USC | School of Social Work

# Social Work 586b
# Section #67360

## Field Practicum

## 3 Units

*"Many persons have the wrong idea of what constitutes true happiness. It is not attained through self-gratification, but through fidelity to a worthy purpose."*

**Helen Keller**

***Spring Semester, 2015***

(Picture here)

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| **Field Faculty Liaison:** | Kathryn Kay | **Field Instructor:** | Kathryn Kay |
| **E-Mail:** | kaykathr@usc.edu | **Course Days:** | TBD |
| **Telephone:** | (360)391-0329 | **Course Time:** | 16 hrs/wk |
| **Office:** | TBD | **Course Site:** | Placement Agency |
| **Office hours:** | Noon to 1pm Thursdays, or upon request | | |

## I. Course Prerequisites

This course is a Foundation Year master's level Field Practicum course. Students are required to take this course concurrently with SOWK 587b Integrative Learning for Social Work Practice and SOWK 545 Social Work Practice: Groups & Complex Cases.

## II. Catalogue Description

Supervised field placement to develop practice skills in working with individuals, families, groups, communities and organizations. Graded CR/IP/NC.

## III. Course Description

**Course Description**

Field Practicum is the direct practice portion of the MSW program. It is a collaborative endeavor between the USC School of Social Work and urban and rural agencies located throughout the country with a high concentration in Southern California. It provides students the opportunity to practice social work skills under the supervision of a professional social worker and apply evidence-informed interventions in their work with individuals, families, groups, organizations, and communities.

MSW students entering the second semester of their Foundation Year are expected to build on the knowledge, skills and values learned in their first semester Field Practicum. Because Field Practicum is a two-semester course, SOWK 586b continues to be supported by Integrative Learning for Social Work Practice (SOWK 587b). The same Field Faculty Liaison will serve as the educator and consultant for the internship experience. As the instructor of record, the Field Faculty Liaison assigns students a grade of Credit or No Credit at semester end based in part on recommendations from agency Field Instructors.

In collaboration with the School, agencies provide learning opportunities and resources for an effective educational experience for students. Field Instructors are professional social workers who guide and teach students how to apply social work practice, values and ethics in a professional setting. Field Instructors also collaborate with students to create and approve learning plans, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is finished on time.

Students are expected to take an active role in their experiences through the use of three core learning processes: self-reflection, interaction, and risk-taking. This teaching method draws on Transformative Learning Theory which asserts that students develop integrative knowledge about self and others in a dynamic, multicultural society from multiple perspectives (Lee & Greene, 2003). A primary goal is to help students understand their own and others' cultural experiences, to challenge their preconceptions and stereotypes, and to develop an attitude of openness and flexibility in cross-cultural interactions. As students explore their burgeoning professional role and identity, they will also be learning about assessment, documentation, and the informed application of EBIs.

Professional social work has developed core practice principles around several foundational concepts. Person-in-environment (P-I-E) teaches that client behavior "cannot be understood adequately without consideration of the various aspects of that individual's environment (social, political, familial, temporal, spiritual, economic, and physical)" (Kondrat, 2011). Ecological systems theory suggests clients should be viewed "…contextually within the system of relationships that forms his or her environment" (Bronfenbrenner, 1968). This includes a "person's maturing biology, his (*sic*) immediate family/community environment, and the societal landscape (that) fuels and steers his development" (Paquette & Ryan, 2001). Both P-I-E and systems theory provide context for more holistic bio-psychosocial assessments and EBIs than those that focus only on "changing an individual's behavior or psyche…" (Kondrat, 2011).

The modern framework of Intersectionality urges practitioners to recognize and validate the intersection of numerous factors within a client's life experiences, including "age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion sex, and sexual orientation" (Crenshaw, 1989; CSWE, 2008). Seen primarily through the lens of ethnicity, gender identity, race and sexual orientation, Intersectionality as a framework can help students validate client narratives of trauma, oppression, and discrimination (Crenshaw, 1989). EBIs such as Motivational Interviewing, Cognitive Behavioral Therapy (CBT), Problem-Solving Therapy and other client-centered approaches provide congruence with Intersectionality by focusing on affirming client narratives, practicing reflective listening, and eliciting change talk. These empowering theories and frameworks not only help students at the individual and group client level, but also set the stage for understanding how their work is linked to societal systems change.

Due to its direct practice component, Field Education is a natural setting for the advancement of translational science: taking research from the experimental to the applicable with a macro goal of influencing policy (Tufts University Clinical and Translational Science Institute, 2011). Each year, students in Field Practicum have the opportunity to implement research-influenced practices in multidisciplinary settings, thereby contributing to the direct application of EBIs and influencing the capacity of organizations to provide EBIs. Infusing USC School of Social Work Field Practicum with EBIs provides a translational link between research and practice, further solidifies a developing science of social work, and underscores Field Education as the "signature pedagogy" of social work.

## IV. Course Objectives

| Objective # | Objectives |
|---|---|
| 1 | Integrate classroom theories and concepts with direct practice social work in vulnerable community settings where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change |
| 2 | Connect behavioral science to practice by learning and applying evidence-based interventions (EBIs) in internship placements |
| 3 | Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination |

| Objective # | Objectives |
|---|---|
| 4 | Develop professional use of self through observation of professional social workers, self-reflection, understanding of social work values, and implementation of those values in internship placements |
| 5 | Increase proficiency in the required Council on Social Work Education's (CSWE) Ten Core Competencies as indicated in the Comprehensive Skills Evaluation |

## V. Course Format / Instructional Methods

Field Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (Brooks, 2010). These competencies are articulated in the CSWE EPAs and make up the Comprehensive Skills Evaluation for Field Practicum. To prepare students for successfully achieving those competencies, a variety of instructional methods are utilized by both USC Field Faculty and agency Field Instructors.

Instructional methods consist of university-led presentations, activities, and guidance combined with community agency activities under the supervision of a designated Field Instructor, including hands-on interactions with clients, shadowing opportunities, trainings, individual supervision, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. Students may also develop a working relationship with site-based employees, known as Preceptors, who help guide them in day-to-day operations and many of the activities listed above.

USC Field Faculty Liaisons are assigned to oversee the progress of the students in their field placements, including consultation for students' Field Practicum assignments. Working on behalf of the School of Social Work, the Liaisons meet with students as needed to facilitate their placement experiences and schedule Field Instructor and student contacts each semester to ensure the quality of students' learning opportunities. The Liaisons also clarify School expectations and serve as consultant and mediator for student and agency-related conflicts.

Reflective Learning Tools are used to describe student interactions with clients, provide an opportunity for Field Instructor input, and influence future client contacts. At the end of the second semester, Field Instructors will complete the Comprehensive Skills Evaluation and recommend a grade to the Field Faculty Liaison.

As discussion and participation are an integral part of the learning process, students are expected to prepare for supervision and to come to internship ready to apply the best practices of social work with agency clients and systems. Internship days are generally Mondays and Wednesdays, although some variations may occur. The number of hours required in the field (16 hrs/week) includes at least one eight-hour day. Throughout the second semester, approximately 50% of the student's weekly hours are expected to be spent in direct client contact.

## VI. Student Learning Outcomes

Student learning for this course relates to all ten Social Work Core Competencies:

| | Social Work Core Competencies | SOWK 586b | Course Objectives |
|---|---|---|---|
| 1 | **Professional Identity** | * | 4,5 |
| 2 | **Ethical Practice** | * | 1,4,5 |
| 3 | **Critical Thinking** | * | 1-5 |
| **4** | **Diversity in Practice** | * | 1,3,5 |
| 5 | **Human Rights & Justice** | * | 1,3,5 |
| 6 | **Research Based Practice** | * | 1,2,5 |
| 7 | **Human Behavior** | * | 1,3,5 |
| 8 | **Policy Practice** | * | 1,5 |

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|---|---|---|---|
| 9 | **Practice Contexts** | * | **1,2,5** |
| 10 | **Engage, Assess, Intervene, Evaluate** | * | **1-3,5** |

* Highlighted in this course

The following table explains the highlighted competencies for Field Education, the related student learning outcomes, and the methods of assessment. Students are expected to demonstrate skill development in achieving these competencies.

| Competencies/ Knowledge, Values, Skills | Student Learning Outcomes | Methods of Assessment |
|---|---|---|
| **Professional Identity—**Identify as a professional social worker and conduct oneself accordingly.<br><br>Social workers competent in Professional Identity:<br>▪ Serve as representatives of the profession, its mission, and its core values.<br>▪ Know the profession's history.<br>▪ Commit themselves to the profession's enhancement and to their own professional conduct and growth. | 1. Advocate for client access to the services of social work.<br>2. Practice personal reflection and self-correction to ensure continual professional development.<br>3. Attend to professional roles and boundaries.<br>4. Demonstrate professional demeanor in behavior, appearance, and communication.<br>5. Use supervision and consultation. | **Field Instructor:** Student Observation and Regular Communication (includes **Preceptor** assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, and Final Evaluation<br><br>**Field Liaison:** Field Liaison Contacts (includes on-campus, virtual, and at agency)<br><br>**School of Social Work:** Macro Project |
| **Ethical Practice—**Apply social work ethical principles to guide professional practice.<br><br>Social workers competent in Ethical Practice:<br>▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.<br>▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. | 6. Recognize and manage personal values in a way that allows professional values to guide practice.<br>7. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.<br>8. Apply strategies of ethical reasoning to arrive at principled decisions. | **Field Instructor:** Student Observation and Regular Communication (includes **Preceptor** assessments also), Reflective Learning Tools, Weekly Supervision, and Final Evaluation<br><br>**Field Liaison:** Field Liaison Contacts (includes on-campus, virtual, and at agency)<br><br>**School of Social Work:** Macro Project |

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| **Critical Thinking—**Apply critical thinking to inform and communicate professional judgments.<br><br>Social workers competent in Critical Thinking:<br>▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.<br>▪ Use critical thinking augmented by creativity and curiosity.<br>▪ Understand that critical thinking also requires the synthesis and communication of relevant information. | 9. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.<br>10. Analyze and utilize models of assessment, prevention, intervention, and evaluation.<br>11. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | **Field Instructor:**<br>Student Observation and Regular Communication (includes **Preceptor** assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, and Final Evaluation<br><br>**Field Liaison:**<br>Field Liaison Contacts (includes on-campus, virtual, and at agency)<br><br>**School of Social Work:**<br>Macro Project |

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|---|---|---|
| **Diversity in Practice—**Engage diversity and difference in practice.<br><br>Social workers competent in Diversity in Practice:<br>▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.<br>▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.<br>▪ Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. | 12. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.<br>13. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.<br>14. Recognize and communicate understanding of the importance of difference in shaping life experiences.<br>15. View self as learner and view clients as informants. | **Field Instructor:**<br>Student Observation and Regular Communication (includes **Preceptor** assessments also), Reflective Learning Tools, Weekly Supervision, and Final Evaluation<br><br>**Field Liaison:**<br>Field Liaison Contacts (includes on-campus, virtual, and at agency)<br><br>**School of Social Work:**<br>Macro Project |

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|---|---|---|
| **Human Rights & Justice—**Advance human rights and social and economic justice.<br><br>Social workers competent in Human Rights & Justice:<br><br>▪ Acknowledge that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.<br>▪ Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.<br>▪ Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. | 16. Understand the forms and mechanisms of oppression and discrimination.<br>17. Advocate for human rights and social and economic justice.<br>18. Engage in practices that advance social and economic justice. | **Field Instructor:**<br>Student Observation and Regular Communication (includes **Preceptor** assessments also), Reflective Learning Tools, Weekly Supervision, and Final Evaluation<br><br>**Field Liaison:**<br>Field Liaison Contacts (includes on-campus, virtual, and at agency)<br><br>**School of Social Work:**<br>Macro Project |

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|---|---|---|
| **Research Based Practice—**Engage in research-informed practice and practice-informed research.<br><br>Social workers competent in Research Based Practice:<br><br>▪ Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.<br>▪ Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. | 19. Use practice experience to inform scientific inquiry.<br>20. Use research evidence to inform practice. | **Field Instructor:**<br>Student Observation and Regular Communication (includes **Preceptor** assessments also), Reflective Learning Tools, Weekly Supervision, and Final Evaluation<br><br>**Field Liaison:**<br>Field Liaison Contacts (includes on-campus, virtual, and at agency)<br><br>**School of Social Work:**<br>Macro Project |

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|---|---|---|
| **Human Behavior—**Apply knowledge of human behavior and the social environment.<br><br>Social workers competent in Human Behavior:<br><br>▪ Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.<br>▪ Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. | 21. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.<br>22. Critique and apply knowledge to understand person and environment. | **Field Instructor:**<br>Student Observation and Regular Communication (includes **Preceptor** assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, and Final Evaluation<br><br>**Field Liaison:**<br>Field Liaison Contacts (includes on-campus, virtual, and at agency)<br><br>**School of Social Work:**<br>Macro Project |
| **Policy Practice—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.<br><br>Social workers competent in Policy Practice:<br><br>▪ Understand that policy affects service delivery, and they actively engage in policy practice.<br>▪ Know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. | 23. Analyze, formulate, and advocate for policies that advance social well-being.<br>24. Collaborate with colleagues and clients for effective policy action. | **Field Instructor:**<br>Student Observation and Regular Communication (includes **Preceptor** assessments also), Weekly Supervision, and Final Evaluation<br><br>**Field Liaison:**<br>Field Liaison Contacts (includes on-campus, virtual, and at agency)<br><br>**School of Social Work:**<br>Macro Project |
| **Practice Contexts—**Respond to contexts that shape practice.<br><br>Social workers competent in Practice Contexts:<br><br>▪ Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.<br>▪ Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. | 25. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. | **Field Instructor:**<br>Student Observation and Regular Communication (includes **Preceptor** assessments also), Weekly Supervision, and Final Evaluation<br><br>**Field Liaison:**<br>Field Liaison Contacts (includes on-campus, virtual, and at agency)<br><br>**School of Social Work:**<br>Macro Project |

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|---|---|---|
| **Engage, Assess, Intervene, and Evaluate—**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.<br><br>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.<br><br>▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals<br>▪ Using research and technological advances<br>▪ Evaluating program outcomes and practice effectiveness<br>▪ Developing, analyzing, advocating, and providing leadership for policies and services<br>▪ Promoting social and economic justice | 26. Engagement:<br><br>* Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.<br>* Use empathy and other interpersonal skills.<br>* Develop a mutually agreed-on focus of work and desired outcomes.<br><br>27. Assessment:<br><br>* Collect, organize, and interpret client data.<br>* Assess client strengths and limitations.<br>* Develop mutually agreed-on intervention goals and objectives.<br>* Select appropriate intervention strategies.<br><br>28. Intervention:<br><br>* Implement prevention efforts that enhance client capacities.<br>* Initiate actions to achieve organizational goals.<br>* Help clients resolve problems.<br>* Negotiate, mediate, and advocate for clients.<br>* Facilitate transitions and endings.<br><br>29. Evaluation: Critically analyze, monitor, and evaluate interventions. | **Field Instructor:**<br>Student Observation and Regular Communication (includes **Preceptor** assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, and Final Evaluation<br><br>**Field Liaison:**<br>Field Liaison Contacts (includes on-campus, virtual, and at agency)<br><br>**School of Social Work:**<br>Macro Project |

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

| Assignment | Due Date | % of Final Grade |
|---|---|---|
| **Review Educational Goals in Learning Agreement** | Units 4 | 10% |
| **Reflective Learning Tools (due weekly) & Reflective Learning Tool Log (due Unit 15)** | Units 1-15 | 30% |
| **Intern Macro Project Activities at Placement Agency** | Unit 13 | 30% |
| **Development of Competencies and Completion of Field Practicum Hours** | Unit 15 | 30% |

Each of the major assignments is described as follows.

**Assignment 1: Work with Field Instructor to develop Learning Agreement that reflects current internship activities. Learning Agreement is due to the faculty liaison at week 4.**

Review education goals in the Learning Agreement and revise, if necessary, through collaboration with your Field Instructor to reflect second semester internship activities.

**Due:** All new Learning Agreements should be completed during weeks 1 through 5. Reviews of ongoing Learning Agreements should occur during first supervision session of second semester with Field Instructor.

*This assignment relates to student learning outcomes 2-5, 11-15, & 26.*

**Assignment 2: Reflective Learning Tools**

Complete and submit weekly Reflective Learning Tools (a minimum of 10/semester) to the Field Instructor. The Reflective Learning Tool Log needs to be completed regularly and signed by the Field Instructor as verification that the requirements have been met. The Reflective Learning Tool is available in your tool box folder.

**Due:** Reflective Learning Tools are due weekly to the Field Instructor and the signed Reflective Learning Tool Log is due on the last field day of the second semester (Unit 15) to the Field Liaison along with the Comprehensive Skills Evaluation.

*This assignment relates to student learning outcomes 2-8, 11-15, 19-22, & 26-29.*

**Assignment 3: Intern Macro Project Activities at Placement Agency**

USC requires all Foundation Year MSW students to create a macro project proposal that is presented to the placement agency and in SOWK 587b Integrative Learning for Social Work Practice as a graded assignment. The macro project assignment criteria are delivered in SOWK 587b. Expected activities for interns to engage in at their placement agency for the purposes of completing their required macro project may include the following:

- Up to 30 hours in field placement may be dedicated to this project
- Proposal creation, draft, and approval by Field Instructor
- Needs assessment, which may include:
  - Administering surveys
  - Interviewing key stakeholder
  - Conducting focus groups
  - Reviewing agency policies
  - Analyzing impact of organizational culture and history
- Literature review
- Multimedia or other presentation enhancements (i.e., Power Point, social media, video clips, etc.)
- Presentation to administration at placement agency

**Due:** By week 13 of second semester Field Practicum (Unit 13 for on-ground program).

*This assignment relates to student learning outcomes 1, 4-5, 8-13, 16-18, 20, 21, 23-29.*

**Assignment 4: Development of Competencies and Completion of Field Practicum Hours**

For Credit in this assignment, students will:

- Demonstrate skill development in the CSWE Ten Core Competencies as listed in the Comprehensive Skills Evaluation portion of the Foundation Year Learning Agreement and Comprehensive Skills Evaluation. The form is available in the toolbox.
- Complete a self-assessment (suggested activity) on the second semester Comprehensive Skills Evaluation and submit it to the Field Instructor.

- Review and discuss the second semester Evaluation completed by the Field Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, students sign in the space indicated.*
- Return a copy of the completed Evaluation to the Field Liaison.
- Complete required number of Field placement hours (16/week).**

**Due:** Submit a signed copy of the completed Comprehensive Skills Evaluation to the Field Liaison the last class day of the semester (Unit 15) along with the signed Field Practicum Log.

*This assignment relates to student learning outcomes 1-29.*

**If there are issues that are unresolved, discuss with your Field Instructor and if needed, contact your Field Liaison.*

***Students will not receive a Credit in this course if they do not complete the required hours. If discussed in advance and arranged with the Field Instructor, students are allowed eight (8) hours per semester for religious holidays. Students may take the equivalent of one eight (8) hour sick day per semester as long as they notify the Field Instructor in a timely manner. Make-up hours for time missed must also be discussed with the Field Instructor. Any attendance issues that arise should be addressed with the student's Field Liaison. Record keeping of required field hours is a joint responsibility of the student and the Field Instructor. To the fullest extent possible, students are expected to observe the agency attendance and time schedule policies. However, Field Practicum is a class and students must adhere to the Practicum start and end dates as well as important Field Education activities and events in the USC Field Calendar. If the agency is closed on a non-University holiday, the student is expected to make up this time. The Field Calendar is available in your tool box.*

Course grades will be based on the following:

| Assignment Grades | | Final Grade | |
|---|---|---|---|
| Credit | 83% or above | Credit | 83% or above |
| No Credit | 82% or below | No Credit | 82% or below |

## VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Recommended Textbooks

Garthwait, C. L. (2011). *The social work practicum: A guide and workbook for students* (5th ed.). Boston, MA: Pearson Education.
(Instructor Note: With MySocialWorkLab package. The custom ISBN#: 1256342122.)

Hepworth, D.H., Rooney, R.H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J.A. (2010). *Direct social work practice: Theory and skills.* (8th ed). Belmont, CA: Brooks/Cole, Cengage Learning.

Additional recommended readings are available online through electronic reserve (ARES) or through the links provided in the unit descriptions. The textbook has also been placed on reserve at Leavey Library.

### References

Brooks, D. (2010). *Field Education in the Next Decade: Setting the Stage*. A Presentation to the 25th Annual Joint Field Education Symposium, Feb. 10, 2010. Los Angeles, CA.

Crenshaw, K.W. (2011). Columbia Center for Intersectionality and Social Policy Studies, Columbia Law School. Retrieved on 12-4-2011 from http://www.law.columbia.edu/centers/intersectionality.

Dewees, M. (2006). *Contemporary social work practice*. New York: McGraw-Hill

Gelman, C.R. (2009). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work*, *29*(2), 169-187.

Hendricks, C. Finch, J.B., & Franks, C. (2005). *Learning to teach, teaching to learn: A guide for social work education.* Virginia: CSWE Press.

Kondrat, M.E. (2011). The Bibliography of Person-In-Environment. *Oxford Bibliographies Online*. Retrieved on 11-21-2011 from http://oxfordbibliographiesonline.com/view/document/obo-9780195389678/obo-9780195389678-0092.xml.

Lee, Y. M, & Greene, G. J. (2003) A teaching framework for transformative learning in social work education. *Journal of Ethnic and Cultural Diversity in Social Work*, *12*(3) 1-28.

Myers Kiser, P. (2008). *The human services internship*. (2nd ed.) Belmont, CA: Thomson Brooks/Cole.

Paquette, D. & Ryan, R. (2001). *Bronfenbrenner's ecological system's theory*. (MS Frontline presentation). Retrieved on 11-20-11 from http://pt3.nl.edu/paquetteryanwebquest.pdf.

Toseland, R.W., & Rivas, R.F. (2009). *An introduction to group work practice*. (6th Ed.) New York: Allyn & Bacon

Tufts University Clinical and Translational Science Institute (2011). *What is translational science?* Retrieved on 12-5-2011 from http://tuftsctsi.org/About-Us/What-is-Translational-Science.aspx?c=129664547171573958.

University of Southern California School of Social Work. Field Education website: Retrieved on 12-5-2011 fromhttp://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education

## Course Overview

| Unit | Topics | Assignments |
|---|---|---|
| 1 | ■ Engage with Placement and Review Educational Goals<br>▽ Re-establish connection with agency and client systems and continue to focus on internship learning objectives<br>➢ Create and submit Reflective Learning Tool | Learning Agreement Review<br>&<br>Macro Project Activities |
| 2 | ■ Join with clients to review or develop goals<br>▽ Review with clients their therapeutic goals and make necessary adjustments<br>➢ Create and submit Reflective Learning Tool | Reflective Learning Tool<br>&<br>Macro Project Activities |
| 3 | ■ Expand Direct Service to Include Diverse Client Systems<br>▽ Incorporate multi-modal practice skills and theories<br>➢ Create and submit Reflective Learning Tool | Reflective Learning Tool<br>&<br>Macro Project Activities |
| 4 | ■ Strengthen Diagnostic Skills<br>▽ Apply knowledge of family dynamics and actively seek feedback from Field Instructor on diagnostic decisions<br>➢ Create and submit Reflective Learning Tool | Reflective Learning Tool<br>&<br>Macro Project Activities |
| 5 | ■ Begin Case Presentations<br>▽ Practice case presentation skills with Field Instructor; identify how theories support applied interventions<br>➢ Create and submit Reflective Learning Tool | Reflective Learning Tool<br>&<br>Macro Project Activities |

| Unit | Topics | Assignments |
|---|---|---|
| 6 | ■ Explore Legal & Ethical Issues in Group and Family Settings<br>▽ Understand ethical consideration of group & family work<br>➢ Create and submit Reflective Learning Tool | Reflective Learning Tool<br>&<br>Macro Project Activities |
| 7 | ■ Apply Intermediate and Advanced Interviewing Skills<br>▽ Explore expectations, assess emotional and cognitive functioning, and explore issues of abuse<br>➢ Create and submit Reflective Learning Tool | Reflective Learning Tool<br>&<br>Macro Project Activities |
| 8 | ■ Facilitate the Working Stage of Groups<br>▽ Encourage group norms, facilitate collaborative decision-making process, and remain neutral in conflicts<br>➢ Create and submit Reflective Learning Tool | Reflective Learning Tool<br>&<br>Macro Project Activities |
| 9 | ■ Review Performance to Date<br>▽ Participate in education planning with Field Liaison and Field Instructor<br>▽ Complete first draft of macro project assignment<br>➢ Create and submit Reflective Learning Tool<br>➢ Field Liaison contacts take place through Unit 13 | Reflective Learning Tool<br>&<br>Macro Project Activities |
| 10 | ■ Refine Therapeutic Skills<br>▽ Practice eliciting "change talk" with clients; explore use of interpretation and appropriate confrontation<br>➢ Create and submit Reflective Learning Tool | Reflective Learning Tool<br>&<br>Macro Project Activities |
| 11 | ■ Assess Ongoing Self-Care Needs<br>▽ Address warning signs of burnout and compassion fatigue and develop a self-care plan with Field Instructor<br>➢ If needed, create and submit Reflective Learning Tool | Reflective Learning Tool<br>&<br>Macro Project Activities |
| 12 | ■ Begin Active Termination Phase<br>▽ Assist client and client systems in identifying and processing feelings regarding termination<br>➢ If needed, create and submit Reflective Learning Tool | Macro Project Activities |
| 13 | ■ Develop Plan for Completing Documentation<br>▽ Attend to agency-required documentation; make a plan to complete all necessary paperwork by placement end<br>➢ If needed, create and submit Reflective Learning Tool | Macro Project Activities |
| 14 | ■ Prepare for Termination and Conduct Self-Assessment<br>▽ Complete termination process with clients; facilitate transfers and offer referrals as appropriate<br>➢ Complete Comprehensive Skills self-assessment<br>➢ If needed, create and submit Reflective Learning Tool | Evaluation Self-Assessment |
| 15 | ■ Complete Final Evaluation with Field Instructor<br>▽ Engage in evaluation process with Field Instructor and participate in planning for future learning needs<br>➢ Comprehensive Skills Evaluation due to Field Liaison | Comprehensive Skills Evaluation<br>&<br>Reflective Learning Tool Log |
| **NO INTERNSHIP DURING STUDY DAYS OR FINAL EXAMINATIONS** | | |

# Course Schedule—Detailed Description

## Guidelines for Field Practicum

**The USC School of Social Work places MSW students in thousands of internships nationally and internationally in a variety of different settings: health, mental health, public child welfare, schools, etc. This syllabus serves as a general set of expectations for our students and their Field Instructors in these internships. Given the challenges of standardizing direct social work practice, a variety of experiences within these guidelines is expected. Therefore, it is recommended that all stakeholders involved in SOWK 586b Field Practicum utilize the following units as best practice guidelines.**

### Unit 1: Engage with Placement and Discuss Educational Goals 1/5/15-1/9/14

**Topics**

- Review second semester educational goals
- Develop a time management plan with Field Instructor that includes weekly one-hour individual supervision and an appropriate number of hours to work on required macro project
- Establish connection with agency and client systems
- Assess opportunities for group and/or family work at agency
- Begin efforts to implement needs assessment for macro project
- Task
  - Create Learning Agreement and submit Reflective Learning Tool

This Unit relates to course objectives 1, 2, 3, 4, & 5.

**Recommended Readings**

Adams, K. B., LeCroy, C. W., & Matto, H. C. (2009) Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education, 45*(2)165-186.

### Unit 2: Reconnect with Clients and Review Clients' Goals 1/5/15 – 1/12/15

**Topics**

- Discuss with clients their therapeutic goals
- Define treatment objectives and treatment plans with clients
- In collaboration with clients and Field Instructor, select and apply evidence-informed interventions
- Identify policies that impact clients and client systems and discuss with Field Instructor
- Task
  - Create Learning Agreement and submit Reflective Learning Tool

This Unit relates to course objectives 1, 2, 3, 4, & 5.

**Recommended Readings**

Wahab, S. (2005) Motivational Interviewing and social work practice. *Journal of Social Work, 5*(1) 45-60.

## Unit 3: Expand Direct Service to Include Diverse Client Systems — 1/19/15-1/23/15

### Topics

- Expand practice to include additional client systems, e.g. groups, families, couples, neighborhoods, and/or communities
- Incorporate multi-modal practice skills and theories learned in SOWK 505 Human Behavior and the Social Environment (HBSE) and SOWK 545 Practice classes
- Explore opportunities to co-lead groups with qualified professionals
- Decide on purpose and structure of the group(open vs. closed); recruit and screen new members
- Continue six to eight (6-8) hours per week of direct service practice throughout second semester
- Consult with Field Instructor on ways to manage increased assignments and expectations efficiently
- Task:
  - Create Learning Agreement and submit Reflective Learning Tool

This Unit relates to course objectives 1, 2, 3, 4, & 5.

### Recommended Reading

Furman, N., Junko, N., Iwamoto, D.K., Rowan, D., Shukraft, A., & Gragg, J. (2009). Social work practice with Latinos: Key issues for social workers. *Social Work*, *54*(2), p. 167-174. doi:10.1093/sw/54.2.167.

## Unit 4: Strengthen Diagnostic Skills — 1/26/15-1/30/15

### Topics

- When working with families, assess strengths, communication styles, and family roles; explore boundaries and power structures, and how those are maintained
- Strengthen diagnostic skills by actively seeking feedback from Field Instructor on diagnostic decisions
- Apply evidence-based and evidence-informed interventions that are population-relevant
- Continually evaluate the effectiveness of the intervention by looking at clients' progress toward treatment goals and through direct client feedback
- Increase comfort level in working with clients' deep emotional experiences
- Integrate understanding and recognition of transference/countertransference issues
- Reflect on personal reactions to client and client systems and discuss with Field Instructor
- Task
  - Submit completed signed Learning Agreement and Field Practicum Log Sheet to Faculty Liaison and upload to LMS
  - Create and submit Reflective Learning Tool

This Unit relates to course objectives 1, 2, 3, 4, & 5.

### Recommended Reading

Christensen, T.H. (2009). 'Connected presence' in distributed family life. *New Media & Society*, *11*(3), p. 433–445. doi: 10.1177/1461444808101620.

## Unit 5: Begin Case Presentations 2/2/15-2/6/15

### Topics

- Assist family members to "clarify conflicts, seek solutions, explore values, make decisions, experiment with new behaviors, and develop a family model unique to its needs and wants" (Thayer, 1982 in Toseland & Rivas, 2009)
- Continue individual and/or group field instruction that incorporates weekly Reflective Learning Tool for teaching and case discussion
- Practice case presentation skills with Field instructor; identify how theories support applied interventions
- Identify individual and group goals in initial stage of group development
- Understand stages of group development and how they apply to current client group experience
- In group supervision, practice case presentation skills and continue to participate in discussions, role plays, and didactic presentations
- Analyze results of macro project needs assessment and begin creating action plan
- Task:
  - Create and submit Reflective Learning Tool

This Unit relates to course objectives 1, 2, 3, 4, & 5.

### Recommended Reading

Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006) Integrating evidence-based practice and social work field education. *Journal of Social Work Education, 42*(2) 377-396.

## Unit 6: Explore Legal and Ethical Issues in Group and Family Settings 2/9/15-2/13/15

### Topics

- Understand legal and ethical considerations of group and family work including informed consent, confidentiality, self-determination, competence, and non-discrimination
- Increase exposure to different agency functions (i.e. intake, crisis intervention, short-term service), interact with and learn from different professional role models (i.e. co-therapist, co-workers, allied professionals), and expand awareness and knowledge of agency in relation to the community
- Increase understanding of agency system and ability to transfer skills and knowledge to other programs and assignments
- In a timely manner, attend to documentation and other paperwork as required by agency
- Task:
  - Create and submit Reflective Learning Tool

This Unit relates to course objectives 1, 3, 4, & 5.

### Recommended Reading

Chernack, K.B. (2010). Professional boundaries in a virtually boundary-less e-environment. *NASW-Illinois Chapter Networker Magazine* (Jan. 4, 2010). Retrieved on 10/2/2012 from: http://naswil.org/news/networker/featured/professional-boundaries-in-a-virtually-boundary-less-e-environment/ .

Garthwait, C. L. (2011). *The social work practicum: A guide and workbook for students* (5th ed.). http://mysocialworklab.com/ (videos corresponding to CSWE Core Competency Two). Boston, MA: Pearson Education.

## Unit 7: Apply Intermediate and Advanced Interviewing Skills — 2/16/15-2/20/15

### Topics

- Utilize intermediate and advanced interviewing skills with clients and client systems
  - Exploring expectations and eliciting essential information
  - Assessing emotional and cognitive functioning
  - Exploring issues of abuse, including substances, domestic violence, and sexual abuse
  - Negotiating goals and a contract (Hepworth, et al, 2010)
- Identify the roles of group members; assess group alliances, norms, values, and cohesion
- Explore the impact of culture on individuals, families, groups, and communities
- Continue to increase skills in identifying feelings, interventions, and internal processes in relation to client and client systems
- Be mindful of integrating theoretical models into practice
- Continue to participate actively in field instruction meetings and begin discussion of issues related to termination of client, Field Instructor, and agency relationships
- Develop draft of macro project proposal and review with Field Instructor
- Tasks:
  - Create and submit Reflective Learning Tool

This Unit relates to course objectives 1, 2, 3, 4, & 5.

### Recommended Readings & Videos

Forrester, D., Kershaw, S., Moss, H., & Hughes, L. (2007). Communication skills in child protection: How do social workers talk to parents? *Child and Family Social Work*, *13*, p. 41–51. doi:10.1111/j.1365-2206.2007.00513.x

Pearson MySocialWorkLab Videos. Retrieved from: http://mysocialworklab.com/

## Unit 8: Facilitate the Working Stage of Groups — 2/23/15-2/27/15

### Topics

- Create a safe environment for the working stage of groups
  - Encourage group norms of openness and respect for others viewpoints
  - Emphasize factors that promote consensus in the group discussion
  - Use decision criteria that are mutually agreed on by group members
  - Remain neutral in conflicts and ask questions that seek clarification whenever possible (Toseland & Rivas, 2009)
- Continue group supervision and maintain maximum case load of 6-8 hours per week, equaling 50% of time in direct practice
- Examine time management skills as part of becoming more self-aware
- Discuss termination plan with clients and client systems
- Tasks:
  - Create and submit Reflective Learning Tool
  - Upload signed Field Practicum Log to Faculty Liaison via LMS

This Unit relates to course objectives 1, 2, 3, 4, & 5.

### Recommended Readings

Anderson-Butcher, D., Khairallah, A.O., & Race-Bigelow, J. (2004). Mutual support groups for long-term recipients of TANF. *Social Work*, *49*(1), p. 131-140. doi:10.1093/sw/49.1.131

Rebmann, H. (2006). Warning–there's a lot of yelling in knitting: The impact of parallel process on

empowerment in a group setting. *Social Work With Groups*, *29*(4), p. 5-24.

Field Liaison contacts with the student, Field Instructor and Preceptor (if applicable) together will occur between units 9-15. Students are expected to participate in performance review, discuss termination processes, and address any internship issues during this meeting.

## Unit 9: Review Performance to Date 3/2/15-3/6/15

### Topics

- Liaison initiates contact with student, Field, Instructor, and if applicable, Preceptor
- Participate in educational planning with liaison and Field Instructor; review learning agreement, mid-year evaluation, and performance to date; identify issues, concerns
- Increase autonomy in conducting assessments and in implementing clinical interventions
- Complete first draft of macro project and consult with Field Instructor on next steps
- Continue active participation in inter- and intra-agency systems
- Task:
  - Create and submit Reflective Learning Tool

This Unit relates to course objectives 1, 2, 3, 4, & 5.

### Recommended Reading

Mor Barak, M.E., Nissly, J.A., & Levin, A. (2001). Antecedents to retention and turnover among child welfare, social work, and other human service employees: what can we learn from past research? A review and metanalysis. *Social Service Review*, *75*(4), p. 625-66. Retrieved on 9/27/2012 from http://www.jstor.org/stable/10.1086/323166. DOI: 10.1086/323166

## Unit 10: Refine Therapeutic Skills 3/9/15-3/13/15

### Topics

- Apply additive empathy (mildly interpretive comment such as a reflection of feelings or a double-sided reflection), interpretation, and confrontation in appropriate contexts using sound theories.
- Continue to increase understanding of relationship building with clients, including how to "roll with resistance," avoid argumentation, and express accurate empathy
- Further explore role as change agent, including but not limited to becoming proficient at asking "change talk" questions, as learned in Motivational Interviewing
- Utilize other EBIs practiced by the agency and taught in Practice and HBSE classes.
- Tasks:
  - Create and submit Reflective Learning Tool

This Unit relates to course objectives 1, 2, 3, 4, & 5.

### Recommended Reading

Miller, W. & Rose, G. S. (2009) Toward a theory of Motivational Interviewing. *American Psychologist, 64*(6) 527-537.

## Unit 11: Assess Ongoing Self-Care Needs — 3/16/15-3/20/15

### Topics

- Address warning signs of burnout and/or compassion fatigue
- Continue to balance school work, internship, and personal life by developing a self-care plan that includes mindfulness practice
- Recognize the continuum of social work services from micro to mezzo to macro at the internship site, including the building of leadership skills
- Explore implementation prospects for macro project plan
- Task:
    - Create and submit Reflective Learning Tool

This Unit relates to course objectives 2, 4, & 5.

### Recommended Reading

Harr, C., & Moore, B. (2011). Compassion fatigue among social work students in field placements. *Journal of Teaching in Social Work*, *31*(3), p. 350-363. Retrieved on 9/26/2012 from http://dx.doi.org/10.1080/08841233.2011.580262.

Hoffman, S.G., Sawyer, A.T., Witt, A., and Oh, D. (2010). The effect of mindfulness-based therapy on anxiety and depression: A meta-analytic review. *Journal of Counseling and Clinical Psychology 78*:169-183.

## Unit 12: Begin Active Termination Phase — 3/23/15-3/27/15

### Topics

- Begin active planning of termination with clients and client systems
- Assist client and client systems in identifying and processing feelings regarding termination
- As appropriate, disclose own feelings regarding termination with clients
- Engage in termination discussion with Field Instructor regarding the ending of the student learner phase with the Field Instructor
- Make plans for effective ways to terminate with other internship support systems, including Preceptor, agency staff, and fellow interns
- Task:
    - Create and submit Reflective Learning Tool
    - Upload signed Field Practicum Log to Faculty Liaison via LMS

This Unit relates to course objectives 1, 3, 4, & 5.

### Recommended Reading

Baum, N. (2006). End-of-year treatment termination: Responses of social work student trainees. *British Journal of Social Work*, *36*(4), p. 639-656.

## Unit 13: Develop Plan for Completing Documentation — 3/30/15-4/3/15

### Topics

- Attend to agency-required documentation; make a plan to complete all necessary paperwork by end of placement
- Meet with client and client's treatment team to discuss client's progress and next steps
- Present finished macro project proposal to Field Instructor and create plan for agency presentation
- Task:
  - Create and submit Reflective Learning Tool

This Unit relates to course objectives 3 & 5.

### Recommended Reading

Homonoff, E. (2008). The heart of social work: Best practitioners rise to challenges in field instruction. *The Clinical Supervisor, (27)*2, p. 135-169.

## Unit 14: Prepare for Termination and Conduct Self-Assessment — 4/6/15-4/10/15

### Topics

- Complete termination process with clients; facilitate transfers and offer referrals as appropriate
- Identify and process feelings with Field Instructor regarding termination
- Prepare for final evaluation meeting with Field Instructor by reflecting on strengths, weaknesses, learning needs and the internship experience as a whole
- Ensure completion of macro project; present finished product to agency staff
- Tasks:
  - Create and submit Reflective Learning Tool
  - Independently complete the Comprehensive Skills Evaluation form and discuss with Field Instructor

This Unit relates to course objectives 3, 4, & 5.

### Recommended Reading

Vinton, L., & Wilke, D.J. (2011). Leniency bias in evaluating clinical social work student interns *Clinical Social Work Journal*, *39*(3), p. 288-295. DOI: 10.1007/s10615-009-0221-5.

## Unit 15: Complete Final Evaluation with Field Instructor — 4/13/15-4/18/15

### Topics

- Review final Comprehensive Skills Evaluation with Field Instructor and, if applicable, Preceptor
- Engage in evaluation process with Field Instructor and participate in planning for further learning needs in Concentration Year
- Ensure documentation, including client case file paperwork, and all agency-required items are successfully completed
- Tasks:
  - Complete minimum 240 field hours required for the semester (16hrs/week)
  - Review, sign, and submit Comprehensive Skills Evaluation and Field Practicum Log to Field Faculty Liaison (upload to LMS)
  - If needed to finish requirements, create and submit Reflective Learning Tool
  - Complete USC MSW Student Field Evaluation by clicking on the following link: https://uscsocialwork.qualtrics.com/SE/?SID=SV_ezGBbuwbBsTHyte

This Unit relates to course objectives 4 & 5.

### Recommended Reading

Bogo, M. (2006). Field instruction in social work. *The Clinical Supervisor*, 24(1-2), p. 163-193. Retrieved on 9/27/2012 from http://dx.doi.org/10.1300/J001v24n01_09 .

## STUDY DAYS / NO CLASSES OR INTERNSHIP (Date)

## FINAL EXAMINATIONS (NO INTERNSHIP) (Date)

# University Policies and Guidelines

## IX. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (kaykathr@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

## X. Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

## XI. Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## XII. Emergency Response Information

To receive information, call main number (213)740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at https://trojansalert.usc.edu.

| University Park Campus | | Academic Centers | |
|---|---|---|---|
| **City Center** | Front of Building (12th & Olive) | **Orange County** | Faculty Parking Lot |
| **MRF** | Lot B | **San Diego** | Building Parking Lot |
| **SOWKC** | Lot B | **Skirball** | Front of Building |
| **VKC** | McCarthy Quad | | |
| **WPH** | McCarthy Quad | | |

Do not re-enter the building until given the "all clear" by emergency personnel.

## XIII. Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

## XIV. Policy on Late or Make-Up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

## XV. Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

## XVI. Code of Ethics of the National Association of Social Workers (Optional)

*Approved by the 1996 NASOWK Delegate Assembly and revised by the 2008 NASOWK Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

### Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## XVII. COMPLAINTS

If you have a complaint or concern about your Field Practicum or your Field Instructor, please discuss it first with your Field Instructor. If you feel you cannot discuss it with your Field Instructor, please contact your Field Liaison. If you do not receive a satisfactory response or solution, contact Marleen Wong, Assistant Dean of Field Education, at marleenw@usc.edu and/or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

## XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Attend Field Practicum on your assigned days.
- ✓ Complete required assignments by the due date.
- ✓ Come to supervision prepared to be involved in your own learning process.
- ✓ If you do not understand something, ask your Field Instructor, Preceptor and/or Field Liaison.
- ✓ Keep up with the requirements of Field Practicum.

*Stay ahead of expectations - avoid procrastinating or postponing work on assignments.*