

LOYOLA UNIVERSITY CHICAGO
School of Social Work
Field Instruction Syllabus

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| Course Title: | Field Instruction I and II |
| Course Number: | SWFI 530 & 531/SOWK 330 & 340 |
| Prerequisite: | BSW Senior or Concurrent Enrollment in 500 levels classes |
| Class Time: | Negotiated with student's field placement |
| Class Location: | Student's field placement site |
| Internship Coordinator: | Sylvia Corcoran, LCSW, MCEd. |
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COURSE DESCRIPTION

The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field education program will challenge the student to integrate professional values and personal perspectives to enhance their understanding of the true meaning of social work. All students are in direct practice in their first, or foundation portion of the curriculum. In accord with accreditation standards, students take courses that focus on understanding professional purpose, values and ethical implications of social work practice; developing knowledge of the multiple frames of reference that reflect the organization and diversity of the profession; developing basic skill in the practice of social work with individuals, families, groups, organizations and communities; and fostering an appreciation of the role of research for evaluating practice, programs and service delivery.

The second term refines the skills of tuning in, engagement, contracting, assessment, intervention in the ongoing phase, and termination. The first level field placement matches this beginning phase of identification with the profession and the exploration of broad practice activity with individuals, families, groups, organizations and communities, and provides students with in depth hands on experience in multi-modality practice.

RELATIONSHIP TO OTHER COURSES

SWFI 530 & 531 must be completed before students are able to take SWFI 630 and SWFI 631. Students enrolled in SWFI 530, Field Instruction I, should be enrolled concurrently in SWFI 530s, Integrative Practice Seminar.

LEARNING OUTCOMES & EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Educational Policy M2.1—Specialized Practice

“Specialized practice builds on generalist practice, adapting and extending the Social Work Competencies for practice with a specific population, problem area, and method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of

specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.” (Council on Social Work Education, 2015, P. 11)

The Council of Social Work Education has introduced nine competencies for students to work towards in their field placement/internship experience. Each competency describes the knowledge, values, skills, cognitive and affective processes that comprise the competency at the generalist level of practice and the competency statements and the behaviors that integrate these components. The School of Social Work recognizes that each site provides various learning opportunities and therefore supervisors can tailor their training as needed to reflect their agency’s unique mission and goals. The 9 Competencies include:

Competency 1: Demonstrate Professional and Ethical Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- Engage in practices that advance social, economic, and environmental justice

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

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- I. Select and use appropriate methods for evaluation of outcomes;
- II. Apply knowledge of human behavior and the social environment, person-in-environment, and other Multidisciplinary theoretical frameworks in the evaluation of outcomes;
- III. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- IV. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

ASSOCIATED ASSIGNMENTS

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

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

EXPECTATIONS AND RESOURCES FOR STUDENTS

Each student is expected to read and be familiar with the student handbook and refer to that document with any class concerns. The complete document may be found on the School of Social Work website's advising page at: <http://www.luc.edu/socialwork/academics/mswadvising.shtml>.

Additionally, each student is expected to read and be familiar with the Loyola University Chicago, School of Social Work, and Field Education Manual and refer to policies and procedures defined within. The complete document may be found on the School of Social Work's website at: http://www.luc.edu/socialwork/resources/new_forms.shtml.

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

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

FIELD LIAISONS

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

STUDENTS WITH SPECIAL NEEDS

Students with special needs or difficulties in learning and completing course assignments are strongly encouraged to inform field instructors during the interview stage so that appropriate resources and accommodations can be explored prior to a placement decision.

Within the first week of the semester, students with documented disabilities should submit the letter from the Services for Students with Disabilities Office and discuss further with the instructor any accommodations recommended. If students do not have documentation for their disabilities, they should contact the Services for Students with Disabilities Office (773-508-3700 and

SSWD@luc.edu) as soon as possible. Students are to note that accommodations for documented disabilities are at the discretion of the Field Instructor taking into account limitations of a field site.

RESPECT FOR DIVERSITY

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and in class, gender, age, physical and mental ability, religion, sexual orientation, gender identity and gender expression. The School values ethnically sensitive and culturally competent social work education and practice. The student will uphold the ethical standards set forth by the profession and the Jesuit ideals of the university.

Students have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined, and students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

The School of Social Work expects that students will demonstrate comparable respect for diversity of their classmates, faculty and clients, and commit to address issues of marginalization, oppression, prejudice and discrimination.

TITLE IX

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 <http://www.luc.edu/hr/titlenine.shtml> for more information regarding the University's response to notifications of gender-based misconduct. If you wish to speak to a confidential resource on campus, please visit <http://www.luc.edu/ccrt/resources/oncampus/> .

GENDER PRONOUNS and NAME on ROSTER

Addressing one another 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). 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. The goal is to create an affirming environment for all students with regard to their names and gender pronouns

FIELD EDUCATION ATTENDANCE & PARTICIPATION

Social Work Comportment and Field Education Norms

Social work practice requires the cultivation of unconditional regard, respect, active listening, and sustained engagement. The classroom and field environments are the laboratories which serve to develop these critical clinical skills. The classroom and field environments are also seen as professional communities and, as such, come with duties and responsibilities not only between field instructor and student, but also between students. In order to support this professional development and establish a learning context which mirrors the practice relationship, the following rules will be enforced:

- **Attendance:** Student attendance at field placement should resemble that of a place of employment. Timely arrival, notification of lateness to supervisor, and consistent, effective communication is expected at all times. Please refer to agency policy regarding lateness, absences and expectations of students in field placement. Timeliness is also expected for field education supervision sessions, appointments with clients/groups, home visits, staff meetings or other such agency needs and expectations.
- **Computer and Cell Phone Use:** Please refer to agency policy with regard to the appropriate and necessary use of computer, phones and handheld devices.
- **Dress Code:** Please refer to agency policy with regard to expectations regarding appropriate attire for your field placement. Whether business, business casual or casual attire is expected, students should dress professionally for field placement as they would for a typical place of employment.
- **Communication:** Students are expected to display the engagement, respect and active listening skills employed in clinical practice toward all clients, their supervisors, and other social work colleagues at all times.
- **Impact on Field Education Grade:** Violation of these field education norms may impact the field evaluation and ultimately result in a No-Pass grade for the MSW student or a failing grade (C- or lower) for the BSW student.

ACADEMIC WARNINGS

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. With regard to field education, students should be aware of any potential warnings during supervision sessions with field instructors or during the evaluation process. In the event that a student is experiencing academic difficulty in the field, the student will be notified by the field education staff in writing (via e-mail). Please see the Field Education Manual and Student Handbook for additional information regarding academic concerns.

PROCEDURES FOR RESOLVING CONFLICTS IN THE FIELD

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

1. The student and field instructor will try and work out the conflict or concern through the supervisory process.
2. If Step 1 proves unsatisfactory for either party, the student and/or field instructor can request a meeting with the field liaison. The field liaison can meet with the student and field instructor and help resolve the conflict or concern.
3. An outcome of step 2 can be a **Corrective Action Plan** in which the specific concerns are formally outlined with the corrective actions that the student must make within a certain time frame. See Appendix A in the Field Manual.
4. If Step 3 proves unsatisfactory, any of the parties involved can request a meeting with the Internship Coordinator. The Internship Coordinators can set up meetings with any of the involved parties and help resolve the conflict or concern.
5. If Step 4 proves unsatisfactory any of the parties involved can request a meeting with the Director of Internships and Student Services. The Director can set up meetings with any of the parties involved and help resolve the conflict or concern.
6. **MSW Students** – when the field grade is “NP” (No Pass) this is considered a failing grade and results in adverse action in which the student is dismissed from the program. The student may appeal the dismissal to the Committee on Student Affairs. The Committee on Student Affairs will make a decision either upholding the grade decision or reversing the grade with possible attended conditions.
7. If the decision of the Committee on Student Affairs upholds the failing grade and subsequent dismissal, the student may appeal that decision to the Dean of the School of Social Work. The Dean’s decision is final.
8. **BSW students** – a passing grade is “C” or better. A grade of “C-“or lower in field is considered a failing grade in the undergraduate program requiring the student to re-take the class. BSW students have access to the Committee on Student Affairs and may also appeal an adverse field grade.
9. The Committee on Student Affairs will make a decision either upholding the grade decision or reverse the grade with possible attended conditions.
10. If the decision of the Committee on Student Affairs upholds the failing grade, the student may appeal that decision to the Dean of the School of Social Work. The Dean’s decision is final.

CRITERIA FOR GRADING

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

DESCRIPTION OF ASSIGNMENTS

1. LEARNING AGREEMENT (REQUIRED)

The student learning agreement is designed to specifically outline learning goals and tasks that will assist the student with fieldwork practice, with specific focus on the ten EPAS competencies identified in Learning Objectives and Outcomes (see above) and by the Council on Social Work Education. The student and the Field Instructor complete this form. **It is suggested that students prepare the initial draft of the Learning Agreement to be reviewed and edited by their field instructor before finalizing and signing by both parties.** This document should be completed and

submitted within the first 30 days (or 60 hours) of the field placement. As part of the supervision process. See Appendix for link to Learning Agreement form.

The student must submit the Learning Agreement electronically to their assigned Field Liaison.

2. REVIEW OF FIELD EDUCATION MANUAL (REQUIRED)

The Field Education Manual contains critical information on students' internship, including expectations, roles and responsibilities of both the student and Field Instructor. Becoming familiar with this material is part of identifying as a professional social worker and conducting oneself accordingly. The student should independently read the Field Education Manual, and discuss it with the Field Instructor and Field Liaison as necessary. See Appendix for link to Field Education Manual.

IMPLICATIONS OF FAILURE IN FIELD FOR FINANCIAL AID -MSW

A student who is either dismissed from or leaves their 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 field placement or in a class.

Therefore, if a student leaves or is dismissed from their internship, but continues to attend their other classes and is then subsequently assigned an NP for the failed field placement 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 field placement.

Implications of this financial aid decision could have significant impact upon the student's financial situation. As a result all students who fall into this category involving either dismissal by the field placement or a student initiated withdrawal from a field placement will be notified of the financial aid implications by the School as a courtesy as soon as that information is brought to its attention. However, it is the student's responsibility to stay informed of the University's approved withdrawal and reimbursement deadlines. This information is posted on-line in the University's calendar.

3. WEEKLY SUPERVISION (REQUIRED)

Participation in supervision and consultation is a practice behavior associated with identifying as a professional social worker and conducting oneself accordingly. **Field instructors are expected to meet weekly with students for a minimum of one hour per week, preferably in one block of time but at some sites it may be in different intervals throughout the week.** Students should prepare appropriate agendas for their supervision meetings, whether seeking consultation on cases or reviewing administrative expectations, etc. **Please note that the field instructor is responsible for informing the field liaison where there is a change in instructor assignment.**

4. TIME LOGS (REQUIRED)

Time logs must be detailed and documented on a weekly basis by the student. Field instructors should sign the time logs on a weekly basis while reviewing a student's progress. **Students do not**

need to submit the logs to the Field Liaison nor Student Services but they do need to keep them for their own records.

5. PROCESS RECORDING (RECOMMENDED)

Process recordings are used as a teaching tool as a written description of the dynamic interaction with a client. It is expected to reveal facts, feelings, observations within the interview, as well as, responses and activity of the client and student. It expands into an analysis of the student's observations of and reaction to the interview and graduates into diagnostic thinking and planning. It serves as a basic instrument in guiding the students' learning and helps them to conceptualize their thinking and organize ongoing casework and clinical activities. It is a basic tool for stimulating communication and self-awareness on the part of the student and gives the students an opportunity of written expression that is important for professional development. It permits the instructor and the students to jointly identify the students' strengths and weaknesses. It plays an important part in providing direction and a structural framework during supervision. It reflects the extent to which the student is able to integrate knowledge and theory gained from previous experiences, classroom courses, and outside readings. **The School recommends that students complete two process recordings per semester.** Completion of these recordings is consistent with practice behaviors of engaging, assessing, intervening and evaluating practice with individuals, families, groups, organizations and communities. See Appendix for link to sample process recording.

6. INSTRUCTOR- STUDENT FIELD EVALUATION (REQUIRED)

Evaluations are used to measure a student's progress in the field. The purpose of this process is to ensure that the students have knowledge of the level of their performance. It should also promote further learning and development as a student and social worker. The field instructor completes 2 online evaluations; the first, at the mid-way point (1st semester) and the second at the end of the student's field work. The student and field instructor discuss the progress of the student's learning goals and objectives, which are defined by the aforementioned ten competencies. It is expected that the mid-semester evaluation serves as an opportunity to indicate where the student can grow and enhance his/her practice so that he/she can use the second semester to improve and build upon those skills.

Upon completion of the on-line evaluation, the field instructor will create a PDF file and a hard copy that the student and the field instructor sign and both keep a copy for their records. Where an instructor has a question about the on-line link, please contact Sylvia Corcoran at scorcoran@luc.edu or 312-915-7638.

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

7. STUDENT SELF-EVALUATION OF FIELD PERFORMANCE

Similar to the instructor-student field evaluation, the student will complete an online measure of his/her own progress in the field at the mid-point and end of the student's field work.

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

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

APPENDIX

Forms related to student field placements can be retrieved from:

<https://www.luc.edu/socialwork/resources/forms/>

Field Instruction Guide References

Field Instructors should feel free to refer students to relevant and professional literature as it pertains to the field setting and provide students with additional assignments.