

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF SOCIAL WORK  
COURSE SYLLABUS**

**Integrative Field Seminar  
SWFI 632s**

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

**Email:**

**Telephone:**

**Office Hours:**

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**Class Day and Time:**

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

**Credits/Length of Course:**

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

**Prerequisites:**

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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**

Students’ field education is the signature pedagogy of the social work profession. This course is designed to enhance the integration of core components of social work knowledge (e.g., social-work informed developmental theory and practice theory) with students’ fieldwork.

In particular, the course provides students the opportunity to interact with peers and faculty around their work with client systems. The seminar format is designed to provide a collaborative professional consultation group experience among participants working with an array of different clients in diverse practice settings. Emphasis is placed on helping students develop direct practice skills and knowledge, self-awareness, and a professional identity.

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

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

<b>Competency 1</b>	<b>Demonstrate Ethical and Professional Behavior</b>		
	<b>Assignment</b>	1. Case Presentation 2. Field Simulation	Dimensions (K, V, S, C/A)

<b>Competency 2</b>	<b>Engage Diversity and Difference in Practice</b>		
	<b>Assignment</b>	1. Case Presentation 2. Field Simulation	Dimensions (K, V, S, C/A)

<b>Competency 6</b>	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>		
	<b>Assignment</b>	1. Case Presentation 2. Field Simulation	Dimensions (K, V, S, C/A)

<b>Competency 7</b>	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>		
	<b>Assignment</b>	1. Case Presentation 2. Field Simulation	Dimensions (K, V, S, C/A)

<b>Competency 8</b>	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
		1. Case Presentation 2. Field Simulation 3. Mandated Reporter Training	Dimensions (K, V, S, C/A)

## METHODS OF INSTRUCTION

### Sakai

This course will be conducted [in person/online (synchronous)/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 student's 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 browser such as Firefox. Tools such as Voice Thread work better with Firefox.
- Regular internet access for a minimum of 10 hrs./week (per course)
- Daily 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
- Multimedia player such as Adobe Flash Player or Windows Media Player
- 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 Handbooks](#). 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](mailto:SSWD@luc.edu) as soon as possible or visit the [Student Accessibility Center](#) 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](#) 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](#) 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](#) 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](#).

## **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](#).

## **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](#) at Loyola University website or the [U.S Dept. of Education](#) 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](#).

## Important Contact Information

IT Help Desk: 773-508-4487, [IT Help Desk Website](#)  
Wellness Center: 773- 494-3810, [Wellness Center Website](#)  
Writing Center: 312-915-6089, [Writing Center Website](#)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](#)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](#)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](#)  
Library: 312-915-6622, [Library Website](#)  
Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](#)

## 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](#). 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](#) 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](#) for additional information regarding academic concerns.

### **Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of appropriate use of theories, principles and precise descriptions of practice.

**C** = Performance in general is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance in general is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work is not satisfactory or some parts of the tasks or assignments have not been completed.

**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 on approved and on file with the BSW or MSW Program Director when grades are submitted.

## 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.

40% or 400 points	Assignment #1: Case write up, presentation and written reflection
30% or 300 points	Assignment #2: Field Simulation (10% for Kognito and 20% for live simulation)
30% or 300 points	Assignment #3: Participation in class required for the course
No Points	Assignment #4: DCFS Mandated Reporter Training. Required to Pass course.
1000 points	Total Points

### ASSIGNMENT #1

Students will sign up on the first week of class for a week in which to provide case information and present. All write up of cases must be submitted prior to/or on the date and time selected the assigned week of class. Other assignments have mandatory due dates unless special arrangements are made with me. To receive a passing grade for the course, *all assignments must be completed and submitted.*

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

#### **Your obligations and objectives of the assignments are:**

- To present a case or issue that represents a challenge to you as you are developing your professional skills.
- To create a discussion with your peers organized around your client/issues
- To provide feedback to your peers on their professional challenges
- To reflect on the usefulness of the peer consultation process

### ASSIGNMENT #2

Students have an opportunity to engage in field simulation to practice their clinical skills. There are three parts: 1) Kognito computer simulation first level; 2) Kognito computer simulation advanced; 3) Live field simulation.

### ASSIGNMENT #3

Students are expected to participate in class.

#### Reading Assignments

The student will determine journal articles or book chapters the particular week of presentation. The student may consult with the instructor for suggestions. Most of these will be available as

e-journals or electronic books through the library website. Additional journal articles may be recommended by the instructor, based on selected presentation topics.

It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

#### ASSIGNMENT #4

Please complete the DCFS Mandated Reporter Training. Please create account and complete 60-90 minute training video at:

<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=3F1BA165AF7>

This assignment is required to pass the course. Please submit screenshot of certification under assignment section of Sakai.

#### **Rubric for Grading Assignments**

**CASE PRESENTATION: There are three parts to the first assignment:**

**1) *Case presentation write up and reflection (60% of grade).*** The purpose of this three-part assignment is for students to demonstrate the application of competencies and practice behaviors learned in the classroom setting to students' fieldwork.

- A. Written case/clinical issue description to be distributed to the whole class:** Prior to the presentation, you must provide seminar members with written background – a maximum of two single-spaced pages. This write-up should include:
- a. A brief description of your agency, including the type of clients served and theoretical approaches or models used
  - b. A synopsis of the background information which is necessary to understanding the clinical issue/case, including presenting concern, client context (social, economic, cultural, etc.), relevant client history, and policies of the agency or other relevant organizations that affect the client. A case assessment form will be distributed the first week of class for those who need more structure in the write up.
  - c. The theoretical orientations and research basis of your work with the issue/case, including a brief statement/rationale of your choice in theoretical framework to understand the presenting concern/issue
  - d. One specific question and/or concerns you are posing to the group, which will be used to guide discussion**
  - e. The suggested journal article or book chapter you are asking peers to read
- B. The case/clinical issue presentation and consultation to the class:** The presentation itself (45 minutes) should include no more than a 15-minute summary of the clinical issue or case, the bulk of the time (30 minutes) should be devoted to class discussion and or role play. The oral presentation *may* include:

- a. Presenting concern, client context, relevant client history, impact of socio-cultural factors on client, theoretical understanding of client, DSM diagnosis, etc.).
- b. Verbatim exchanges (process record) of client/clinician interaction. May create a role play if desired. Some of the verbatim exchanges should be included.**
- c. The progression of your work with the client or clinical issue thus far, including development of relationship (engagement), interventions used (if applicable), phase of treatment, goals, etc.
- d. Summary of resources that have guided your practice with regard to this issue, such as research articles, treatment manuals, particular practice literature, supervisor feedback, etc.
- e. Ethical issues and dilemmas raised by this case (conflicts among social work values, conflicts between personal and professional values, conflicts between agency values and social work values, etc.)
- f. Question related to dilemmas and challenges in this case. (why are you bringing this case or issue to the class?)

A critical aspect of professional social work practice is the feedback provided to social workers in consultation with one another. The provision of such feedback to peers during this class comprises a substantial portion of class activity, and class learning will depend upon it.

The response should include a short evaluation of:

- Clarity – do you have a clear understanding of the client/issue being presented
- Relationship between the client and the intern
- How well did the student and client engage in a therapeutic relationship? Barriers? Successes?
- Appropriate setting of goals and interventions
- What more do you want to know?
- Other Feedback to the presenter.

Topical clinical issues as relevant: Professional boundaries, therapeutic boundaries, ethics, cultural differences between client and worker, safety, crisis management, agency/setting contexts, phases of treatment, self-disclosure, countertransference, transference, client ambivalence about change, risk assessments, the supervisor-supervisee relationship. If you are an LDSS student your presentation will likely be a critique of a policy in your agency.

- C. Written reflection of your seminar experience:** The objective of this brief written assignment (approximately 2-3 double-spaced pages) is to help you to critically analyze your presentation and to think about how you will present clinical issues to colleagues in the future. Please do this assignment immediately after your presentation so that your reactions and memory are fresh. This may include:
- a. Reflection on your written materials and initial presentation. What contributed to your colleagues' understanding of the case/clinical issue? What do you think was unclear? What will you do differently in preparing future presentations?
  - b. What did you think went well in how you led the seminar discussion? What did you learn about how to better lead discussions in the future?

- c. What did you think were the most useful theoretical, practical, empirical or ethical issues raised by the group?
  - d. Did you get your question about this case/clinical issue answered? If not, why not? What comments and suggestions were particularly useful?
  - e. What will you do differently in this practice situation as a result of the seminar discussion?
- You must be present on the date of your presentation. Unfortunately, no make ups will be available for a missed presentation.
- Responsibility for missing a seminar presentation (other than your own):
  - a. Read the written material for the presentation you missed.
  - b. Answer and discuss the questions the student raised at the end of the write-up.
  - c. Add any other ideas you might have for working with this client or addressing this clinical issue.
  - d. Before the next class meeting, email this response to the instructor and the student whose presentation you missed.

**FIELD SIMULATION: There are two parts to the second assignment:**

- 1) **Kognito** – Students participating in SWFI will review, practice and evaluate their skills on Kognito. Students will learn effective techniques to conduct brief intervention with adolescent patients.

The student will move to the second phase when they have mastered the competencies on Kognito. This will be reflected by student’s achieving an 80% or higher in their post-evaluation. Once a student has passed the Kognito scenarios, they will be introduced to Simulation Coordinator to schedule their clinical field simulation activity.

Students should not share their Kognito information with other students as there is a limited number of licenses.

- 2) **Virtual or Lab Based Field Simulation** - Students will be scheduled for clinical field simulation either virtually or in-person.

The goal of the session is to practice Motivational Interviewing skills as well as empathy and rapport building skills.

Students will receive feedback from the following individuals:

- (a) Simulated Client – will provide immediate and real-time feedback to the session.
- (b) Clinical Simulation Reviewer (CSR) – The CSR will provide written feedback.

Students will be required to complete the following assignments:

- (a) One page reflection paper based on simulated client and faculty feedback. Include your thoughts/perceptions regarding:
  - What you did well and would do again (i.e., “glow”)
  - What you might do differently next time (i.e., “grow”)

- How you will incorporate this experience into your professional practice (**be specific**)
- How you incorporated training or content from this course and experience into your simulation.

As you reflect, identify **specific** examples or instances in the reflection as you are able. Please integrate appropriate feedback (e.g., feedback from simulated client, the clinical provider, training content, personal observations) into your response. Your SWFI course instructor will give you more information about this assignment, including final due dates.

### REQUIRED TEXT(S)

There are no required textbooks for this course. All resources/readings/learning materials are available online within Sakai.

### RECOMMENDED TEXT(S)

Bogo, M. (2018). *Social work practice: Integrating concepts, processes, and skills*. (2<sup>nd</sup> Ed.) Columbia University Press. New York.

<https://cup.columbia.edu/book/social-work-practice/9780231186230>

Bogo, M., Rawlings, M., Katz, E., & Logie, C. (2014). *Using Simulation in Assessment and Teaching: OSCE Adapted for Social Work (Objective Structured Clinical Examination)*. CSWE: Alexandria, VI.

<https://www.cswe.org/Bookstore/Books/Using-Simulation-in-Assessment-and-Teaching-OSCE-A.aspx>

See a demonstration of our OSCE: <https://www.youtube.com/watch?v=JMvsgNVBrk>

Hear a PodCast about the OSCE: <http://www.socialworkpodcast.com/2015/01/OSCE.html>

Hear a PodCast on

Simulation: <http://socialworkpodcast.blogspot.com/2018/05/simulation.html>

Read the latest paper from the Simulation Program.

Lee, E., Kourgiantakis, T., & Bogo, M. (2019). Translating knowledge into practice: Using simulation to enhance mental health competence through social work education, *Social Work Education*, 39 (3) 329-349.

<https://www.tandfonline.com/eprint/ZWEPB4TGFXZYFHFMUVSR/full?target=10.1080/02615479.2019.1620723>

Sewell, K.M., Sanders, J., Kourgiantakis, T., Katz, E., & Bogo, M. (2020online). Cognitive and affective Processes. MSW students' awareness and coping through simulated interviews. *Social Work Education*. doi.org/10.1080/02615479.2020.1727875  
<https://www.tandfonline.com/eprint/CITIZV5U3WVVDDBMFCIRK/full?target=10.1080/02615479.2020.1727875>

Podcast - socialworkpodcast.blogspot - May 9, 2018. Podcast is Dr. J. Singer's interview with Marion Bogo regarding field simulation.

Marion Bogo Youtube - Video 2 - Using Simulation in Assessment and Teaching (14.53 minutes):  
<https://youtu.be/JMvsgNVBrtk>

Vulnerable Adults and Reporting:  
[https://www2.illinois.gov/aging/ProtectionAdvocacy/Pages/abuse\\_reporting.aspx](https://www2.illinois.gov/aging/ProtectionAdvocacy/Pages/abuse_reporting.aspx)

## **COURSE SCHEDULE**

### **Module/Class 1**

**Date TBD**

#### ➤ **Content**

- Introductions
- Syllabus overview
- Case presentation review and signup

#### ➤ **Objectives**

- Identify the general requirements for the SWFI 630s seminar class.
- Describe the content that is included in the student case presentations.
- Express understanding of the assignments of the course.
- Recognize the goals for the both virtual and live simulations.

### **Required Readings**

*Kognito's Gender Affirming Care prepares you to use motivational interviewing and culturally-sensitive engagement techniques in a simulation conversation with patients and clients who have chronic disease management issues. This simulation helps you, as a practitioner, provide gender-affirming care using best practices that help all patients and clients feel supported.*

1. Review Kognito Introductory Flyer.
2. Watch Introduction to Kognito Learning Platform. [Introduction to Kognito](#)

### **Reflection Questions and Exercise**

1. Describe your field internship site; your role; and the population your work with.
2. What EBI is predominantly utilized in your agency?
  - a. Break out group discussion and prepare to report back:
    - i. How does this support the population your agency works with?
    - ii. Identify 2-3 EBI techniques that you are confident with and 2-3 that you would like to strengthen.
3. How does your 2<sup>nd</sup> level internship align with your future social work goals?

### **Module/Class 2**

**Date TBD**

#### ➤ **Content**

- Case Presentation
- Discussion on attunement related to Field Simulation (completed earlier in the semester)
- Breakout session to discuss video

#### ➤ **Objectives**

- Analyze the case information provided by classmate in their case presentations.
- Recommend feedback to classmate regarding their case presentation.
- Prepare for field simulation reflection paper.
- Share and discuss field experiences

### **Required Readings**

- Review Attunement Video and attachments to discuss and review Field Simulation experience
- Marion Bogo's Simulation in Assessment and Teaching: <https://www.youtube.com/watch?v=JMvsgNVBrTk>

### **Reflection Questions and Exercise**

1. How was the process of identifying internship activities and goals in the learning agreement? Was it helpful, yes or no? What was most beneficial?

### **Module/Class 3**

**Date TBD**

#### ➤ **Content**

- Student case presentation
- Field Simulation review

#### ➤ **Objectives**

- Analyze the case information provided by classmate in their case presentations.
- Discuss student takeaways related to field simulation and how it will strengthen the internship experience.

### **Required Readings**

None

### **Reflection Questions and Exercise**

1. Check in from field simulation experience?
  - i. How was the experience?
  - ii. What were your main takeaways?
  - iii. Has it changed the way you approach clients in internship?
2. Describe an "a - ha" moment that you have had in your internship within the last two weeks. Prepare to discuss in breakout groups and report back.

### **Module/Class 4**

**Date TBD**

#### ➤ **Content**

- Student case presentation
- Boundaries in Social Work Practice
- Mandated Reporting review (may be asynchronous)

#### ➤ **Objectives**

- Analyze the case information provided by classmate in their case presentations.
- Prepare to discuss and review articles related to Boundaries in Social Work Practice
- Discuss mandated reporter requirements

### **Required Readings**

Boundaries in Social Work Practice

<https://www.socialworker.com/feature-articles/practice/the-importance-of-agency-culture-and-balanced-boundaries/>

[https://www.socialworker.com/feature-articles/ethics-articles/Client Relationships and Ethical Boundaries for Social Workers in Child Welfare/](https://www.socialworker.com/feature-articles/ethics-articles/Client_Relationships_and_Ethical_Boundaries_for_Social_Workers_in_Child_Welfare/)

### **Reflection Questions and Exercise**

1. Discuss an experience you have had with boundaries in your own social work practice. This can include an incident that challenged your boundaries, when you engaged in a "boundary crossing," or ways in which you have learned to set



boundaries with clients or as a professional in an agency/hospital/school setting. Feel free to use the articles below as reference points.

## **Module/Class 5**

**Date TBD**

### ➤ **Content**

- Student Case Presentations
- Transference or countertransference

### ➤ **Objectives**

- Analyze the case information provided by classmate in their case presentations.
- Understand the issues related to transference and countertransference in social work.

### **Required Readings**

<https://myclientsplus.com/examples-of-transference-and-countertransference-in-therapy/>

<https://pdfs.semanticscholar.org/b69f/046d5d6d3e93ffc48cc4fbb8e1cd8dbc6b1e.pdf>

### **Reflection Questions and Exercise**

1. Transference and countertransference describe two commonly occurring scenarios within a counseling relationship. Both transference and countertransference represent the manner in which the client acts and feels toward the therapist and vice versa. Transference and countertransference can both be powerful tools in therapy if used appropriately but can also be harmful to the therapeutic relationship and process if not recognized and dealt with.
2. Please talk about your own experiences of transference or countertransference in your work with clients either this year or last year and how you addressed it. If you don't feel like you have an experience to share, discuss how you think about both concepts and how they can be helpful or harmful to the therapeutic relationship.

## **Module/Class 6**

**Date TBD**

### ➤ **Content**

- Student Case Presentations
- Career Services

### ➤ **Objectives**

- Analyze the case information provided by classmate in their case presentations.

- Prepare for job search. Learn about the resources available to MSW students and review goals post-graduate.
- Perfect your elevator speech.

### Required Readings

<https://www.thebalancecareers.com/elevator-speech-examples-and-writing-tips-2061976>

### Reflection Questions and Exercise

1. What is your elevator speech? An **elevator pitch** is a brief, persuasive **speech** that you use to spark interest in what your organization **does**. You can also use them to create interest in a project, idea, or product – or in yourself. A good **elevator pitch** should last no longer than a short **elevator** ride of 20 to 30 seconds, hence the name.

Role play your introduction to a potential agency at the career fair or to a potential interview.

### Module/Class 7

Date TBD

#### ➤ Content

- Student Case Presentations
- Cultural Competency vs. Cultural Humility

#### ➤ Objectives

- Analyze the case information provided by classmate in their case presentations
- Discuss the ways you practice cultural competency, awareness, sensitivity and humility in your work (macro, mezzo, or micro) or the ways in which you see your agency/school/institution practicing cultural competency.

### Required Readings

<https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>

<https://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-cultural-competence-awareness-sensitivity-humility-responsiveness/>

### Reflection Questions and Exercise

1. Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals,

families, and communities and protects and preserves the dignity of each (Fong, 2004; Fong & Furuto, 2001; Lum, 2011). “Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or amongst professionals and enable the system, agency, or those professions to work effectively in cross-cultural situations” (National Center for Cultural Competence, n.d., p. 1).

Discuss the ways you practice cultural competency, awareness, sensitivity and humility in your work (macro, mezzo, or micro) or the ways in which you see your agency/school/institution practicing cultural competency. This can also include things you see in your field setting that could be improved or challenges you face in practicing cultural competency.

Feel free to use the NASW Standards and Indicator for Cultural Competence as a reference for your reflection.

**Module/Class 8**                      **Date TBD**

➤ **Content**

- Student Case Presentations
- Responding to stress

➤ **Objectives**

- Analyze the case information provided by classmate in their case presentations
- Review how to manage stress.

**Required Readings**

See video: <https://www.youtube.com/watch?app=desktop&v=3aDXM5H-Fuw&feature=youtu.be>

**Reflection Questions and Exercise**

1. How do you respond to stress?
2. Share an example of how you felt stress in life (or adversity) and used it to grow and change.

## **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.

### **Syllabus References**

[List professional journals, websites, etc. by category here]

Professional Journals

Websites

Other