

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SWII 530S**

**Integrative Seminar**

**[Add Semester and Year]**

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

**Email:**

**Telephone:**

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

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**Class Day and Time:**

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

**Credits/Length of Course:**

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

**Prerequisites:**

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

# SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT

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

## Course Description

Students’ internship education is the signature pedagogy of the social work profession. This course is the first of two seminars that serve to enrich students’ internship experience. The focus of this course is upon the experiences and progress of the student in the first semester of the internship and the relationship of the internship experience to specific foundation class content. The emphasis is on issues that are likely to emerge at the start of the internship experience including professional conduct and comportment, use of supervision, writing for internship, organizational context, and initial work with client systems. This course will meet in five synchronous sessions over the span of the Fall and Spring semesters. The SAKAI portal will be the platform for modules that contain course readings, assignments, and interactive forums.

## Learning Objectives & EPAS Related Competencies\*

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

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

| **Assignment** | 1. Safety Test in module 1. 2. Class Readings throughout modules 1-5. 3. Lead class discussion on what it means to be a professional social worker 4. Ethics and Boundaries module 3. 5. Kognito Simulation Assignment | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

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

| **Assignment** | 1. Readings Module 1 on Stereotypes and Stigma 2. Reading Module 3. NASW Standards and Indicators for Cultural Competence in Social Work Practice 3. Organizational Assessment Assignment 4. Kognito Simulation Assignment | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

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

| **Assignment** | 1. Organizational Assessment Assignment 2. Kognito Simulation Assignment | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

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

| **Assignment** | 1. Safety Test 2. Organizational Assessment Assignment 3. Kognito Simulation Assignment 4. Readings throughout Modules 1-5 | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

# METHODS OF INSTRUCTION

### Sakai

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

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

### Minimum Technical Requirements

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

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

# POLICIES & RESOURCES

### LUC SSW BSW/MSW Student Handbooks

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

### Attendance Policy

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

Students with Special Needs – Student Accessibility Cente**r**

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

### Respect for Diversity

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

### Gender Pronouns and Name on Roster

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

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

### Brave and Safe Space

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

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

### Title IX Disclosure and Rights

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

### Student Code of Conduct

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

### Privacy Policy – FERPA

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

### Third-Party and FERPA

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

### Resources for Writing

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

### Help with Technology – Help Desk

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

### Important Contact Information

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

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

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

## ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS

### Academic Integrity and Plagiarism

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

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

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

### Turn-It-In

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

### Academic Warnings

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

### Grading Criteria

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

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

### Grading Scale

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

### Grade of “Incomplete”

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

### Use of Rubrics as an Evaluation Tool

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

### Facilitator Feedback to Learners

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

## DESCRIPTION OF ASSIGNMENTS

Classes are structured in ways that allow students to take responsibility for their learning experiences. As a result, each student determines her/his own learning outcomes and final grade contingent on meeting course requirements. The instructor will assign the letter grade that you have achieved. All assignments must be submitted prior to/or on the date and time indicated on the course Assignments section of Sakai. . All assignments have mandatory due dates. Assignments submitted after those dates may not receive comments from the instructor, but rather just a final grade with an appropriate reduction in grade.

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

| Assignments | Description of Assignment | Points | Due Date |
| --- | --- | --- | --- |
| Class Attendance and Participation | Attending and participating in class | 40 per class  200 total | Each Zoom class over the semester |
| Assignment 1 Safety in The Internship | Read article from NASW: Guidelines for Social Work Safety in The Workplace. Take the quiz in Sakai. | 200 | Due Date |
| **Assignment 2 Organizational Assessment Paper** | This assignment will enhance the student’s understanding of non-profit organizations, particularly where they are completing their internship placement. It engages students in data collection that includes the perspectives of agency leaders and staff, a review of agency documents, and integration of relevant professional literature.  The student will synthesize this information into an agency analysis paper that will lay the groundwork for a grant proposal.  **Guidelines for Successfully Completing Assignment 2 / Grading Criteria:**  Prepare a 4 – 5-page paper assessing a human service organization that includes the following:  **Mission**   * + What is the agency’s mission statement?   + What programs and services are available? Do they align with the mission statement?   **Human Resources**   * + Attach the official organizational chart **and** your analysis of what the organization hierarchy really is – provide a narrative to explain any differences.   + What are the leadership styles within the organization? How is conflict managed?   + How are staff supported, trained, and held accountable?   **Programming**   * + What are the funding sources?   + How are agency resources (funds, volunteers, advertising) distributed (general fund, specific programs, etc.)?   + How are decisions made re: funding and programming?   **Agency Culture**   * Who are the clients? * How do clients access the agency? (Are there barriers to access?) * What is the relationship between the agency and the community that it serves? * What is the relationship between the agency and the community in which it is located? * To what degree does the diversity of the agency reflect its clientele?   **Conclusion**   * + Summarize your assessment of the agency’s strengths, weaknesses, challenges, and opportunities.   + Include recommendation(s) for moving the organization forward.   Students should be sure to integrate key theories and perspectives from the readings that help to frame and support their analysis.  Students should appropriately collect and provide the application of evidence to answer questions (i.e.: does not simply follow the “company line” but integrates data from multiple perspectives including but not limited to, at least two respondents and a recent outside publication). | 200 | Due Date |
| Assignment 3 Kognito Simulation Exercise | **KOGNITO SIMULATION**  Students complete the Kognito Simulation exercise at Kognitocampus.com with an 80% score to pass. | 200 | Due Date |
| Assignment 4 Mandated Reporter | **Mandated Reporter Training**  Students complete the Mandated Reporter training | 200 | Due Date |
| Total Possible |  | 1000 |  |

## Rubric for graded papers

| **Criteria** | **40 Points** | **30 Points** | **20 Points** |
| --- | --- | --- | --- |
| **Introduction to Paper** | Clear and concise introduction that introduces subject matter. | Lack of clarity in the introduction. Reader has an idea of what the writer will discuss but is still unclear. | Insufficient information was provided on the subject matter introduction. Reader unclear of subject matter. |
| **Content** | Balanced presentation of relevant information that supports a central purpose. Reflects in-depth thought and analysis of the topic. The reader gains important insights. | Information provides reasonable support for a central purpose. Basic thought and analysis of the topic. The reader gains some insights. | Central purpose is not identified. Reflects limited thought and analysis of the topic. The reader does not gain much insight. |
| **Organization** | Ideas are arranged logically and support the content of the paper. The reader can follow ideas clearly. | Ideas flow well but lack organization throughout the paper. The reader has some difficulty following ideas. | Ideas are not well organizations, and the reader has much difficulty following ideas. |
| **Summary** | Clear and concise summary of relevant  Information about the subject of the paper.  Use of descriptive language.  Attribution of information to its source | Lack of clarity in parts of the summary  One or two important pieces of information appear to be missing  Occasional absence of attribution | Insufficient information  Lack of attribution to the source |
| **Writing** | Writing is free from grammatical errors | One or two writing or grammatical errors is  present | Writing is problematic throughout the paper,  including use of run-on sentences or sentence  fragments  Paper clearly needs to be proofread |

## REQUIRED TEXT

Ward, K. & Mama, r. (2019). [Breaking out of the box: Adventure-based field instruction](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213781014902506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en). 4th edition. Chicago: Lyceum Books.

## RECOMMENDED TEXT

* Poulin, J., Matis, S., and Witt, H. (2023) *The Social Work Field Placement: A Competency Based-Approach.* 2nd edition. Springer.

# COURSE SCHEDULE

Please see the course Sakai for the course calendar.

## Module 1

### Integrative Internship Seminar Foundation Level Class One - Welcome, Course Overview, and Professionalism in Internship Roles

In this module we will review the syllabus, key internship personnel, the NASW Code of Ethics, and student responsibilities during a first-year generalist internship. We will consider how to build constructive relationships with an agency, coworkers, and internship supervisors, how to maintain safety when working in internship situations, and how to utilize supervision during work with clients. This module includes a safety test based on resources within the course, and as part of the course students are also required to complete an online mandated reporter training program.

### Topics:

* Safety during internships in social work
* Internship requirements
* Roles and responsibilities of key internship personnel
* Building relationships with the internship agency, coworkers, and internship supervisors
* Utilizing supervision during internships
* NASW Code of Ethics

### Module Learning Objectives:

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

1. Give examples of safety in the workplace.
2. Explain student requirements for first-level internships.
3. Explain roles and responsibilities of key internship personnel.
4. Describe how to build relationships with the internship site agency, coworkers, and internship supervisor
5. Determine how to utilize supervision at the internship site.
6. Identify the elements of the NASW Code of Ethics.

### Required Readings

Ward, K. & Mama, r. (2019). [Breaking out of the box: Adventure-based field instruction](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213781014902506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en). 4th edition. Chicago: Lyceum Books, Inc.

* Chapter 1:  Getting Started (15-32)
* Chapter 4: Teamwork: Your supervisor and you (49-56)
* Chapter 5: Building professional relationships (57-66)

2. [NASW Code of Ethics](http://www.socialworkers.org/about/ethics)

## Module 2

### Professionalism in Social Work, Expectations in Graduate School and Internships, and Stereotypes

In this module we will further consider professionalism in the practice of social work, addressing what it means to be a professional and what that looks like in the workplace. We will examine how belief systems and life experiences can affect roles in social work and explore questions such as: How do you want to be viewed as a social worker? What qualities do you want to emulate from mentors you have worked with? What is important to you in how you present yourself to others? We will go on to look at stereotypes, which Ward and Mama define as relatively fixed ideas about individuals, groups, or social statuses. Engaging in self-reflection about stereotypes learned through family, media, or life experiences is a vital part of effective social work. We will consider ways to become more aware of stereotypes and how to ensure we treat all clients we work with fairly.

We will also turn our attention to expectations in internships and in school settings. Ward and Mama define an expectation as looking for something with reason or justification, and all of us have expectations about many things. In internships, students may have expectations about their agency, supervisor, and liaison. What are your expectations? Are they reasonable or unreasonable? Agencies also have expectations of student interns, which may be reasonable or unreasonable. We will look at how to respond if you think an expectation is unreasonable, as well as how to communicate your own expectations in a productive way.

### Topics

* Professional persona and use of self in social work
* Stereotypes and stigma
* Expectations in social work graduate school and internships
* Organizational contexts and structures

### Learning Objectives

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

1. Review their professional persona and use of self in social work.
2. Define stereotypes and stigma and explain how to address them effectively.
3. Discuss expectations in social work graduate school and internship roles.
4. Identify and describe organizational contexts and structures.
5. Review mandated reporter training.

### Required Readings

1. Ward, K. & Mama, R. (2019). [Breaking out of the box: Adventure-based field instruction.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213781014902506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en) Chicago: Lyceum Books, Inc.

* Chapter 2: Developing the professional persona (33-42)
* Chapter 6: Expectations and stereotypes (67-73)

2. Positive Peers (n.d.). [Tips for being your best professional self](https://positivepeers.org/the-plus-side/blog/tips-for-being-your-best-professional-self/).

3. Snedecker, L. (2017, January/February). [Aging and isolation: Causes and impacts](https://www.socialworktoday.com/archive/011917p24.shtml). Social work today 17(1), p. 14.

4. Illinois Department on Aging (n.d.). [Illinois adult protective services: Reporting abuse, neglect, and financial exploitation](https://www2.illinois.gov/aging/ProtectionAdvocacy/Pages/abuse_reporting.aspx).

### Required Video

Shirley, G. (2018, April). [You're always on: Your career development cycle](https://www.ted.com/talks/greg_shirley_you_re_always_on_your_career_development_cycle). Ted Talk. (13:35, CC).

## Module 3

### Ethics, Standards of Cultural Competency, Self- Determination, and Working with Ethical Dilemmas

In this module we take up ethics and boundaries in the social work profession, including understanding clients' perceptions and dealing with challenging situations. We will explore empathy, self-determination, and working with clients' strengths as you integrate coursework into your social work practice. Conflicts between agency and personal values, transference and countertransference, resistant clients, and ethical challenges are routinely encountered in social work, and we will discuss how to handle these in compliance with the NASW Code of Ethics and the NASW Cultural Competence Standards. This module includes video podcasts featuring Allen Barsky, who teaches ethics at Florida Atlantic University and has chaired the NASW Code of Ethics Task Force and the NASW National Ethics committee. We will explore Barsky's 6-step ethical decision-making module and his discussion of social work practice errors and the importance of follow-up. We will also consider a 6-step ethical decision-making module to use in both internships and future practice.

This module also introduces the Kognito simulation program. Kognito's Screening and Brief Intervention (SBI) with Adolescents simulation is designed to prepare social work professionals to screen adolescents or substance use, conduct brief interventions using evidence-based principles of motivational interviewing, and, when necessary, refer adolescents for further support. The simulation includes both facts about adolescent substance abuse and techniques used to screen clients and conduct interventions that drive positive change in behaviors.

### Topics

* NASW Code of Ethics
* Standards for Cultural Competence
* Ethical dilemmas and challenges in the workplace
* 6 Stage Model of managing ethical issues
* Kognito Simulation Platform

### Learning Objectives

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

1. Discuss the NASW Codes of Ethics and Standards for Cultural Competence.
2. Recognize and describe social work ethics, boundaries, ethical dilemmas and ethical challenges within the social work profession.
3. Outline and discuss Allan Barsky's 6-stage model of managing ethical issues.
4. Discuss examples of ethical issues in social work with peers.
5. Use the Kognito simulation platform.

### Required Online Course

Review information on the Sakai site about accessing Kognito, and participate in the "Building Bonds" course as directed.

### Required Readings

1. Ward, K. & Mama, R. (2019). [Breaking out of the box: Adventure-based field instruction.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213781014902506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en) 4th edition. Chicago: Lyceum Books, Inc.

* Chapter 8: Insights into Your Clients' Perceptions (83-94)
* Chapter 14: Difficult Issues and Difficult Situations (151-161)

2. [NASW Code of Ethics](https://www.socialworkers.org/about/ethics).

3. [NASW Standards and Indicators of Cultural Competency in Social Work Practice](https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3D&portalid=0).

4. Barsky, A. (2013). [Ethics Alive!: Whoops! Practice errors and the ethics of follow-up](https://www.socialworker.com/feature-articles/ethics-articles/Ethics_Alive%21_Whoops%21_Practice_Errors_and_the_Ethics_of_Follow-Up/). The New Social Worker.

5. University of Kansas (n.d.), Community Toolbox: [Section 7: Building culturally competent organizations.](https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culturally-competent-organizations/main)

5. Szczygiel, P. (2020). [In the Field: To self-disclose or not to self-disclose: The question is too simple](https://www.socialworker.com/feature-articles/practice/field-to-self-disclose-or-not-to-self-disclose-that-question-is-too-simple/?utm_medium=email&utm_campaign=Your+Social+Work+E-News+%23231%2C+February+11%2C+...&utm_source=YMLP). The New Social Worker.

### Required Video

Kognito (2020). [Kognito demo page](https://www.youtube.com/watch?v=PX77mVwHDjY). (1:35, CC).

### Recommended Podcasts

1. Singer, J. (Host). (2018, January 3). [2018 NASW Code of Ethics (Part 1): Interview with Allan Barsky, JD, MSW, PhD](https://socialworkpodcast.blogspot.com/2018/01/Ethics2018-1.html). (Episode 113). The Social Work Podcast.  (27:00,transcript available).
2. Singer, J. (Host). (2018, January 5). [2018 NASW Code of Ethics (Part 2): Interview with Allan Barsky, JD, MSW, PhD](https://socialworkpodcast.blogspot.com/2018/01/Ethics2018-2.html). (Episode 114). The Social Work Podcast. (23:27, transcript available).
3. Singer, J. (Host). (2018, January 9). [2018 NASW Code of Ethics (Part 3): Interview with Allan Barsky, JD, MSW, PhD](https://socialworkpodcast.blogspot.com/2018/01/Ethics2018-3.html). (Episode 115). The Social Work Podcast. (24:49, transcript available).

## Module 4

### Communication and Boundaries in Social Work Practice

In this module we explore how social workers communicate with clients, coworkers, supervisors, and the community. We will consider interviewing skills, social work communication with clients, social work jargon, peoples' first language, and non-verbal communication. We will also look at how to maintain professional boundaries, how to identify boundary violations, and consequences for boundary violations. Finally, we will examine social work interviewing skills, as well as how to practice assertiveness training to gain confidence.

### Topics

* Boundary Issues
* Communication during internships
* Assertive and professional communication

### Learning Objectives

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

1. Explain the importance of boundaries in social work and describe how to set and maintain them.
2. Identify various boundary issues social workers are likely to face in their professional role.
3. Discuss communication tools and strategies within the social work profession.
4. Explain the importance of communicating assertively and confidently, and demonstrate the ability to do so.

### Required Readings

1. Ward, K. & Mama, R. (2019). [Breaking out of the box: Adventure-based field instruction.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213781014902506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en) 4th edition. Chicago: Lyceum Books, Inc.

* Chapter 7: Communication: Building Bridges, Not Walls (74-82)
* Chapter 13: Boundaries: The Invisible Lines of Trust (137-150)

2. Centers for Disease Control and Prevention (2022, February 1). [Communicating with and about people with disabilities.](https://www.cdc.gov/ncbddd/disabilityandhealth/materials/factsheets/fs-communicating-with-people.html) [Retrieved 2023, August 30.]

### Recommended Readings

1. Mayo Clinic (n.d.). [Being assertive: Reduce stress, communicate better](https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/assertive/art-20044644).
2. Reamer, F.G. (2002, March 4). [Managing boundaries and dual relationships](https://www.socialworktoday.com/news/eoe_030402.shtml). Social Work Today.
3. Zeiger, S. (2018, June 28). [Effective communication skills for social workers](https://work.chron.com/effective-communication-skills-social-workers-7168.html). Chron.

## Module 5

### Topics

* Learn about Professional Work Ethics
* Discuss and Gain Knowledge on Self-Evaluation
* Learn Strategies for Self-Reflecting
* Gain knowledge on Termination with Clients in the Internship
* Professionalism and Self Care
* Compassion Fatigue and Stress Management

### Learning Objectives

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

1. Explain the importance of professional work ethics and give specific examples of ethical practices.
2. Describe and practice self-reflection and self-evaluation strategies.
3. Identify signs of compassion fatigue and stress in social work.
4. Describe and practice self-care strategies.
5. Identify signs of compassion fatigue and stress in social work.

### ****Required Readings****

Ward, K. & Mama, R. (2019). [Breaking out of the box: Adventure-based field instruction.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213781014902506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en) 4th edition. Chicago: Lyceum Books, Inc.

* Chapter 15: Self-Evaluation (162-170)
* Chapter 16: Termination and Evaluation of Client Progress (171-178)

## COURSE FEEDBACK & SYLLABUS REFERENCES

### Course Feedback

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

### Journals

Many journals will be helpful to you related to your work in your internship. Some of these include:

* Affilia: Journal of Women and Social Work
* Child Welfare
* Clinical Social Work Journal
* Encyclopedia of Social Work (20th ed.)
* Families in Society
* Health and Social Work
* International Social Work
* Journal of Family Social Work
* Journal of Gerontological Social Work
* Journal of Social Work Practice in the Addictions
* Journal of Sociology and Social Welfare
* Social Policy
* Social Service Review
* Social Work (National Association of Social Work)
* Social Work in Education
* Social Work in Health Care
* Social Work with Groups
* International Journal of Group Psychotherapy
* Journal of Child and Adolescent Group Therapy

### Some Social Work Organizations of Interest with Websites

* + [National Association of Social Workers](http://www.socialworkers.org/)(NASW)
  + [School Social Work Association of America](http://www.sswaa.org/)
  + [Society of Social Work Leadership in Healthcare](http://www.sswlhc.org/)
  + [Council for Social Work Education](http://www.cswe.org)
  + [National Association of Black Social Workers](http://www.nabsw.org)
  + [Latino Social Workers Organization](http://www.lswo.org/)
  + [Clinical Social Work Association](http://www.clinicalsocialworkassociation.org/)
  + [Social Work Policy Institute](http://www.socialworkpolicy.org/)
  + [Social Welfare Action Alliance](http://www.socialwelfareactionalliance.org/)
  + [International Association for Social Work Groups, Inc](http://iaswg.org/).