



USC | School of Social Work

Social Work 686a

Section # 20143-0903

Field Practicum

4 Units

“You give but little when you give of your possessions. It is when you give of yourself that you truly give.”

Khalil Gibran

Lebanese-American Poet (1883-1931)

First Concentration Year Semester, 2014

Field Faculty Liaison: Deborah Rago

E-Mail: rago@usc.edu

Telephone: 870-299-1538

Office: Virtual Academic Center

Office hours: Tuesday and Wednesday by appointment

Field Instructor: _____

Course Days:

Course Time: 20 hrs/wk

Course Site: Placement Agency

I. COURSE PREREQUISITES

This is a Concentration Year (CY) master's level Field Practicum course. Students take this class concurrently with two (2) required first semester CY courses as stipulated at <http://sowkweb.usc.edu/master-social-work/msw-degree/concentrations>. To participate in this course, students must successfully complete all Foundation Year (FY) courses (including SOWK 586a and SOWK 586b, the Field Practicum courses).

II. CATALOGUE DESCRIPTION

Supervised field placement to develop depth of skill and practice in area of concentration. Graded CR/NC/IP/INC.

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-based practices in their work with individuals, families, groups, organizations, and communities.

SOWK 686a represents an increased level of expectations for the quality of micro, mezzo, and macro social work services that CY students will provide compared to FY. The School of Social Work prepares students for their CY Field Practicum by engaging them in the following activities: Concentration

Field Orientation, Concentration Immersion, and evidence-based intervention (EBI) training. Continuing support is provided to students by Field Faculty Liaisons who serve as educators and consultants for the CY internship experience. At semester end, the Field Faculty Liaison is responsible for assigning students a grade of Credit, In Progress, or No Credit based 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 Behavior 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 organizational and societal systems change.

Field Education in micro, mezzo, and macro settings contributes to 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.

At the USC School of Social Work, students are offered an array of CY choices, including five Concentrations and five Sub-Concentrations that allow students to focus in specified areas of interest. Concentrations include COPA (Community Organization, Planning and Administration), Families & Children, Health, Mental Health, and Work & Life. Sub-Concentrations are Military Social Work and Veterans Services, Older Adults, Public Child Welfare, School Settings, and Systems of Recovery from Mental Illness. These Concentrations and Sub-Concentrations range in focus from micro to mezzo to macro and provide students with opportunities to advance their skills, knowledge, and abilities to succeed as professional social workers. CY field placements reflect these various areas of focus.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Integrate classroom theories and concepts with micro, mezzo, and macro social work practice in a variety of community settings that address the effects of poverty, discrimination and oppression; influence changes at the individual, family and group level; and bring about organizational and societal change
2	Connect the developing science of social work to practice by learning and applying evidence-based interventions (EBIs) such as Problem-Solving Therapy in internship placements
3	Enhance skills across the spectrum of culturally appropriate social work services, including direct practice skills such as engagement, assessment, goal-setting, intervention, evaluation, and termination; mezzo practice skills such as case management, resource/referral, family work, and support system engagement; and macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation
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 trainings, 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. In addition, all incoming students will be trained in an EBI such as Problem Solving Therapy during their first CY semester. The process of training students on EBIs will include the use of:

- Case vignettes
- Videos
- Role plays
- Structured small group exercises

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 internship-related conflicts.

Reflective Learning Tools are teaching tools that reflect student interactions with clients, systems that impact clients, and agency or community decision-makers. They also provide opportunities for Field Instructors' input and can influence future interventions. A teaching plan known as the Learning Agreement will be developed collaboratively between students and their Field Instructors. At the end of the first CY 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

clients and systems. Internship days are generally on Monday and Wednesday with a half-day on Friday, although some variations may occur. The number of hours required in the field (20 hrs/week) includes at least one eight-hour day.

VI. STUDENT LEARNING OUTCOMES

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

	Social Work Core Competencies	SOWK 686a	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
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
<p>Professional Identity—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Social workers competent in Professional Identity:</p> <ul style="list-style-type: none"> ▪ Serve as representatives of the profession, its mission, and its core values. ▪ Know the profession’s history. ▪ 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.	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Mid-Year Evaluation</p> <p>Field Liaison: Field Liaison Contacts (includes on-campus, virtual, and at placement site)</p>
	2. Practice personal reflection and self-correction to ensure continual professional development.	
	3. Attend to professional roles and boundaries.	
	4. Demonstrate professional demeanor in behavior, appearance, and communication.	
	5. Use supervision and consultation.	

<p>Ethical Practice—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ 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.	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Mid-Year Evaluation</p> <p>Field Liaison: Field Liaison Contacts (includes on-campus, virtual, and at placement site)</p>
	7. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	
	8. Apply strategies of ethical reasoning to arrive at principled decisions.	

<p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ 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.	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Mid-Year Evaluation</p> <p>Field Liaison: Field Liaison Contacts (includes on-campus, virtual, and at placement site)</p> <p>School of Social Work: EBI Training</p>
	10. Analyze and utilize models of assessment, prevention, intervention, and evaluation.	
	11. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	

<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. 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. 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.	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Mid-Year Evaluation</p> <p>Field Liaison: Field Liaison Contacts (includes on-campus, virtual, and at placement site)</p> <p>School of Social Work: Concentration Immersion</p>
	13. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	
	14. Recognize and communicate understanding of the importance of difference in shaping life experiences.	
	15. View self as learner and view clients as informants.	

<p>Human Rights & Justice—Advance human rights and social and economic justice.</p> <p>Social workers competent in Human Rights & Justice:</p> <ul style="list-style-type: none"> 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. Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. 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.	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Mid-Year Evaluation</p> <p>Field Liaison: Field Liaison Contacts (includes on-campus, virtual, and at placement site)</p> <p>School of Social Work: Concentration Immersion</p>
	17. Advocate for human rights and social and economic justice.	
	18. Engage in practices that advance social and economic justice.	

<p>Research Based Practice—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> 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. Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. 	19. Use practice experience to inform scientific inquiry.	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Mid-Year Evaluation</p> <p>Field Liaison: Field Liaison Contacts (includes on-campus, virtual, and at placement site)</p> <p>School of Social Work: EBI Training</p>
	20. Use research evidence to inform practice.	

<p>Human Behavior—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> 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. 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.	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Mid-Year Evaluation</p> <p>Field Liaison: Field Liaison Contacts (includes on-campus, virtual, and at placement site)</p> <p>School of Social Work: EBI Training</p>
	22. Critique and apply knowledge to understand person and environment.	

<p>Policy Practice—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Social workers competent in Policy Practice:</p> <ul style="list-style-type: none"> ▪ Understand that policy affects service delivery, and they actively engage in policy practice. ▪ 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. 	<p>23. Analyze, formulate, and advocate for policies that advance social well-being.</p>	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Weekly Supervision, Learning Agreement, and Mid-Year Evaluation</p> <p>Field Liaison: Field Liaison Contacts (includes on-campus, virtual, and at placement site)</p> <p>School of Social Work: Concentration Immersion</p>
<p>24. Collaborate with colleagues and clients for effective policy action.</p>		

<p>Practice Contexts—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> ▪ Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. ▪ Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. 	<p>25. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</p>	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Weekly Supervision, Learning Agreement, Mid-Year Evaluation</p> <p>Field Liaison: Field Liaison Contacts (includes on-campus, virtual, and at site)</p>
---	--	--

<p>Engage, Assess, Intervene, and Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>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.</p> <ul style="list-style-type: none"> ▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals ▪ Using research and technological advances ▪ Evaluating program outcomes and practice effectiveness ▪ Developing, analyzing, advocating, and providing leadership for policies and services ▪ Promoting social and economic justice 	<p>26. Engagement:</p> <ul style="list-style-type: none"> * Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. * Use empathy and other interpersonal skills. * Develop a mutually agreed-on focus of work and desired outcomes. 	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Mid-Year Evaluation</p> <p>Field Liaison: Field Liaison Contacts (includes on-campus, virtual, and at placement site)</p> <p>School of Social Work: EBI Training</p>
	<p>27. Assessment:</p> <ul style="list-style-type: none"> * Collect, organize, and interpret client data. * Assess client strengths and limitations. * Develop mutually agreed-on intervention goals and objectives. * Select appropriate intervention strategies. 	
	<p>28. Intervention:</p> <ul style="list-style-type: none"> * Implement prevention efforts that enhance client capacities. * Initiate actions to achieve organizational goals. * Help clients resolve problems. * Negotiate, mediate, and advocate for clients. * Facilitate transitions and endings. 	
	<p>29. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Social Work Professional Development	First Semester	20%
Weekly Reflective Learning Tools & Field Practicum Log (monthly and due Unit 15)	Units 1-15	25%
Learning Agreement	Unit 9	25%
Development of Competencies and Completion of Field Practicum Hours	Unit 15	30%

Each of the major assignments is described below.

Assignment 1: Social Work Professional Development

For this assignment on social work professional development, students have two options: (1) participate in at least three field faculty-sponsored activities or (2) complete six hours of field faculty-led trainings. *Please note: An EBI training organized by field faculty and held during the first CY semester for CY students meets this requirement. Trainings and seminars conducted by your 686a Field Faculty Liaison also meet this requirement.* To verify attendance, students must submit the certificates of completion to their assigned 686a Field Faculty Liaison. These professional development opportunities are to be completed during the first CY semester and will equip students to apply their learning to their Field Practicum site.

Due: Students must present the certificates of completion to their Concentration Field Liaison.

This assignment relates to student learning outcomes 1-5, 9-11, 15, 20-22, & 26-29.

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 on a regular basis and signed by the Field Instructor as verification that the requirements have been met. There are multiple Reflective Learning Tool forms listed under "Concentration Placement" that are available at the following link: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>.

- Individual
- Group
- Educational Meeting (maximum of two)
- Community Organizing, Planning & Administration (macro-focused recording listed under "COPA")

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 first CY 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: Learning Agreement

Complete and submit the Learning Agreement portion of the CY Learning Agreement and Comprehensive Skills Evaluation form to the Field Liaison. The forms for each Concentration are available at the following link: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>. Completed in collaboration with the Field Instructor, the Learning Agreement requires the student to:

- Describe the agency and the community
- Develop a time management plan
- Clarify Field Education assignments
- Assess self-awareness
- Address expectations for supervision with Field Instructor
- Ensure that the Field Instructor teaching plan is filled out by Field Instructor
- Complete, sign and date the Orientation Checklist
- Develop learning activities for the Core Competencies (in collaboration with Field Instructor)
- Sign and date the agreement

Due: Within six weeks of beginning Field Practicum (Unit 9 for on-ground program).

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

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

For Credit in this assignment, students will:

- Demonstrate advanced skills in the CSWE Ten Core Competencies as listed in the Comprehensive Skills Evaluation portion of the CY Learning Agreement and Comprehensive Skills Evaluation. The form is available at the following link: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>.
- Complete a self-assessment (suggested activity) by rating themselves on the first CY semester Comprehensive Skills Evaluation and submitting it to the Field Instructor.
- Review and discuss the first CY 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 Concentration Field Liaison.
- Complete required number of Field placement hours (20/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 Reflective Learning Tool 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.*

***Required hours in Field Practicum for the first CY semester include a minimum of four hours of Concentration Immersion and eight hours of EBI training, with the remaining hours gained at the field placement. 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 site 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 site is closed on a non-University holiday, the student is expected to make up this time. The Field Calendar is available at: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>.*

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 Textbook

(Concentrations can choose a text and put it here as well as recommended readings)

Recommended readings are available online through electronic reserve (ARES) or through the links provided in the unit descriptions.

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>.
- Deweese, M. (2006). *Contemporary Social Work Practice*. New York: McGraw-Hill
- D'Zurilla, T. J. & Nezu, A. M. (2007) *Problem-Solving Therapy: A positive Approach to Clinical Intervention*. New York: Springer Publishing Company.
- Ell, K. O. & Northern, H. (1990) *Families and Health Care: Psychosocial Practice*. Piscataway: Transaction Publisher
- 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.
- Iversen, R.R. (1998) Occupational Social Work for the 21st Century. *Social Work*, 43, (5) p. 551-556.
- Jansson, B.S. (2008) *Becoming an Effective Policy Advocate: From Policy Practice to Social Justice*. (5th ed.) Belmont, CA: Thomson Brooks/Cole.
- Knox, J. & Price, D.H. (1995) The Changing American Military Family: Opportunities for Social Work. *Social Service Review*, 69, (3), p. 479-497.
- 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.
- Menefee, D. (1997) Strategic Administration of non-profit human service organizations: a model for executive success in turbulent times. *Administration in Social Work*, 21, (2), p. 1-19
- Mizrahi, T. (2001) The Status of Community Organizing in 2001: Community Practice Context, Complexities, Contradictions and Contributions. *Research on Social Work Practice*, 11, (2), p. 176-189
- Myers Kiser, P. (2008). *The Human Services Internship*. (2nd ed.) Belmont, CA: Thomson Brooks/Cole.
- Nezu, A. M., Nezu, C. M., & D'Zurilla, T. J. (2007) *Solving Life's Problems: A Five Step Guide to Enhanced Well-Being*. New York: Springer Publishing Company.
- 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>. Chicago: National-Louis University
- Richman, J.M.; Rosefeld, L.B., & Bowen, G.L. (1998) Social support for adolescents at risk of school failure. *Social Work*, 43, (4) p. 309-23.
- Schumann, K. P., Southerland, J. A., Haseeb, M. M. & Hills-Briggs, F. (2011) Evidence-based

behavioral treatments for diabetes: Problem-solving therapy. *Diabetes Spectrum*, 24, (1) 64-69.

Solomon, B.B. (1987) Empowerment: Social work in oppressed communities. *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare and the Community*, 4, (2), p. 79-91.

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>. Boston: Tufts University CTSI.

University of Southern California School of Social Work. Field Education website: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education>

Zvi, D. G. & Kenaley, B. (2008) Problem-solving therapy for depression in adults: A systematic review. *Research on Social Work Practice*, 18, (2), 117-131.

Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Concentration Immersion <ul style="list-style-type: none"> ▼ Participate in activities designed to prepare students for Concentration-specific Field Practicum <ul style="list-style-type: none"> ➤ Attend Immersion run by Concentration Faculty 	
2	<ul style="list-style-type: none"> ■ Evidence-Based Intervention (EBI) Training <ul style="list-style-type: none"> ▼ Train in EBIs to prepare for CY Field Practicum <ul style="list-style-type: none"> ➤ Present EBI Certificate of Completion to Field Liaison 	
3	<ul style="list-style-type: none"> ■ Orientation to Community, Placement, and Field Instructor <ul style="list-style-type: none"> ▼ Participate in MSW intern orientation at placement site <ul style="list-style-type: none"> ➤ Begin completing Orientation Checklist in Learning Agreement 	
4	<ul style="list-style-type: none"> ■ Observing Agency Professionals in Action <ul style="list-style-type: none"> ▼ Identify and observe social work professionals in their roles as macro, mezzo, and micro practitioners <ul style="list-style-type: none"> ➤ Set timeline for completion of Learning Agreement, including Orientation Checklist and learning activities ➤ First Reflective Learning Tool due to Field Instructor 	
5	<ul style="list-style-type: none"> ■ Direct Service and/or Macro Assignments Begin <ul style="list-style-type: none"> ▼ Practice intake and assessment skills with clients and organizations, depending on focus of Field Practicum ▼ Apply mandated reporting knowledge, when applicable, and develop consultation protocols with Field Instructor <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	
6	<ul style="list-style-type: none"> ■ Practicing Beginning Phase Skills and Planning Interventions <ul style="list-style-type: none"> ▼ Apply EBIs and other innovative strategies to identified areas of need in collaboration with Field Instructor ▼ Understand confidentiality parameters in internship <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	
7	<ul style="list-style-type: none"> ■ Strengthening a Professional Social Work Identity <ul style="list-style-type: none"> ▼ Continue to gain competence in EBIs, apply social work values to ethical dilemmas, and seek consultation in decision-making process <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	

Unit	Topics	Assignments
8	<ul style="list-style-type: none"> ■ Exploring Clinical and Organizational Complexities <ul style="list-style-type: none"> ▼ Incorporate middle-phase skills in clinical interactions and/or explore agency funding base as part of ongoing organizational assessment <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor ➤ Signed Learning Agreement, including Orientation Checklist and learning activities embedded in evaluation section of document, due to Field Liaison 	
9	<ul style="list-style-type: none"> ■ Expanding Linkage with Community Resources and Partners <ul style="list-style-type: none"> ▼ Build resource/referral contacts, reinforce importance of community support systems, and/or enhance agency relationships with community partners <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor ➤ Field Liaison contacts take place through Unit 15 	
10	<ul style="list-style-type: none"> ■ Change-Oriented Work with Clients, Organizations, and Communities <ul style="list-style-type: none"> ▼ Incorporate middle phase skills in micro, case advocacy in mezzo, and policy advocacy in macro settings <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	
11	<ul style="list-style-type: none"> ■ Increasing Participation with Agency and Field Instructor <ul style="list-style-type: none"> ▼ Expand involvement in supervision, increase knowledge of agency programs and functions and/or complete analysis of programmatic needs assessment ▼ Find angle of repose and reflect on lessons learned <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	
12	<ul style="list-style-type: none"> ■ Advocating for Economic and Social Justice <ul style="list-style-type: none"> ▼ Take action with clients, support systems, and/or the community to increase economic and social justice efforts at the agency/organization <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	
13	<ul style="list-style-type: none"> ■ Enhancing Micro, Mezzo, and Macro Change-Oriented Skills <ul style="list-style-type: none"> ▼ Expand diversity of caseload and treatment modalities; link case advocacy to policy advocacy; and/or formulate program development ideas impacting organizational change <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	
14	<ul style="list-style-type: none"> ■ Termination Preparation and Self-Assessment <ul style="list-style-type: none"> ▼ Ensure Field Instructor, clients, teams, and community partners are prepared for planned absence <ul style="list-style-type: none"> ➤ Complete Comprehensive Skills self-assessment ➤ Reflective Learning Tool due to Field Instructor 	
15	<ul style="list-style-type: none"> ■ Completion of CY First Semester and Mid-Year Evaluation <ul style="list-style-type: none"> ▼ Confirm coverage during planned absence, set learning goals for second semester, and/or develop timeline for deliverables by the end of the internship <ul style="list-style-type: none"> ➤ Comprehensive Skills Evaluation due to Field Liaison ➤ If needed, Reflective Learning Tool due to Field Instructor 	
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, military, public child welfare, schools, etc. This syllabus serves as a general set of expectations for our students and their Field Instructors in these internships. However, 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 686a Field Practicum utilize the following units as best practice guidelines.

Unit 1: Concentration Immersion (Date)

Topics

- Participate in activities designed to prepare students for CY Field Practicum
- Verify that pre-placement requirements have been met in order to begin internship on time
- Tasks:
 - ▼ Attend Concentration Immersion and, if applicable, Sub-Concentration Immersion to better understand roles, expectations, and responsibilities

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

Recommended Readings

University of Southern California. Academic Calendar. Retrieved on 8-21-2013 from http://www.usc.edu/academics/classes/term_20141/calendar.html

University of Southern California School of Social Work Field Manual. Retrieved on 1-27-2012 from: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>, pp. 1-15

Unit 2: Evidence-Based Intervention (EBI) Training (Date)

Topics

- Participate in EBI training during CY first semester to be applied during internship experiences
- Confirm names and identities of Field Practicum support network: Academic Advisor, Field Instructor, Field Faculty Liaison, and Preceptor (if applicable)
- Tasks:
 - ▼ Following EBI training, submit Certificate of Completion to Field Faculty Liaison

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

Recommended Readings

D’Zurilla, T. J. & Nezu, A. M. (2007) Problem-Solving Therapy: A Positive Approach to Clinical Intervention. “A Five Dimensional Model to Social Problem Solving.” New York: Springer Publishing Company, pp. 21-31.

University of Southern California School of Social Work Field Calendar. Retrieved from: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>, pp. 1-4

University of Southern California School of Social Work Field Manual. Retrieved on 1-27-2012 from: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>, pp. 15-25

Unit 3:	Orientation to Community, Placement and Field Instructor	(Date)
	First Week of Field Placement	

Field Practicum begins the Wednesday after Labor Day for ground students

Topics

- Participate in agency-run MSW intern orientation, gain exposure to policies, protocols, and procedures, and establish relationship with Preceptor, if applicable
- Review confidentiality standards and their specific application to the field placement
- Review skills as described in CSWE's Ten Core Competencies
- Explore the surrounding neighborhood and how the agency interacts with the community
- Learn the micro to mezzo to macro social work roles in agency
- Develop educational relationship with Field Instructor by exploring expectations, discussing teaching and learning styles, and setting field instruction schedule for one (1) hour per week
- Tasks:
 - ▼ Attend agency orientation and learn about agency's mission, service, structure, community served, and role in the community
 - ▼ Begin development of Learning Agreement in conjunction with Field Instructor

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

Recommended Reading

Mertz, L.; Fortune, A.E.; & Zendell A.L. (2007): Promoting Leadership Skills in Field Education. *Journal of Gerontological Social Work*, 50(1-2), 173-186.

(Concentration-specific readings should be included here)

Unit 4:	Observing Agency Professionals in Action	(Date)
	Week 2 of Field Placement	

Topics

- Identify quantifiable projects or services to be completed by the end of the internship (deliverables)
- Observe social work professionals and/or Preceptors interacting with clients, colleagues, administration, and/or community partners
- Understand key roles and agency hierarchy based on formal organizational chart and informal power structures within placement site
- Recognize the interplay between agency needs, client needs, and community resources including how information flows into and out of the organization
- Understand risk factors and strategies for minimizing risks in carrying out agency functions both in agency and community settings
- Tasks:
 - ▼ Continue work on Learning Agreement
 - ▼ Create Reflective Learning Tool based on observations and/or interactions in the agency and submit to Field Instructor

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

Recommended Readings

(Concentration-specific readings should be included here)

**Unit 5: Direct Practice and/or Macro Assignments Begin
Week 3 of Field Placement**
(Date)**Topics**

- Begin direct practice and/or macro practice assignments with an emphasis on enhancing intake, assessment and interviewing skills in cross cultural contexts
- Refine psychosocial assessment skills such as gathering data and personal history, identifying concrete needs, recognizing psychosocial stressors, and assessing strengths and problems in individual, group, family, community and environmental milieus
- Continue to develop relationship with Field Instructor in weekly supervision times and, if applicable, the Preceptor by sharing information, discussing concerns, and exploring learning experiences
- Review agency guidelines, legal standards, and ethical issues regarding child abuse and neglect, dependent adult abuse and neglect, danger to self, and danger to others
- Apply mandated reporting knowledge to moderate-to-high risk situations in consultation with Field Instructor
- Incorporate self-care strategies to maintain emotional and physical well-being and balance competing demands on time inherent in the MSW program
- Tasks:
 - ▼ Continue work on Learning Agreement in collaboration with Field Instructor
 - ▼ Create Reflective Learning Tool and submit to Field Instructor

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

Recommended Readings

(Concentration-specific readings should be included here)

**Unit 6: Practicing Beginning Phase Skills and Planning Interventions
Week 4 of Field Placement**
(Date)**Topics**

- For macro placements, begin to develop intervention strategies, including application of appropriate organizational theory, selection of target system, and establishment of project goals and timelines
- Utilize understanding of EBI principles and techniques to develop treatment plans with clients
- Engage clients through use of beginning phase skills:
 - Validate clients' cultural contexts through use of cross-cultural communication
 - Utilize authentic and empathic communication
 - Employ eco-systems and strengths-based models
 - Mutually set goals and create collaborative contracts with clients (Hepworth, et al, 2010)
- Increase proficiency in the following beginning phase areas: interviewing clients, creating collaborative written contracts, developing client-identified goals, and involving clients in selecting appropriate interventions
- Continue direct and/or macro practice assignments (continues weekly throughout Field Practicum)
- Tasks:
 - ▼ Continue work on Learning Agreement in collaboration with Field Instructor
 - ▼ Create and submit Reflective Learning Tool

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

Recommended Readings

(Concentration-specific readings should be included here)

Unit 7: Strengthening a Professional Social Work Identity
Week 5 of Field Placement

(Date)

Topics

- Assess levels of commitment from key stakeholders, determine approaches to address resistance, and set short-term and long-term objectives
- Strengthen professional role and relationships, apply social work values to ethical dilemmas, and seek consultation in decision-making process
- Continue to utilize EBI principles and techniques in carrying out intervention plans
- Continue to develop relationship with Field Instructor by clarifying expectations for student's learning and Field Instructor's teaching
- Tasks:
 - ▼ Continue work on Learning Agreement, with particular emphasis on identifying learning activities to meet the CSWE Ten Core Competencies
 - ▼ Create and submit Reflective Learning Tool

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

Recommended Readings

(Concentration-specific readings should be included here)

Unit 8: Exploring Clinical and/or Organizational Complexities
Week 6 of Field Placements

(Date)

Topics

- Explore funding base of agency, including the relationships between finance, budget, and development departments as part of continual organizational assessment
- Continue incorporating middle phase (change-oriented) skills in work with clients and/or systems:
 - Plan and implement EBI and goal attainment strategies
 - In consultation with Field Instructor, integrate advanced skills such as additive empathy, interpretation, and confrontation as appropriate
 - Utilize and enhance support systems (i.e., family, peer, school or work networks) (Hepworth, et al, 2010)
- Maintain accurate, timely, and well-written case notes and other agency paperwork
- Participate in bi-weekly group supervision, if applicable, for a minimum of one (1) hour to include case conferencing, discussions, role plays, and didactic presentations
- During field instruction, discuss current experiences of transference or countertransference, building on past experiences with clients and how those issues were managed
- Tasks:
 - ▼ Create and submit Reflective Learning Tool

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

Recommended Readings

Council on Social Work Education. (2008) Educational Policy & Accreditation Standards and Handbook. Retrieved on 12/14/2011: <http://www.CSWE.org/Accreditation/2008EPASDescription.aspx>.

(Concentration-specific readings should be included here)

Field Liaison contacts with the student, Field Instructor and Preceptor (if applicable) together typically occur between units 9-15. Students are expected to participate in educational planning, review the Learning Agreement and performance to date, and address internship issues during this meeting.

Unit 9: Expanding Linkage with Community Resources and Partners (Date)
Week 7 of Field Placement

Topics

- Recognize the importance of community partnerships as they relate to funding, in-kind services, collaborations, client referral systems, and overall community goodwill
- Build resource/referral contacts benefiting clients, reinforce importance of community support systems, and/or enhance agency relationships with community partners
- Apply clinical case management skills as appropriate:
 - Identify strengths and resources sensitive to clients' geographic living areas, cultures and ethnicities, and intersectional factors
 - Link or refer clients to resources and monitor progress (Deweese, 2006)
 - Infuse confidentiality throughout process
 - Follow-up on referrals, assess outcomes, and re-evaluate if necessary
- Utilizing consultation, feedback loops, and client self-reporting, evaluate the effectiveness of interventions with clients and make appropriate modifications
- Task:
 - ▼ **Submit finished Learning Agreement to Field Liaison**
 - ▼ Create and submit Reflective Learning Tool

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

Recommended Readings

(Concentration-specific readings should be included here)

Unit 10: Change-Oriented Work with Clients, Organization and/or Community (Date)
Week 8 of Field Placement

Topics

- Apply direct or indirect methods to build intra-agency, inter-agency, and community coalitions, establish negotiating guidelines, and confront as necessary to influence outcome of macro assignments
- Continue incorporating middle phase skills in micro work with clients, mezzo work with client systems, and macro work, including policy advocacy, within the organization and/or the community
- Expand direct practice experiences to include greater caseload diversity in areas such as ethnicity, gender, socio-economic status, age, sexual orientation, religion, and/or treatment issues
- Utilize research-informed tools and techniques at the client, agency, and/or systems level and discuss challenges of implementation fidelity with your Field Instructor
- Begin preparation for coverage of clients during the semester break
- Task:
 - ▼ Create and submit Reflective Learning Tool

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

Recommended Readings

(Concentration-specific readings should be included here)

Unit 11:	Increasing Participation with Agency and Field Instructor	(Date)
	Week 9 of Field Placement	

Topics

- Observe and define roles of manager/supervisor, assess bases of power as they are utilized within systems, and relate these observations to learned models of supervision
- Expand involvement in supervision, increase knowledge of agency programs and functions, and/or complete analysis of programmatic needs assessment
- Actively participate in agency staff meetings, attend professional development activities or trainings, and expand understanding of agency program functions and requirements
- In individual and group supervision sessions, identify boundary conflicts within a professional relationship, discuss transference and countertransference issues, and participate in case presentations, discussions, and role plays
- Find angle of repose and reflect on lessons learned throughout CY first semester
- Tasks:
 - ▼ Create and submit Reflective Learning Tool, expanding its utility by sharing and risking more actively and openly for the purposes of evaluation and learning

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

Recommended Readings

(Concentration-specific readings should be included here)

Unit 12:	Advocating for Economic and Social Justice	(Date)
	Week 10 of Field Placement	

Topics

- Find common themes of economic and social justice that connect the organization with the community in order to exert influence on key stakeholders
- Take action with clients, support systems, and/or the community to increase economic and social justice efforts at the agency/organization
- Increase direct practice opportunities that expand understanding of treatment planning and interventions
- Continue to improve communication and interviewing techniques; further develop skills of assessment, treatment planning, and service delivery; and introduce family or group modality
- Review self-care strategies to maintain emotional and physical well-being and balance competing demands on time inherent in the MSW program
- Task:
 - ▼ Create and submit Reflective Learning Tool

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

Recommended Readings

(Concentration-specific readings should be included here)

Unit 13:	Enhancing Micro, Mezzo, & Macro Change-Oriented Skills	(Date)
	Week 11 of Field Placement	

Topics

- Link case advocacy to policy advocacy and/or formulate program development, social action, or policy analysis ideas impacting organizational change (Hepworth, et al, 2010)
- Expand diversity of client caseload and knowledge of appropriate treatment modalities
- Increase proficiency of change-oriented (middle phase) skills in work with clients:
 - Identify patterns and themes within the therapeutic process
 - Differentiate content from process in interviews
 - Explore how to integrate theory with practice
 - Understand the purposeful use of self, engage in honest reflection, and be open to feedback from clients and Field Instructor to improve effectiveness of interventions
- Discuss expectations regarding client outcomes with Field Instructor, re-evaluate treatment approaches, and make necessary changes
- Review termination issues and impact of your planned absence on clients, collaborative partners and the organization, including any issues related to holiday season
- Task:
 - ▼ Create and submit Reflective Learning Tool

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

Recommended Readings

(Concentration-specific readings should be included here)

Unit 14:	Termination Preparation and Self-Assessment	(Date)
	Week 12 of Field Placement	

Topics

- For macro placements, review process of project development, including in-group and out-group dynamics, resource allocation, and managing barriers to change
- Ensure that Field Instructor, Preceptor, clients, and/or systems are prepared for planned absence
- Continue group supervision with discussion, role play, and didactic presentations
- Apply ending phase skills to appropriate cases, including addressing termination and its implications, reviewing progress, identifying unresolved issues, and providing referrals
- Tasks:
 - ▼ Prepare for CY first semester Comprehensive Skills Evaluation meeting with Field Instructor by independently completing the Comprehensive Skills Evaluation form
 - ▼ Create and submit Reflective Learning Tool

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

Recommended Readings

(Concentration-specific readings should be included here)

Unit 15-16: Completion of CY First Semester and Mid-Year Evaluation (Date)
Week 13-14 of Field Placement

Topics (Thanksgiving Holiday is Nov. 27 - 29: No Field Practicum on those days**)**

- Finalize preparation for internship recess with Field Instructor, including a review of the impact your planned absence may have on self, clients, systems, and the organization
- Confirm client coverage during planned absence
- Evaluate effectiveness of EBIs by measuring progress of clients toward short-term and long-term goals as identified in their treatment plans
- Set learning goals for second semester and develop timeline for deliverables by the end of the internship
- Tasks:
 - ▼ Complete hours required for CY first semester (20hrs/week)
 - ▼ Review, sign, and submit CY first semester Comprehensive Skills Evaluation and Reflective Learning Tool Log to Field Liaison
 - ▼ If needed to finish requirements, create and submit Reflective Learning Tool

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

Recommended Readings

(Concentration-specific readings should be included here)

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 (torycox@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 (12 th & 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 Suh Chen Hsiao, Assistant Director of VAC Field Education, at shuhsiao@usc.edu and Dr. Marleen Wong, Associate Dean of Field Education, at marleenw@usc.edu and/or Dr. Paul Maiden, Executive 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.
