



Social Work 587A **Sections #67172** **Integrative Learning for Social Work Practice** **2 units**

"We are what we repeatedly do. Excellence then, is not an act, but a habit." — Aristotle

*Virtual Academic Center
Spring Semester, 2016*

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Course Location: VAC

Office Hours: by arrangement

Course Day: Wednesdays

Course Time: 6:30pm – 7:45pm PST

I. COURSE PREREQUISITES

Concurrent enrollment: SOWK 586a, SOWK 543.

II. CATALOGUE DESCRIPTION

Integrative content from Policy, Research, Human Behavior, Social Work Practice and Field Practicum. Graded CR/NC.

III. COURSE DESCRIPTION

The Integrative Learning Seminar is organized as a small group educational experience intended to last two semesters (587a and 587b). This course provides students an opportunity to engage in critical thinking, discussion, and exploration of theory, practice, policy, and field practicum experiences. Throughout the course, students have an opportunity to integrate the academic knowledge and values taught in foundation courses with their field placement experiences. In addition, the seminar provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises. As part of the regularly scheduled seminars, students are expected to keep their seminar instructor apprised of their field opportunities. This format provides a vehicle for socialization into the field and offers early intervention and support for issues and challenges. Although time will be set aside for short lecture periods, the following adult learning models will be utilized:

Vygotsky's Social Development Theory, which suggests that instead of a teacher dictating his/her meaning to students for future recitation, a teacher should collaborate with his/her students in order to create meaning in ways that students can make their own (Hausfather, 1996). Learning becomes a reciprocal experience for the students and the teacher (Riddle, 1999).

Transformative Learning Theory, which postulates that, "To facilitate transformative learning, educators must help learners become aware and critical of their own and others' assumptions. Learners need practice in recognizing frames of reference and using their imaginations to redefine problems from a different perspective. Finally, learners need to be assisted to participate effectively in discourse. Discourse is necessary to validate what and how one understands, or to arrive at a best judgment regarding a belief. In this sense, learning is a social process, and discourse becomes central to making meaning" (Mezirow, 1997).

As a philosophy, the integrative seminar promotes mindful awareness in theory as well as in practice. As defined by Jon Kabat Zinn, founding director of its renowned Stress Reduction Clinic, mindfulness is "paying attention in a particular way: on purpose, in the present moment, and non-judgmentally" (Kabat-Zinn, 1994). It is characterized by enhanced attention to and awareness of one's moment-to-moment experiences and often leads to increased self awareness and a stronger connection/attunement with our clients and the external environment (Lee et al., 2009).

IV. COURSE OBJECTIVES

The Integrative Learning for Social Work Practice course (SOWK 587a) will:




Objective #	Objectives
1	Prepare students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker and the values and mission of the profession.
2	Provide the student with an opportunity for discussion and critical analysis of the professional values that underlie social work practice and the ethical standards of professional social work as they are applied in the students' field work experiences with clients.
3	Provide opportunities for students to increase awareness of culturally relevant services. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients.
4	Apply the foundation course materials (practice, human behavior, policy) with emphasis on a systems paradigm and person-in-environment framework.
5	Offer opportunities for students to develop core practice skills underlying social work service to individuals and the systems that impact them. The course will also demonstrate major concepts to support the treatment process, integrating and applying the knowledge and values taught throughout the foundation year curriculum.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Four primary instructional methods will be used in the course: (1) Critical discussion, interaction and transaction among the instructor and students; (2) Interactive and experiential exercises; (3) Didactic presentation by the instructor; and (4) Student reflection. Open and honest participation in class discussion and activities is essential in the development of self awareness, professional identity, and the appropriate use of self in practice.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following nine social work core competencies. In addition, because this course is designed to “integrate” knowledge, values, skills, and practice, all nine of the core competencies will be incorporated in the clinical case discussions.

Social Work Core Competencies		SOWK 587a		Course Objective
1	Demonstrate Ethical and Professional Behavior	*		1 & 2
2	Engage Diversity and Difference in Practice	*		1-5
3	Advance Human Rights and Social, Economic, and Environmental Justice			
4	Engage In Practice-informed Research and Research-informed Practice			
5	Engage in Policy Practice			
6	Engage with Individuals, Families, Groups, Organizations, and Communities	*		
7	Assess Individuals, Families, Groups, Organizations, and Communities	*		4 & 5
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	*		4 & 5
9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			

* 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	Methods of Assessment
<p>Professional & Ethical Behavior — Social workers 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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<ol style="list-style-type: none"> 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; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; and 5. Use supervision and consultation to guide professional judgment and behavior. 	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Case Discussion</p> <p>Assignment 1, 2 & 3</p>

<p>Diversity and Difference in Practice — Social workers 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. Social workers 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. Social workers also 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.</p>	<ol style="list-style-type: none"> 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; 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Case Discussion</p> <p>Assignment 1 & 3</p>
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<p>Engagement— Social workers 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. Social workers value the importance of human relationships. Social workers 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. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</p> <p>Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	9. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Case Discussion</p> <p>Assignment 1 & 2</p>
	10. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	

<p>Assessment— Social workers 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. Social workers 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. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	11. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Case Discussion</p> <p>Assignment 1 & 3</p>
	12. 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;	
	13. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	
	14. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	

<p>Intervention— Social workers 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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>	15. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Case Discussion</p> <p>Assignment 1 & 3</p>
	16. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	
	17. Facilitate effective transitions and endings that advance mutually agreed-on goals.	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	Points
Assignment 1: Strengths-Based Assessment	Unit 7	30
Assignment 2: Safety in Social Work Practice	Unit 10	20
Assignment 3: Pre-Placement Visit	Unit 14	20
Assignment 4: Assigned In-Class Role Plays & Activities	Ongoing	20
Class Participation and Discussion	Ongoing	10

Each of the assignments is described below and outline for assignments 1-3 can be found in the course toolbox.

Assignment 1 Strengths-Based Assessment

Assignment 1 requires the student to assess both the community and the individual in terms of strengths and weaknesses as related to a defined need or problem. Students develop appropriate treatment goals based on this analysis. Students are asked to explore and link particular policies to this assessment.

Due: Beginning of Unit 7

This assignment relates to student learning outcomes 1-3, 6-8, 11-14, 16, 17

Assignment 2 Safety in SW Practice

Assignment 2 is an analysis and application of the student’s field agency policies regarding safety both within the agency and in the community.

Due: Beginning of Unit 10

This assignment relates to student learning outcomes 1-5.

Assignment 3 Pre-Placement Visit

Assignment 3 is an analysis of the student's field placement agency and the community which it serves. This analysis includes an assessment of the geographic area, access to transportation, the agency's culture, mission, definition of clients, and the students defined role in the agency.

Due: Beginning of Unit 14

This assignment relates to student learning outcomes 1-3, 5- 8 .

** Students who have not been matched with a placement assignment by the close of week 12, an alternative assignment is available. See Assignment Guidelines and Rubric.*

Assignment 4 Ongoing - participation in role-play and in-class activities

Assignment 4 requires students to engage in self reflection and demonstrations of knowledge, values, and skills related to the core competencies.

Due: Ongoing

This assignment relates to student learning outcomes 1-17.

Class Participation

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed required and independent readings and assignments prior to class. When in class, students are encouraged to ask questions, share thoughts / feelings / experiences appropriately, and demonstrate understanding of the material.

Additional Expectations and Guidelines

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation.

Expectations:

1. Students are expected to do the assigned readings, be prepared to discuss them in class, and complete all written and other assignments on time.
2. Students are encouraged to share readings gleaned from their field placement, as well as from other class assignments.
3. Students are expected to respect the confidentiality of clients: Use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the seminar.
4. Active participation is required of all students and will be considered in your final evaluation.
5. Problem solving, identification of issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the seminar experience will be conducted. Students will be asked to complete a written evaluation at the end of the semester.

Guidelines:

Much of the seminar content will center on critical issues that may be controversial. The following guidelines have been adopted. It is hoped that these guidelines will create an environment in which we can learn from one another and enrich our experience in the field seminar.

1. Every person participating in the program is of equal worth and value.
2. All opinions are valued and needed, even those with which you do not agree!
3. Please speak in “I” terms: “I think,” “I believe,” “It’s been my experience that,” etc.
4. Listen. We will be speaking from our experiences; it is important to understand and appreciate that we will be talking about what is true for us. We agree to listen to one another with respect. We also understand that points may arise on which we do not agree
5. We want you to take home whatever you learn here. However, personal and client information shared in seminar is confidential.
6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, work at increasing your contribution—we’re here to learn from each other. On the other hand, avoid monopolizing discussion by talking too much, too long, or too loudly.
7. This seminar’s content is shared by each member’s contributions to the class discussion.
8. This is a setting where social work values need to be implemented including respect and tolerance of differences.

Grading

Class is graded Credit/No Credit (CR/NC): Students must earn at least 83 out of a possible 100 points in the course in order to receive a CR.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**Required Textbooks**

Garthwait, C. L. (2014). *The social work practicum a guide and workbook for students* (6th ed.). Boston, MA: Pearson Education

OR

Garthwait, C. L. (2014). *The social work practicum a guide and workbook for students* **eText** (6th ed.). Boston, MA: Pearson Education

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

On Reserve & Asynchronous materials

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES). The textbooks have also been placed on reserve at Leavey Library.

The online teaching and learning environment provided by the VAC LMS, will support and facilitate student-to-student communication and interaction outside of class as well as access to instructor support. For student support with technology contact 1-877-455-4679.

Course Schedule—Detailed Description

Unit 1: Introduction to Integrative Seminar and the Field Practicum Experience**Topics**

- Class introduction / ice breaker
- Integrative Seminar overview
- Field Practicum overview
- Defining / discussing social work as a profession

This Unit relates to course objective 1.

Required Readings

Garthwait, C. L. (2014). Professional Social Work. In *The social work practicum a guide and workbook for students* (6th ed., pp. 142-153). Boston, MA: Pearson Education.

Garthwait, C. L. (2014). School, agency, and student expectations. In *The social work practicum a guide and workbook for students* (6th ed., pp. 10-17). Boston, MA: Pearson Education.

Garthwait, C. L. (2014). The Purpose of a practicum. In *The social work practicum a guide and workbook for students* (6th ed., pp. 1-9). Boston, MA: Pearson Education.

Unit 2: Field Practicum Learning Tools**Topics**

- Professional consultation, development, & mindful reflection
- The orientation check list, learning agreement, and evaluation tool
- The reflective learning tool

This Unit relates to course objectives 1 and 2.

Required Readings

Garthwait, C. L. (2014). Developing a learning plan. In *The social work practicum a guide and workbook for students* (6th ed., pp. 18-28). Boston, MA: Pearson Education.

Unit 3: Defining the Helping Relationship / Engagement with Clients**Topics**

- Professional consultation, development, & mindful reflection
- Examples of engagement in the field
- Client-centered communication: Verbal and non-verbal communication skills
- Applying the principles of engagement—Practicing motivational interviewing skills and engagement skills

This Unit relates to course objectives 1-4.

Required Readings

Garthwait, C. L. (2014). Communication. In *The social work practicum a guide and workbook for students* (6th ed., pp. 64-75). Boston, MA: Pearson Education.

Garthwait, C. L. (2014). Planned change process. In *The social work practicum a guide and workbook for students* (6th ed., pp. 176-187). Boston, MA: Pearson Education.

Unit 4: The Engagement & Assessment Process

Topics

- Professional consultation, development, & mindful reflection
- Engaging with clients under special circumstances
- The assessment process: Integration of micro / macro
- Examples of assessment in the field

This Unit relates to course objectives 2, 3, and 5.

Required Readings

De Jong, P., & Berg, I. K. (2001). Co-constructing cooperation with mandated clients. *Social Work, 46*, 361-374.

Unit 5: Strengths-Based Assessment

Topics

- Professional consultation, development, & mindful reflection
- Implementing a Strengths-based assessment
- Setting goals with clients

This Unit relates to course objectives 2, 3, and 5.

Required 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.

Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society: The Journal of Contemporary Human Services, 82*, 233-242

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.

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

Recommended Readings

Mayfield, A. E., Walsh, A. K., Oldham, M. S., & Rapp, C. A. (2007). Strengths-based case management: Implementation with high risk youth. *Families in Society, 88*(1), 86-94.

Unit 6: Strengths-Based Interventions/Motivational Interviewing

Topics

- Professional consultation, development, & mindful reflection
- Implementing strengths-based interventions/motivational interviewing skills enhancement
- Examples of field based interventions

This Unit relates to course objectives 1-5.

Required Readings

Duckworth, A. L., Steen, T. A., & Seligman, M. E. P. (2005). Positive psychology in clinical practice. *Annual Review of Clinical Psychology, 1*, 629–651.

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

Unit 7: Ethics and Values in Social Work Practice

Topics

- Professional consultation, development, & mindful reflection
- Professional values and ethics—NASW Code of Ethics
- Potential conflicts between professional and personal values and ethics

This Unit relates to course objectives 1, 2, and 3.

Required Readings

Garthwait, C. L. (2014). Social work ethics. In *The Social Work Practicum A Guide and Workbook For Students* (6th ed., pp. 154-163). Boston, MA: Pearson Education.

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

Unit 8: Keeping Safe: Yourself, Clients, and the Agency

Topics

- Professional consultation, development, & mindful reflection
- Risk management for self and clients
- Working with clients, agency, and the community

This Unit relates to course objectives 1, 2, and 3.

Required Readings

Burry, C. L. (2002). Working with potentially violent clients in their homes: What child welfare professionals need to know. *Clinical Supervisor, 21*, 145-153.

Garthwait, C. L. (2014). Personal safety. In *The social work practicum a guide and workbook for students* (6th ed., pp. 53-63). Boston, MA: Pearson Education.

Unit 9: Keeping Safe: Yourself, Clients, and the Agency**Topics**

- Professional consultation, development, & mindful reflection
- Social work practice and the law
 - ▼ Mandated reporting / risk assessments

This Unit relates to course objectives 1-4.

Required Readings

Garthwait, C. L. (2014). Legal concerns. In *The social work practicum a guide and workbook for students* (6th ed., pp. 164-174). Boston, MA: Pearson Education.

Spencer, P.C. and Munch, S. (2003). The role of management in community mental health programs. *Social Work*, 48, 532-544.
<http://stanfield.pbworks.com/f/Client+Violence+Towards+Social+Workers.pdf>

Recommended Readings:

California Department of Justice. (n.d.). *A Citizen's Guide to Preventing and Reporting Elder Abuse*. Retrieved from http://www.ag.ca.gov/bmfea/pdfs/citizens_guide.pdf

California Department of Social Services Office of Child Abuse Prevention. (2003). *The California child abuse and neglect reporting law: Issues and answers for mandated reporters*. Retrieved from http://www.ag.ca.gov/bmfea/pdfs/citizens_guide.pdf

Child Welfare Information Gateway. (2010). *Mandatory reporters of child abuse and neglect: Summary of state laws*. Retrieved from http://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm

Donner, M. (2004). *Mandated reporting of suspected child abuse. Board of Psychology update*. Retrieved from <http://www.girlsinc-alameda.org/files/MandatedReportingSuspectedChildAbuse.pdf>

Unit 10: Culture and Diversity**Topics**

- Professional consultation, development, & mindful reflection
- Defining culture
- Cultural object activity—Students present a cultural object or artifact that in some way represents who they are today

This Unit relates to course objectives 2, 3, and 4.

Required Readings

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

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

Garthwait, C. L. (2014). Diversity and cultural competency. In *The social work practicum a guide and workbook for students* (6th ed., pp. 125-141). Boston, MA: Pearson Education.

Unit 11: Social Justice**Topics**

- Professional consultation, development, & mindful reflection
- Defining and working with vulnerable and oppressed clients
- Exploring privilege

This Unit relates to course objectives 2 and 3.

Required Readings

McIntosh P. (1988). White privilege: Unpacking the invisible knapsack. Retrieved from <http://www.nymbp.org/reference/WhitePrivilege>

Spencer, M. S. (2008). A social worker's reflections on power, privilege, and oppression. *Social Work*, 53(2), 99-101.

Unit 12: Stages of Development and Professional Growth**Topics**

- Professional consultation, development, & mindful reflection
- Review and critically assess the developmental stages of internship
- Critically think about how the developmental stages of internship, student, and client interact and intersect with one another

This Unit relates to course objectives 1, 2, and 3.

Required Readings

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

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

**Unit 13: Preparing for a Separation from Clients and Agency
Preparing for the Next Semester****Topics**

- Professional consultation, development, & mindful reflection
- A preview to separation and termination
- Wrapping up the semester in the agency and with your Field Instructor
- Preparation for next semester

This Unit relates to course objectives 1, 4, and 5.

Required Readings

Gelman, C. R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal*, 35(79), 79-90.

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Unit 14: Engagement with the Community, Agency, and Field Instructor: Introduction to the Micro / Macro Practice Continuum

Topics

- Professional consultation, development, & mindful reflection
- Engaging with the agency and your Field Instructor
- The professional use of self / mindfulness practice / self-care

This Unit relates to course objectives 1 and 3.

Required Readings

Garthwait, C. L. (2014). Getting started. In *The social work practicum a guide and workbook for students* (6th ed., pp. 29-39). Boston, MA: Pearson Education.

Garthwait, C. L. (2014). Learning from supervision. In *The social work practicum a guide and workbook for students* (6th ed., pp. 40-52). Boston, MA: Pearson Education.

Garthwait, C. L. (2014). Merging self and profession. In *The social work practicum a guide and workbook for students* (6th ed., pp. 201-208). Boston, MA: Pearson Education.

Garthwait, C. L. (2014). The agency context of practice. In *The social work practicum a guide and workbook for students* (6th ed., pp. 76-88). Boston, MA: Pearson Education.

Garthwait, C. L. (2014). The community context of practice. In *The social work practicum a guide and workbook for students* (6th ed., pp. 89-99). Boston, MA: Pearson Education.

Gockel, A. (2010). The promise of mindfulness for clinical practice education. *Smith College Studies in Social Work*, 80: 248–268.

Gockel, A., Cain, T., Malove, S., and James, S. (2013). Mindfulness as clinical training: Student perspectives on the utility of mindfulness training in fostering clinical intervention skills. *Journal of Religion and Spirituality in Social Work: Social Thought*, 32: 36-59

Davis, D. M. and Hayes, J. A. (2011). What are the benefits of mindfulness? A practice review of psychotherapy-related research. *Psychotherapy*, 48: 198–208

Recommended Readings:

Bruce, N. G., Manber, R., Shapiro, S. L., & Constantino, M. J. (2010). Psychotherapist mindfulness and the psychotherapy process. *Psychotherapy Theory Research Practice Training*, 47, 83–97.

Turner, K. 2009. Mindfulness: The present moment in clinical social work. *Clinical Social Work Journal*, 37: 95–103.

Unit 15: Course Reflection and Wrap Up

Topics

- Professional consultation, development, & mindful reflection
- Course reflection
- Compassion fatigue, burnout, & compassion satisfaction
- Engaging in self-care

This Unit relates to course objectives 2 and 5.

Required Readings

- Figley, C. R. (2002). Compassion fatigue: Psychotherapists' chronic lack of self care. *Psychotherapy in Practice*, 58(11), 1433-1441.
- Shapiro, S. L., Astin, J. A., Bishop, S. R., & Cordova, M. (2005). Mindfulness-based stress reduction for health care professionals: Results from a randomized trial. *International Journal of Stress Management*, 12, 164-176.

STUDY DAYS / NO CLASSES**FINAL EXAMINATIONS**

None

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 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/department/department-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 describes reporting options and other Statement on Academic Integrity

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 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 be 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

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW 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.

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 you cannot discuss it with the instructor, contact the lead instructor, Lisa Wobbe-Veit, Clinical Associate Professor, at lisa.wobbeveit@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Executive Vice Dean and Professor of Academic and Student Affairs, at рмаiden@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

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.

Don't procrastinate or postpone working on assignments.
