School of Social Work's Study Abroad Page](#).

The Mexico internship can be used as a First or Second Level internship, except for students pursuing the Schools specialization, as School internships must be completed in the United States. A minimum of conversational Spanish is required. This international internship is coordinated by Dr. Vidal de Haymes; however, students should still notify their Internship Coordinator if they are interested in applying for field experience in Mexico.

Students can, in consultation with their Internship Coordinator, organize their own summer internship abroad. In the past, students have completed internships in South Africa, Mexico, Israel, and Italy. Students interested in an internship abroad should fill out a study abroad proposal and have it approved by their Internship Coordinator and the Assistant Director of Internships and Career Services.

Each student scheduled to complete an internship abroad is required to meet with a study abroad advisor the Office of International Programs and purchase international health insurance through CISI, which is managed by the Office of International Programs. More information about international study and pre-departure requirements can be found on [Loyola's Study Abroad Page](#).