



# USC | School of Social Work

## Social Work 589b Section #60563

### Applied Learning in Field Education

*"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

### 3 Units

*Spring 2016*

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### I. COURSE PREREQUISITES

This course is a master's level applied learning course. Students are required to take this course concurrently with SOWK 588 - Integrative Learning for Social Work Practice.

### II. CATALOGUE DESCRIPTION

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

### III. COURSE DESCRIPTION

This course is the second semester, department specific, direct practice portion of the MSW program. Students will learn to apply coursework concepts while practicing social work in a field setting that aligns with their academic department. This course provides students the opportunity to apply evidence-based interventions (EBIs) in their work with individuals, families, groups, organizations, communities and businesses.

Each student receives continual support provided by a Field Faculty Liaison who serves as an educator, consultant and coach for the practicum experience to emphasize the Four C's of Field Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. Students utilize critical thinking and creativity through application of EBIs on the micro, mezzo and macro level of practice. Students

utilize effective communication techniques in working with clients, agency employees and USC faculty to enhance their professional development as social workers.

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. The 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. Additionally, students will apply Person-In-Environment and Ecological Systems Theory along with EBIs learned and practiced during the first semester: Motivational Interviewing (MI), Cognitive Behavioral Therapy (CBT) and Problem Solving Therapy (PST). 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 and organizational 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 placement have the opportunity to implement research-based practices in multidisciplinary settings, thereby contributing to the direct application of EBIs and enhancing the capacity of organizations to provide EBIs. Infusing USC School of Social Work applied learning experiences 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 semester end, the Field Faculty Liaison is responsible for assigning students a grade of Credit, In Progress, or No Credit.

#### IV. COURSE OBJECTIVES

Objective #	Objectives
1	Integrate classroom theories and concepts with social work practice in vulnerable community settings where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.
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.
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) Core Competencies as indicated in the Comprehensive Skills Evaluation.
6	Develop and expand effective communication skills, demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the field practicum setting.

#### 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 Educational Policy and Accreditation Standards (EPAs) and make up the Comprehensive Skills Evaluation, which is completed at the end of each semester. 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 assignments. Working on behalf of the School of Social Work, the Field Liaisons meet with students as needed to facilitate their placement experiences and schedule Field Instructor, Preceptor (if applicable) and student contacts each semester to ensure the students' progress in meeting CSWE Core Competencies and NASW Code of Ethics. The Field Liaisons also clarify School policy/expectations and serve as consultant and mediator for student and agency-related conflicts.

Reflective Learning Tools are used to describe and analyze student communication with clients in individual, group and meeting settings, provide an opportunity for Field Instructor input, and plan for future interactions. A teaching plan, known as the Learning Agreement, is developed collaboratively between students and their Field Instructors. At the end of the second semester, the Comprehensive Skills Evaluation will be completed for each student and a grade will be assigned by the USC Field 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. The number of hours required in the field placement is 16 hours per week.

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 applying critical thinking skills to assessment, documentation, and the informed application of EBIs.

## VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to all nine social work core competencies:

	<b>Social Work Core Competencies</b>	<b>SOWK 589b</b>	<b>Course Objectives</b>
1	<b>Demonstrate Ethical and Professional Behavior</b>	*	<b>1, 4, 6</b>
2	<b>Engage in Diversity and Difference in Practice</b>	*	<b>1, 3, 4,</b>
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>		<b>1, 5, 6</b>
4	<b>Engage in Practice-informed Research and Research-informed Practice</b>	*	<b>2,3</b>

5	<b>Engage in Policy Practice</b>		<b>1,3,5</b>
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1-6</b>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1-6</b>
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1-6</b>
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>	*	<b>1-6</b>

\* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<b>Demonstrate Ethical and Professional Behavior:</b> <ul style="list-style-type: none"> <li>Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels</li> <li>Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</li> <li>Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior</li> <li>Understand the profession's history, its mission, and the roles and responsibilities of the profession</li> <li>Understand the role of other professions when engaged in inter-professional teams</li> <li>Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</li> <li>Understand emerging forms of technology and the ethical use of technology in social work practice</li> </ul>	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Field observation and documentation  Weekly supervision  Reflective Learning Tools (RLTs)
	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Weekly supervision  Reflective Learning Tools (RLTs)
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	Field observation and documentation  Weekly supervision
	4. Use technology ethically and appropriately to facilitate practice outcomes;	Field Observation  Weekly supervision
	5. Use supervision and consultation to guide professional judgment and behavior.	Field Supervision

<b>Engage in Diversity and Difference in Practice:</b> <ul style="list-style-type: none"> <li>Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</li> <li>Understand 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.</li> <li>Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</li> </ul>	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Field observation and documentation  Weekly supervision  Completion of field hours
	7. Present themselves as learners and engage clients and constituencies as experts of their own experiences;	Field observation and documentation  Weekly supervision  Reflective Learning Tools (RLTs)  Completion of field hours
	8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Field observation and documentation  Weekly supervision  Reflective Learning Tools (RLTs)
<b>Advance Human Rights and Social, Economic, and Environmental Justice:</b> <ul style="list-style-type: none"> <li>Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education</li> <li>Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</li> </ul>	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	Field observation and documentation  Weekly supervision
	10. Engage in practices that advance social, economic, and environmental justice	Field observation and documentation  Weekly supervision  Completion of field hours

<b>Engage In Practice-informed Research and Research-informed Practice:</b> <ul style="list-style-type: none"> <li>Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.</li> <li>Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.</li> <li>Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</li> <li>Understand the processes for translating research findings into effective practice.</li> </ul>	11. Use practice experience and theory to inform scientific inquiry and research.	Field observation and documentation  Weekly supervision  Reflective Learning Tools (RLTs)  Completion of field hours
	12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Weekly supervision
	13. Use and translate research evidence to inform and improve practice, policy, and service delivery.	Weekly supervision
<b>Engage in Policy Practice:</b> <ul style="list-style-type: none"> <li>Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.</li> <li>Understand 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.</li> <li>Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.</li> <li>Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.</li> <li>Knowledgeable about policy formulation, analysis, implementation, and evaluation.</li> </ul>	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Field observation and documentation  Weekly supervision  Completion of field hours
	15. Assess how social welfare and economic policies impact the delivery of and access to social services.	Weekly supervision
	16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Weekly supervision  Completion of field hours

<p><b>Engage with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>Value the importance of human relationships.</li> <li>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</li> <li>Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</li> <li>Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</li> </ul>	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Field observation and documentation</p> <p>Weekly supervision</p> <p>Reflective Learning Tools (RLTs)</p> <p>Completion of field hours</p>
	<p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Field observation and documentation</p> <p>Reflective Learning Tools (RLTs)</p> <p>Completion of field hours</p>



<b>Assess Individuals, Families, Groups, Organizations, and Communities:</b> <ul style="list-style-type: none"> <li>Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.</li> <li>Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</li> <li>Understand how their personal experiences and affective reactions may affect their assessment and decision-making.</li> </ul>	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	Field observation and documentation  Weekly supervision  Reflective Learning Tools (RLTs)  Completion of field hours
	20. Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Field observation and documentation  Weekly supervision  Completion of field hours
	21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Field observation and documentation  Weekly supervision  Reflective Learning Tools (RLTs)
	22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Field observation and documentation  Weekly supervision  Reflective Learning Tools (RLTs)

<b>Intervene with Individuals, Families, Groups, Organizations, and Communities:</b> <ul style="list-style-type: none"> <li>Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.</li> <li>Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.</li> <li>Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</li> </ul>	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	Field observation and documentation  Weekly supervision  Reflective Learning Tools (RLTs)  Completion of field hours
	24. Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Field observation and documentation  Weekly supervision  Completion of field hours
	25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Field observation and documentation  Weekly supervision
	26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Field observation and documentation  Weekly supervision

	27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Field observation and documentation  Weekly supervision  Reflective Learning Tools (RLTs)  Completion of field hours
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<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b> <ul style="list-style-type: none"> <li>Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.</li> <li>Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</li> <li>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.</li> <li>Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</li> </ul>	28. Select and use appropriate methods for evaluation of outcomes.	Field observation and documentation  Weekly supervision  Completion of field hours
	29. Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Field observation and documentation  Weekly supervision  Completion of field hours
	30. Critically analyze, monitor, and evaluate intervention and program, processes and outcomes.	Field observation and documentation  Weekly supervision  Completion of field hours
	31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Field observation and documentation  Weekly supervision  Completion of field hours

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
Learning Agreement	Unit 4	30%
Reflective Learning Tools	Weekly	30% (20% graded by week 9)
Development of Competencies and Completion of Field Practicum Hours	Weekly	40% (20% graded by week 9)

Each of the major assignments is described below.

**Assignment 1: Learning Agreement that reflects current internship activities.**

On the ground (OTG) students: Review education goals in the Learning Agreement and revise to incorporate department-specific competencies through collaboration with your Field Instructor and Preceptor (if applicable). Submit confirmation of review form to the Field Faculty Liaison.

VAC students: Complete and ensure that the Learning Agreement portion of the Three Semester Learning Agreement and Comprehensive Skills Evaluation form is submitted to the Field Faculty Instructor/ Field Liaison. Completed in collaboration with the Field Instructor/ Preceptor (if applicable)/Field Liaison, 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
- 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 and Preceptor (if applicable)
- Sign and date the agreement

**Due:** All Learning Agreements, both new and revised, should be completed during Module 1. Review of the Learning Agreement should also be ongoing.

*This assignment relates to student learning outcomes 3,4,5,7,19*

**Assignment 2: Reflective Learning Tools**

Complete and submit weekly Reflective Learning Tools (RLTs) (a minimum of 10/semester) to the Field Instructor.

**Due:** RLTs should be reviewed, discussed and the log signed weekly and turned into the Field Instructor. The Field Faculty Liaison may request copies of RLTs and logs at any time for purposes of additional review and monitoring.

For OTG students, the RLT Log needs to be completed on a regular basis and signed as verification that the requirements have been met. The log is due on the last date of field.

For VAC students, the Field Practicum Log needs to be signed by the agency field instructor or preceptor (if applicable) during weekly supervision to document the number of field hours completed and to verify that RLTs were completed and reviewed. The log is due weekly and uploaded to the LMS platform.

*This assignment relates to student learning outcomes 1,2,7,8,11,17,18,19,21,22,23,27*

### Assignment 3: Development of Competencies and Completion of Field Placement Hours

To earn credit, students will:

- Demonstrate skill development in the CSWE Ten Core Competencies as listed in the Comprehensive Skills Evaluation.
- Complete a self-assessment on the Comprehensive Skills Evaluation and submit it to the Field Instructor.
- Review and discuss the end of semester Comprehensive Skills 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.\*
- Ensure that the completed Evaluation is submitted electronically to the Field Practicum Instructor/Field Liaison.
- Complete required number of Field Placement hours (minimum 16/week).\*\*

**Due:** Submit a copy of the completed Comprehensive Skills Evaluation, signed by both the student and the Field Instructor, to the Field Faculty Liaison on the last class day of the semester (Unit 15), along with the signed Field Practicum Log.

*This assignment relates to student learning outcomes 1-31.*

*\*If there are issues that are unresolved, discuss with your Field Instructor and if needed, contact your Field Faculty 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, Applied Learning in Field Education is a class and students must adhere to the internship 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.*

OTG students: All field forms and information including the calendar can be found here:

<http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>

VAC students: All field forms and information including the calendar can be found in your Toolbox and here:

<http://msw.usc.edu/field-forms/>

Class 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**

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.

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.)

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 25<sup>th</sup> Annual Joint Field Education Symposium, Feb. 10, 2010. Los Angeles, CA.

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.

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 from <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education>

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

## Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> <li>■ Orientation to Field Practicum               <ul style="list-style-type: none"> <li>▼ Orientation to Field Placement</li> <li>▼ Group and/or individual Field Instruction</li> <li>▼ Review of CSWE EPAS</li> <li>▼ Review of NASW Code of Ethics</li> <li>▼ Introduction to 589b assignments</li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Module One, Re-Engagement               <ul style="list-style-type: none"> <li>▼ Re/engage with placement and discuss/review educational goals</li> </ul> </li> </ul>	
3	<ul style="list-style-type: none"> <li>▼ Re/connect with clients and review client goals (if applicable)</li> <li>▼ Review stages of development</li> </ul>	
4		
5	<ul style="list-style-type: none"> <li>■ Module Two, Assessment               <ul style="list-style-type: none"> <li>▼ Strengthen assessment skills</li> </ul> </li> </ul>	
6	<ul style="list-style-type: none"> <li>▼ Develop collaborative skills</li> </ul>	
7	<ul style="list-style-type: none"> <li>▼ Broaden practice to include diverse populations</li> <li>▼ Understand the formation and working stages of groups (task, educational, clinical, meeting, interdisciplinary, community)</li> </ul>	
8	<ul style="list-style-type: none"> <li>■ Module Three, Intervention               <ul style="list-style-type: none"> <li>▼ Connect theory to practice</li> </ul> </li> </ul>	
9	<ul style="list-style-type: none"> <li>▼ Refine intervention skills</li> </ul>	
10	<ul style="list-style-type: none"> <li>▼ Apply EBIs and client informed practice relevant to client population and service delivery modality</li> <li>▼ Apply intermediate and advanced communication skills</li> <li>▼ Increase autonomy</li> </ul>	
11		
12	<ul style="list-style-type: none"> <li>■ Module Four, Evaluation               <ul style="list-style-type: none"> <li>▼ Define program evaluation and agency needs assessment</li> </ul> </li> </ul>	
13	<ul style="list-style-type: none"> <li>▼ Review termination with individuals, groups, families, projects</li> <li>▼ Conduct self-assessment and complete Comprehensive Skills Evaluation with Field Instructor</li> </ul>	
14		
15		
STUDY DAYS / NO CLASSES		

Unit	Topics	Assignments
<b>FINAL EXAMINATIONS</b>		

### Introduction- Orientation to Field Practicum (Unit 1)

#### Topics

- Orientation to Field Placement
- Group and/or individual Field Instruction
- Review of CSWE EPAS
- Review of NASW Code of Ethics
- Introduction to 589b assignments

#### Recommended Readings

NASW Code of Ethics. (n.d.). Retrieved from: <http://www.socialworkers.org/pubs/code/code.asp>  
(crossover reading)

University of Southern California. Academic Calendar.

University of Southern California School of Social Work Field Manual.

### Module One – Re/Engagement (Units 2-4)

#### Topics

- Re/engage with placement and discuss/review educational goals
- Re/connect with clients and review client goals (if applicable)
- Review stages of development

This Unit relates to course objectives 1-6.

#### Recommended Readings

Dyche, L., & Zayas, L. H. (1995). The value of curiosity and naiveté for the cross-cultural psychotherapist. *Family Process*, 35, 389-400. (Crossover Reading)

Dyche, L., & Zayas, L. H. (2001). Cross-cultural empathy and training the contemporary psychotherapist. *Clinical Social Work Journal*, 29, 245-258. (Crossover Reading)

Sweitzer, H. F., & King, M (2009). Framing the experience: The developmental stages of an internship. In *The successful internship* (3<sup>rd</sup> ed., pp. 49-61). Belmont, CA: Brooks/Cole. (Crossover Reading)

Sweitzer, H. F., & King, M (2009). Understanding yourself. In *The successful internship* (3<sup>rd</sup> ed., pp. 78-88). Belmont, CA: Brooks/Cole. (Crossover Reading)



**Module Two – Assessment (Units 5-7)****Topics**

- Strengthen assessment skills
- Develop collaborative skills
- Broaden practice to include diverse populations
- Understand the formation and working stages of groups (task, educational, clinical, meeting, interdisciplinary, community)

This Unit relates to course objectives 1-6.

**Recommended Readings**

Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society: The Journal of Contemporary Human Services*, 82, 296–304. (Crossover Reading)

Kisthardt, W. E. (2006). The opportunities and challenges of strengths-based, person-centered practice. In D. Saleebey (Ed.), *The strengths perspective in social work practice* (4th ed., pp. 171-182 & 186-190). Boston, MA: Allyn & Bacon. (Crossover Reading)

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.

Saleebey, D. (2000). Power in the people: Strengths and hope. *Advances in Social Work*, 1(2), 127-136. (Crossover Reading)

**Module Three – Intervention (Units 8-11)****Topics**

- Connect theory to practice
- Refine intervention skills
- Apply EBIs and client informed practice relevant to client population and service delivery modality
- Apply intermediate and advanced communication skills
- Increase autonomy

This Unit relates to course objectives 1-6.

**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.

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/>.

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.

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

**Module Four – Evaluation (Units 12-15)****Topics**

- Define program evaluation and agency needs assessment
- Review termination with individuals, groups, families, projects
- Conduct self-assessment and complete Comprehensive Skills Evaluation with Field Instructor

This Unit relates to course objectives 1-6.

**Recommended Readings**

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

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](http://dx.doi.org/10.1300/J001v24n01_09).

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. (Crossover 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.

Kazi, M. (2003). Realist Evaluation for Practice. *British Journal of Social Work*, 33, 803-818. (Crossover 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.

**STUDY DAYS / NO CLASSES OR INTERNSHIP****FINAL EXAMINATIONS (NO INTERNSHIP)**

## 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 ([xxx@usc.edu](mailto:xxx@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. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](http://sarc.usc.edu) describes reporting options and other resources.

### XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

### XII. 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 by the instructor and reported on the official "Incomplete Completion Form."

### **XIII. 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.

### **XIV. 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.

### **XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

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

**XVI. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

**XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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