**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SWII 632 and SWII 633**

**[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:** Negotiated with student’s internship, typically Monday – Friday for 20 to 24 hours/week

**Class Location:** Student’s internship site

**Credits/Length of Course:** .5

**Method of Delivery:** Determined by Internship Supervisor and site -In person/hybrid/online

**Prerequisites:** Students enrolled in SWII 632, Internship Instruction III & Simulated Experiences, should be enrolled concurrently in SWII 632s, Integrative Seminar.

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**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**

The goal of the internship education program is to provide an integrative experience that brings classroom theory to the field of practice. The internship education program will challenge the student to integrate professional values and personal perspectives to enhance their understanding of the true meaning of social work. In a second-level/specialized internship, students develop the knowledge and skills that align with their chosen domain of practice, either Micro Practice or Leadership, Mezzo, and Macro Practice (LMMP). This specialized internship allows students to focus more specifically on their selected professional area.

Within the Micro Practice area of specialization, there are four tracks: Advanced Clinical Practice, CADC, Schools, and Migration Studies. Within Leadership Mezzo and Macro Practice there is one track: Leadership, Community, Advocacy, and Policy (LCAP).

The second-level/specialized internship is selected by the student based on their area of specialization and track. The specialized practice curriculum includes discussions of case material, and the application of theories and methodologies learned in the classroom. Examples from the internship are used to illustrate assessment, intervention, evaluation, advocacy, prevention, and the organizational context of service delivery systems.

**Learning Objectives & EPAS Related Competencies\***

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

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| **Competency 1** | **Demonstrate Ethical and Professional 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 | Dimensions (K, V, S, C/A) |

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| **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. | Dimensions (K, V, S, C/A) |

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| **Competency 3** | **Advance Human Rights and Social, Economic, and Environmental** | |
|  | * 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 | Dimensions (K, V, S, C/A) |

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| **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. | Dimensions (K, V, S, C/A) |
|  |  | |
| **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. | Dimensions (K, V, S, C/A) |

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| **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. | Dimensions (K, V, S, C/A) |

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| **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. | Dimensions (K, V, S, C/A) |

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| **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. | Dimensions (K, V, S, C/A) |

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| **Competency 9** | **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | |
|  | * Select and use appropriate methods for evaluation of outcomes; * Apply knowledge of human behavior and the social environment, person-in-environment, and other Multidisciplinary theoretical frameworks in the evaluation of outcomes; * Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and * Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | Dimensions (K, V, S, C/A) |

**METHODS OF INSTRUCTION**

Students are in internship in the specialized portion of the curriculum. Students will be at their internships for a minimum of 600 hours, with a minimum of one hour of supervision weekly.

**LEARNING OUTCOMES & Educationa**

**Minimum Technical Requirements**

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, 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 internship. 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:

**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.

**Student Accommodations and Accessibility**

Students with special needs or difficulties in learning and/or completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided. A student who does not have documentation for their disability should contact the Student Accessibility Center at 773-508-3700 and SSWD@luc.edu as soon as possible or visit the [Student Accessibility Center](https://www.luc.edu/sac/registerwithsac/commonaccommodations/) website. Accommodations beyond those documented, may be provided at the discretion of the instructor. Students should refer to the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) or contact the Student Accessibility Center regarding their rights and available resources pertaining to assistance with special needs or disabilities.

**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 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. 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 log in 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**

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 for addressing 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](http://www.luc.edu/hr/titlenine.shtml) 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 [Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Act and Privacy Rights) is a federal law that protects the privacy of students and educational records. To learn more about student’s privacy rights visit the [FERPA Act](https://www.luc.edu/regrec/ferpa.shtml) at Loyola University website or the [U.S Dept. of Education](https://ed.gov/policy/gen/reg/ferpa/index.html) website. 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 type of activities the students can chose 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 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 at <http://www.luc.edu/writing/home/> 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 technology support. 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. For additional information on plagiarism, read <http://www.plagiarism.org/>

Plagiarism is a serious ethical violation, the consequences of which can be 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, retrieved from <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 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 Handbook](https://www.luc.edu/socialwork/student-support/forms/)s for additional information regarding academic concerns.

**CRITERIA FOR GRADING**

Grades are based upon criterion-referenced grading from students’ Internship Evaluations. Students will receive a pass/no pass grade. Students will be evaluated with regard to their demonstration of competency and specific behaviors listed above.

**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**

The 3 in 1 form which incorporates the Learning Agreement and Internship Evaluation incorporate all nine CSWE EPAS competencies and their corresponding practice behaviors.

**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 internship, with specific focus on the nine EPAS competencies identified in Learning Objectives and Outcomes (see above) and by the Council on Social Work Education. The student and the Internship Supervisor complete this form as part of the supervision process. It is suggested that students prepare the initial draft of the learning agreement to be reviewed and edited by their Internship Supervisor before finalizing and signing by both parties. This document should be completed and submitted within the first 30 days (or 60 hours) of the internship.

**The student must submit the learning agreement in Sonia Online database. Loyola Internship Liaison, student interns and Internship Supervisors are encouraged to review the Learning Agreement together to finalize it.**

**2. REVIEW OF INTERNSHIP MANUAL (REQUIRED)**

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

**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**. Internship Supervisors 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 supervisor is responsible for letting the Loyola Internship Liaison know if there is a change in supervisor assignment.**

**4. TIMESHEETS (REQUIRED)**

Timesheets must be detailed and documented on a weekly basis by the student on the Sonia Online Database. Internship Supervisors 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 Loyola Internship Liaison but they do need to keep them for their own records. It is the student’s responsibility to document all hours and obtain supervisor approval.**

**5.** **MID-YEAR AND FINAL-YEAR EVALUATIONS (REQUIRED)**

Evaluations are used to measure a student’s progress in their internship. 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 Internship Supervisor completes TWO online evaluations; the first, at the mid-way point and the second at the end of the student’s internship. The student and Internship Supervisor discuss the progress of the student’s learning goals and objectives, which are defined by the aforementioned 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 Internship Supervisor will create a PDF file and a hard copy that the student and the Internship Supervisor sign and both keep a copy for their records. Internship Supervisors and students may prepare for the evaluation process by previewing the evaluation form at the link in the Appendix.

**7. STUDENT SELF-EVALUATION OF INTERNSHIP**

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

All required internship education assignments must be submitted within the time frames indicated in the syllabus. To receive a passing grade for the course, ***all*** *assignments must be completed and submitted*.

**INTERNSHIP EDUCATION ATTENDANCE & PARTICIPATION**

*Social Work Comportment and Internship Education Norms*

Social work practice requires the cultivation of unconditional regard, respect, active listening, and sustained engagement.  The classroom and internship are the laboratories which serve to develop these critical clinical skills. The classroom and internships are also seen as professional communities and, as such, come with duties and responsibilities not only between Internship Supervisor 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 internship 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 internship. Timeliness is also expected for internship 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 internship. Whether business, business casual or casual attire is expected, students should dress professionally for internship 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 Internship Education Grade:** Violation of these education norms may impact the internship evaluation and ultimately result in a No-Pass grade when applicable.

**REQUIRED TEXT(S)**

There are no required textbooks for this course.

**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.

**APPENDIX**

Forms related to student internships can be retrieved from:

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

**Internship Instruction References**

Internship Supervisors should feel free to refer students to relevant and professional literature as it pertains to the internship and provide them with additional assignments.