USC | School of Social Work

Social Work 586b
Section #67366

Field Practicum

3 Units

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

Helen Keller

Virtual Academic Center
Fall Semester 2016

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I. COURSE PREREQUISITES

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

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

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

MSW students entering the second semester of their Foundation Year are expected to build on the knowledge, skills and values learned in their first semester Field Practicum. Because Field Practicum

is a two-semester course, SOWK 586b continues to be supported by Integrative Learning for Social Work Practice (SOWK 587b). The same Field Faculty Liaison will serve as the educator and consultant for the internship experience. As the instructor of record, the Field Faculty Liaison assigns students a grade of Credit or No Credit at semester end based in part on recommendations from agency Field Instructors.

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

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

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

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

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

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Integrate classroom theories and concepts with direct practice social work in vulnerable community settings where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change

Objective #	Objectives
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) Nine Core Competencies as indicated in the Comprehensive Skills Evaluation

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

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

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

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

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

VI. STUDENT LEARNING OUTCOMES

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

Social Work Core Competencies	SOWK 586b	Course Objectives

1	**Demonstrate Ethical and Professional Behavior**	*	**4,5**
2	**Engage Diversity and Difference in Practice**		
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**	*	**1,3,5**
7	**Assess Individuals, Families, Groups, Organizations, and Communities**	*	**1,3,5**
8	**Intervene with Individuals, Families, Groups, Organizations, and Communities**	*	**1,2-3,5**
9	**Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**	*	**1,4-5**

* 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
Demonstrate Ethical and Professional Behavior: ▪ 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 ▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas ▪ 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 ▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession ▪ Understand the role of other professions when engaged in inter-professional teams ▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective ▪ Understand emerging forms of technology and the ethical use of technology in social work practice	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; 5. Use supervision and consultation to guide professional judgment and behavior.	**Field Instructor:** Student Observation and Regular Communication (includes **Preceptor** assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation **Field Liaison:** Field Liaison Contacts (may include on-campus, virtual, and at placement)

Engage with Individuals, Families, Groups, Organizations, and Communities:	6. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	**Field Instructor:** Student Observation and Regular Communication (includes **Preceptor** assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation
▪ 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. ▪ Value the importance of human relationships. ▪ 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. ▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. ▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. ▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	7. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	**Field Liaison:** Field Liaison Contacts (may include on-campus, virtual, and at placement site)

Assess Individuals, Families, Groups, Organizations, and Communities:	8. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Field Instructor: Student Observation and Regular Communication (includes **Preceptor** assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation
▪ 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.	9. 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.	
▪ 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.		**Field Liaison:** Field Liaison Contacts (may include on-campus, virtual, and at placement site)
▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.	10. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	
▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.		
▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making.	11. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	

Intervene with Individuals, Families, Groups, Organizations, and Communities:	12. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	**Field Instructor:** Student Observation and Regular Communication (includes **Preceptor** assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation
▪ 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.	13. Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.		**Field Liaison:** Field Liaison Contacts (may include on-campus, virtual, and at placement site)
▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.	14. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	
▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	15 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
	16. Facilitate effective transitions and endings that advance mutually agreed-on goals.	

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:	17. Select and use appropriate methods for evaluation of outcomes.	**Field Instructor:** Student Observation and Regular Communication (includes **Preceptor** assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation
• 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. • Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. • Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	18. Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
	19. Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.	**Field Liaison:** Field Liaison Contacts (may include on-campus, virtual, and at placement site)
	20. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

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

Each of the major assignments is described as follows.

Assignment 1: Learning Agreement

Work with Field Instructor to develop Learning Agreement that reflects internship activities and learning goals. Learning Agreement is due to the faculty field liaison at week 4.

Due: All new Learning Agreements should be completed during weeks 1 through 4. Review of ongoing learning goals should occur during supervision sessions of with Field Instructor.

This assignment relates to student learning outcomes 1-5

Assignment 2: Reflective Learning Tools

Complete and submit weekly Reflective Learning Tools (a minimum of 10/semester) to the Field Instructor and upload to the LMS platform weekly. The Field Practicum Log needs to be completed regularly and signed by the Field Instructor as verification that the requirements have been met. The Field Practicum Log is available in your toolbox folder and is required to be uploaded the first of the month for Field Faculty Liaison review.

Due: Reflective Learning Tools are due weekly to the Field Instructor and should be uploaded weekly to the LMS platform. The signed completed Field Practicum Log is due the beginning of every month as well as the last field day of the semester (Unit 15).

This assignment relates to student learning outcomes 2-5, & 6-16

Assignment 3: Intern Macro Project Activities at Placement Agency

USC requires all Foundation Year MSW students to create a macro project proposal that is presented to the placement agency and in SOWK 587b Integrative Learning for Social Work Practice as a graded assignment. The macro project assignment criteria are delivered in SOWK 587b. Expected activities for interns to engage in at their placement agency for the purposes of completing their required macro project may include the following:
- Up to 30 hours in field placement may be dedicated to this project
- Proposal creation, draft, and approval by Field Instructor
- Needs assessment, which may include:
    o Administering surveys
    o Interviewing key stakeholder
    o Conducting focus groups
    o Reviewing agency policies
    o Analyzing impact of organizational culture and history
- Literature review
- Multimedia or other presentation enhancements (i.e., Power Point, social media, video clips, etc.)
- Presentation to administration at placement agency

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

This assignment relates to student learning outcomes 3-5 & 8-12

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

For Credit in this assignment, students will:
- Demonstrate skill development in the CSWE Nine Core Competencies as listed in the Comprehensive Skills Evaluation portion of the <u>Learning Agreement and Comprehensive Skills Evaluation</u>. The form is available online. Please see OFE manual in toolbox.
- Complete a self-assessment (suggested activity) on the second semester Comprehensive Skills Evaluation and submit it to the Field Instructor.
- Review and discuss the 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.*.
- Complete required number of Field placement hours (16/week).**

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

This assignment relates to student learning outcomes 1-20.

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

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

Course grades will be based on the following:

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

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Recommended Textbooks

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

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

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

References

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

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

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

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

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

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

Lee, Y. M, & Greene, G. J. (2003) A teaching framework for transformative learning in social work

education. *Journal of Ethnic and Cultural Diversity in Social Work*, *12*(3) 1-28.

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

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

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

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

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

Course Overview

Unit	Topics	Assignments
1	■ Engage with Placement and Review Educational Goals Establish connection with agency and client systems and continue to focus on internship learning objectives ➢ Create and submit Reflective Learning Tool	Learning Agreement Review & Macro Project Activities
2	■ Begin Engagement & Relationship Building ▽ Build rapport with clients. Review with clients their therapeutic goals and make necessary adjustments ➢ Create and submit Reflective Learning Tool	Reflective Learning Tool & Macro Project Activities
3	■ Expand Direct Service to Include Diverse Client Systems ▽ Incorporate multi-modal practice skills and theories ➢ Create and submit Reflective Learning Tool	Reflective Learning Tool & Macro Project Activities
4	■ Strengthen Diagnostic Skills ▽ Apply knowledge of family dynamics and actively seek feedback from Field Instructor on diagnostic decisions ➢ Create and submit Reflective Learning Tool	Reflective Learning Tool & Macro Project Activities
5	■ Begin Case Presentations ▽ Practice case presentation skills with Field Instructor; identify how theories support applied interventions ➢ Create and submit Reflective Learning Tool	Reflective Learning Tool & Macro Project Activities
6	■ Explore Legal & Ethical Issues in Group and Family Settings ▽ Understand ethical consideration of group & family work ➢ Create and submit Reflective Learning Tool	Reflective Learning Tool & Macro Project Activities
7	■ Apply Intermediate and Advanced Interviewing Skills ▽ Explore expectations, assess emotional and cognitive functioning, and explore issues of abuse ➢ Create and submit Reflective Learning Tool	Reflective Learning Tool & Macro Project Activities
8	■ Facilitate the Working Stage of Groups ▽ Encourage group norms, facilitate collaborative decision-making process, and remain neutral in conflicts ➢ Create and submit Reflective Learning Tool	Reflective Learning Tool & Macro Project Activities

Unit	Topics	Assignments
9	■ Review Performance to Date 　▽ Participate in education planning with Field Liaison and Field Instructor 　▽ Complete first draft of macro project assignment 　　➢ Create and submit Reflective Learning Tool 　　➢ Field Liaison contacts take place through Unit 13	Reflective Learning Tool & Macro Project Activities
10	■ Refine Therapeutic Skills 　▽ Practice eliciting "change talk" with clients; explore use of interpretation and appropriate confrontation 　　➢ Create and submit Reflective Learning Tool	Reflective Learning Tool & Macro Project Activities
11	■ Assess Ongoing Self-Care Needs 　▽ Address warning signs of burnout and compassion fatigue and develop a self-care plan with Field Instructor 　　➢ If needed, create and submit Reflective Learning Tool	Reflective Learning Tool & Macro Project Activities
12	■ Prepare for Unplanned Terminations with Clients 　▽ Assist client and client systems in identifying and processing feelings about the therapeutic relationship and review goals with clients regularly. Discuss examples of unplanned terminations with field instructor. 　　➢ If needed, create and submit Reflective Learning Tool	Macro Project Activities
13	■ Develop Plan for Completing Documentation 　▽ Attend to agency-required documentation; make a plan to complete all necessary paperwork by placement end 　　➢ If needed, create and submit Reflective Learning Tool	Macro Project Activities
14	■ Prepare for Semester Break and Conduct Self-Assessment 　▽ Collaborate with field instructor to ensure coverage and continuity of care for clients during semester break; facilitate transfers and offer referrals as appropriate 　　➢ Complete Comprehensive Skills self-assessment 　　➢ If needed, create and submit Reflective Learning Tool	Evaluation Self-Assessment
15	■ Complete Comprehensive Skills Evaluation with Field Instructor 　▽ Engage in evaluation process with Field Instructor and participate in planning for future learning needs 　　➢ Comprehensive Skills Evaluation due to Field Liaison	Comprehensive Skills Evaluation & Field Practicum Log
	NO INTERNSHIP DURING STUDY DAYS OR FINAL EXAMINATIONS	

Course Schedule—Detailed Description

Guidelines for Field Practicum

The USC School of Social Work places MSW students in thousands of internships nationally and internationally in a variety of different settings: health, mental health, public child welfare, schools, etc. This syllabus serves as a general set of expectations for our students and their Field Instructors in these internships. Given the challenges of standardizing direct social work practice, a variety of experiences within these guidelines

is expected. Therefore, it is recommended that all stakeholders involved in SOWK 586b Field Practicum utilize the following units as best practice guidelines.

Unit 1:   Engage with Placement and Discuss Educational Goals

Topics

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

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

Recommended Readings

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

Unit 2:   Begin Engagement & Relationship Building with Clients

Topics

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

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

Recommended Readings

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

Unit 3:   Expand Direct Service to Include Diverse Client Systems

Topics

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

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

Recommended Reading

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

Unit 4:   Strengthen Diagnostic Skills

Topics

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

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

Recommended Reading

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

Unit 5:   Begin Case Presentations

Topics

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

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

Recommended Reading

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

Unit 6:	Explore Legal and Ethical Issues in Group and Family Settings

Topics

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

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

Recommended Reading

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

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

Unit 7:   Apply Intermediate and Advanced Interviewing Skills

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

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

Recommended Readings & Videos

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

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

Unit 8:   Facilitate the Working Stage of Groups

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

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

Recommended Readings

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

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

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

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

Unit 9: Review Performance to Date

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

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

Recommended Reading

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

Unit 10: Refine Therapeutic Skills

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

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

Recommended Reading

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

Unit 11: Assess Ongoing Self-Care Needs

Topics

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

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

Recommended Reading

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

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

Unit 12: Prepare for Unplanned Terminations

Topics

- Assist client and client systems in identifying and processing feelings about the therapeutic relationship and review treatment goals with client regularly
- Assist client and client systems in identifying and processing feelings regarding student's upcoming absence for semester break
- As appropriate, disclose own feelings regarding the therapeutic relationship and termination process with clients
- Engage in discussion with Field Instructor regarding the student's upcoming semester break and its impact on clients as well as review examples of unplanned terminations with clients.
- Task:
  - ▽ Create and submit Reflective Learning Tool
  - ▽ Upload signed Field Practicum Log to Faculty Liaison via LMS

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

Recommended Reading

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

Unit 13: Develop Plan for Completing Documentation

Topics

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

This Unit relates to course objectives 3 & 5.

Recommended Reading

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

Unit 14: Prepare for Semester Break and Conduct Self-Assessment

Topics

- Collaborate with Field Instructor to ensure client continuity of care while on semester break.
- Identify any other areas of agency responsibility that need coverage during semester break.
- Prepare for semester evaluation meeting with Field Instructor by reflecting on strengths, weaknesses, learning needs and the internship experience as a whole
- Ensure completion of macro project; present finished product to agency staff
- Tasks:
  - Create and submit Reflective Learning Tool
  - Independently complete the Comprehensive Skills Evaluation form and discuss with Field Instructor

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

Recommended Reading

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

Unit 15:	Complete Comprehensive Skills Evaluation with Field Instructor

Topics

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

This Unit relates to course objectives 4 & 5.

Recommended Reading

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

STUDY DAYS / NO CLASSES OR INTERNSHIP	(Date)

FINAL EXAMINATIONS (NO INTERNSHIP)	(Date)

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (lcardina@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/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 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 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 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 Kerry Doyle, Lead Instructor, at kerrydoy@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 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.

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.