

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 362**

**Integrative Field Seminar**

**[Add Semester and Year]**

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

**Email:**

**Telephone:**

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

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

**Class Day and Time:**

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

**Credits/Length of Course:**

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

**Prerequisites:**

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

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

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

**Course Description**

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

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

### **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 Field | SAFETY IN THE FIELD  Read article from NASW: Guidelines for Social Work Safety in The Workplace. Take the test in Sakai. | 200 | Due Date |
| **Assignment 2 Organizational Assessment Paper** | ORGANIZATIONAL ASSESSMENT This assignment will enhance the student’s understanding of the non-profit organizations, particularly where they are completing their field 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 this Assignment / 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). | 400 | 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 |
| Total Possible |  | 1000 | |

**Rubric for Grading 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(S)**

* Ward, K. & Mama, R. (2016). ***Breaking 0ut of the Box: Adventure-Based Field Instruction*.** Chicago: Lyceum Books, Inc.

**RECOMMENDED TEXT(S)**

* **The Social Work Field Placement: A Competency Based-Approach**, by by [Ph.D.](https://www.amazon.com/s/ref=dp_byline_sr_ebooks_1?ie=UTF8&field-author=MSW+Poulin%2C+John%2C+PhD&text=MSW+Poulin%2C+John%2C+PhD&sort=relevancerank&search-alias=digital-text) (Author), [Ph.D.](https://www.amazon.com/s/ref=dp_byline_sr_ebooks_2?ie=UTF8&field-author=LCSW+Matis%2C+Selina%2C+PhD&text=LCSW+Matis%2C+Selina%2C+PhD&sort=relevancerank&search-alias=digital-text) (Author), [Ph.D.](https://www.amazon.com/s/ref=dp_byline_sr_ebooks_3?ie=UTF8&field-author=LMSW+Witt%2C+Heather%2C+PhD&text=LMSW+Witt%2C+Heather%2C+PhD&sort=relevancerank&search-alias=digital-text) (Author)

#### COURSE SCHEDULE

Please see Sakai for Course Calendar

**Module One/Class One**

**Topics**

* Immersion Program
* Safety In The Field of Social Work
* Field Internship Requirements
* Roles and Responsibilities of Key Field Personnel
* Building Relationships with the Field Agency, Coworkers, and Field Supervisors
* Utilizing Supervision in the Field
* NASW Code of Ethics

**Learning Objectives**

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

1. Prepare students for the weeklong community immersion program and reflect upon their forthcoming experiences in the social work program.
2. Self-reflect on personal biases, assumptions, stereotypes, privileges, and the impact it may have upon their continued personal and professional growth as a social worker.
3. Assess the meaning and importance of safe and brave classroom spaces and the positive role students can contribute to promoting such spaces in the classroom, field, and beyond.
4. Give examples about safety in the workplace
5. Review Student Requirements for 1st level internship
6. Review Roles and Responsibilities of Key Field Personnel
7. Describe How to Build Relationships with The Field Site Agency, Coworkers, and Your Field Supervisor
8. Determine How to Utilize Supervision at Your Field Site
9. Learn about the NASW Code of Ethics

**Required Readings**

* Brave Space: Classroom Basics <https://medium.com/@amarquez628/brave-space-classroom-basics-b1fba7c9ac5b>
* Bussey, S. R. (2020). Finding a path to anti-racism: [Pivotal childhood experiences of White helping professionals](https://journals.sagepub.com/doi/pdf/10.1177/1473325020923021?casa_token=yxUhh7HPHkUAAAAA:7LJnaliFOnfE2aXJOeVK2BcleVEhirMe-TybRXa233VesjSzk8X1cEvIdttjMVStxzqoRYxGwmlPyA). *Qualitative Social Work*, 1473325020923021.
* Case Assignment “I’m a Social Worker” from: Wolfer, T., Franklin, L., & Gray, K. (2013). *Decision Cases for Advanced Social Work Practice: Confronting Complexity*. Columbia University Press. <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=1>

Please read the following sections:

* To Students: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=18>
* Introduction to the Cases: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=20>
* I’m a Social Worker: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=124>
* Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury publishing USA. Chapter 1: <https://www.campfireconvention.uk/sites/default/files/Friere_pedagogy.pdf>
* Pryce, J. M., Gilkerson, L., & Barry, J. E. (2018). The mentoring FAN: A promising approach to enhancing attunement within the mentoring system. *Journal of Social Service Research*, *44*(3), 350-364. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_01488376_2018_1472174&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Gilkerson, L., & Pryce, J. (2020). The mentoring FAN: A conceptual model of Attunement for youth development settings. *Journal of Social Work Practice*, 1-16. [https://nightingalementoring.mau.se/files/2020/12/The-mentoring-FAN-a-conceptual-](https://nightingalementoring.mau.se/files/2020/12/The-mentoring-FAN-a-conceptual-%20) model-of-attunement-for-youth-development-settings.pdf
* Safe and Brave Spaces <https://medium.com/@amarquez628/safe-and-brave-spaces-b9a3b51e107f>
* Singer, J. B. (Host). (July 19, 2020). #127 - Both/And or Either/Or: Social Work and Policing [Audio Podcast]. *Social Work Podcast.* Retrieved from <https://www.socialworkpodcast.com/2020/07/socialworkpolicing.html>
  + Watch on Facebook with live comments: <https://business.facebook.com/swpodcast/videos/310765373631603/>
  + Watch on YouTube [SD] with captions: <https://youtu.be/daaZ-vNTDrU>
* Ward, K. & Mama, R. (2016). *Breaking 0ut of the Box: Adventure-based Field Instruction*. Chicago: Lyceum Books, Inc.
* Chapter 1: Getting Started (p. 1-21)
* Chapter 2: Building professional relationships (p. 21-29)
* Chapter 3: Teamwork: Your supervisor and you (p. 33-40)

**Reflection Questions and Exercise**

Based on completing the CIP required content above, students are asked to reflect upon and jot down notes related to the following exercise and questions:

* Please spend about five minutes and write a short story or poem titled "Who I Am." The only rule is that each line should begin with the words "I am..." You can include statements about where you are from regionally, ethnically, religiously, and so on; memories in your life; interests and hobbies; mottos or values and beliefs; favorite phrases; family traditions and customs; and whatever else defines who you are. Know that you will be sharing your short story or poem with others in the CIP@LUC program.
* Come prepared on Friday to present and discuss your team’s analysis of the problems, possible solutions and the preferred intervention for the case (I’m a Social Worker). Reflect upon how it may impact your experience this week in the CIP@LUC program.
* Reflect upon your reactions to all the required content. How will this content help frame your continued experiences in the social work program and your ongoing personal and professional development?
* Why do you think it may or may not be helpful to transition from the use of the phrase “safe space” to “brave space” regarding classroom dialogues?

**Optional Readings**

* Encyclopedia of Social Work (2012): Supervision, available online at: <http://www.oxfordreference.com/view/10.1093/acref/9780195306613.001.0001/acref-9780195306613-e-385?rskey=1ybSFn&result=268&q>=

**Module Two/Class Two**

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

**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, student will be able to:

1. Review and reflect on Professional Persona and Use of Self in Social Work.
2. Identify and describe about Stereotypes and Stigma
3. Discuss Expectations in Social Work Graduate School and Internships.
4. Review organizations structure in the field

**Required Readings**

* Ward, K. & Mama, R. (2016). Breaking Out of the Box: Adventure-based Field Instruction.  Chicago: Lyceum Books, Inc.
* **Chapter 4:**  Developing the professional personal (p. 45-53)
* **Chapter 5:** Expectations and stereotypes (p. 57-63)

## Tips on Professionalism: [Tips for Being Your Professional Self](https://positivepeers.org/the-plus-side/blog/tips-for-being-your-best-professional-self/)

* Stigma: [Stigma and the Older Adult](https://www.socialworktoday.com/archive/011917p24.shtml)

## Required Videos

## Career Development: [You're Always On: Your Career Development Cycle](https://www.ted.com/talks/greg_shirley_you_re_always_on_your_career_development_cycle)

**Module Three/Class Three**

**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 will be able to:

# Learn, review, and familiarize oneself with the NASW Code of Ethics

# Discuss cultural competence

# Examine ethical dilemmas and challenges in the social work profession

# Review and discuss Allan Barsky’s 6-stage model of managing ethical issues

# Students learn how to participate in the Kognito Simulation Platform assignment.

**Required Readings**

* Ward, K. & Mama, R. (2016).  Breaking 0ut of the Box: Adventure-based Field Instruction.  Chicago: Lyceum Books, Inc.  
  Chapter 7: Insights into Your Clients' Perceptions (p. 79-91)  
  Chapter 13: Difficult Issues and Difficult Situations (p. 175-184)
* **Review Kognito Flyer**[Link to Informational Flyer](https://sakai.luc.edu/access/lessonbuilder/item/27531894/group/f49a7b14-2267-4610-9898-f2aca751f29f/Module%201/SBIRT_KOGNITO-1.pdf)
* **Watch Introduction to Kognito Learning Platform**[Link to Introduction to Kognito](https://www.youtube.com/watch?v=PX77mVwHDjY)
* **NASW Cultural Competency in Practice**  
  http:// <https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0>
* Building Culturally Competent Organizations. <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culturally-competent-organizations/checklist>
* **NASW Code of Ethics** [Code of Ethics](https://www.socialworkers.org/about/ethics)
* **Ethics Alive! Whoops! Practice Errors and The Ethics of Follow-Up.** [Ethics in Social Work](https://www.socialworker.com/feature-articles/ethics-articles/Ethics_Alive%21_Whoops%21_Practice_Errors_and_the_Ethics_of_Follow-Up/)
* **In The Field - To Self-Disclose or Not To Self-Disclose.**<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>

**Recommended Resources**

* **NASW Code of Ethics Part I: Interview With Allen Barsky, JD, MSW,** Ph.D <http://socialworkpodcast.blogspot.com/2018/01/Ethics2018-1.html>
* **NASW Code of Ethics Part 2: Interview with Allen Barsky, JD, MSW**<http://socialworkpodcast.blogspot.com/2018/01/Ethics2018-2.html>
* **NASW Code of Ethics Part 3: Interview with Allen Barsky, JD, MSW**<http://socialworkpodcast.blogspot.com/2018/01/Ethics2018-3.html>

**Module Four/Class Four**

**Topics**

* Boundary Issues
* Communication in the field
* Assertive and professional communication

**Learning Objectives**

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

1. Know various boundary issues social workers face in the profession.
2. Review and discuss communication tools and strategies within the social work profession.
3. Learn how to communicate assertively and confidently.

**Required Readings**

* **Ward, K. & Mama, R. (2016). Breaking out of the Box: Adventure-based Field Instruction.**
* Chapter 6: Communication: Building brides, not walls (p. 67-74)
* Chapter 12: Boundaries: The Invisible Lines of Trust (p. 159-171)
* **First Person Perspective**
* [CDC Disability and Health](https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf)

**Recommended Readings**

* **Effective Communication Skills for Social Workers:** [Social Work and Communication](https://work.chron.com/effective-communication-skills-social-workers-7168.html)
* **Assertiveness Training:** [Lifestyle and Stress Management](https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/assertive/art-20044644)
* **Boundaries and Dual Relationships:** [Social Work Today](https://www.socialworktoday.com/news/eoe_030402.shtml)

**Module Five/Class Five**

**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 Field
* Professionalism and Self Care
* Compassion Fatigue and Stress Management

**Learning Objectives**

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

1. Learn about Professional Work Ethics
2. Discuss and gain knowledge on Self-Evaluation
3. Learn Strategies for Self-Reflecting
4. Gain knowledge on termination with clients
5. Identify self-care strategies

**Required Readings**

* **Ward, K. & Mama, R. (2016). Breaking out of the Box: Adventure-based Field Instruction.**
* **Chapter 14 Self-Evaluation p. 189-193**
* **Chapter 15 Termination and Evaluation of Client Progress P. 201-208.**

**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 the field. 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 **(NASW)** <http://www.socialworkers.org/>
  + 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/>