

Social Work 589b - AHA Section #60770

Applied Learning in Field Education

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

Term Year

Instructor:	Nikki Cavalier	Course Day:	Per agency schedule
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Telephone:	626-840-2874	Course Location:	Agency location
Office:	SWC 216		
Office Hours:	Fridays, 12 to 1 p.m.		

I. COURSE PREREQUISITES

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

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

This course is the second semester, department specific, direct practice portion of the MSW program. AHA students will begin to learn how to apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in health, mental health, and integrated care settings. This course provides students the opportunity to apply evidence-based interventions (EBIs) in their work with individuals, families, groups, organizations and communities.

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

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

Students are expected to take an active role in their experiences through the use of three core learning processes: self-reflection, interaction, and risk-taking. This teaching method draws on Transformative Learning Theory, which asserts that students develop integrative knowledge about self and others in a dynamic, multicultural society from multiple perspectives. The primary goal is to help students understand their own and others' cultural experiences, to challenge their preconceptions and stereotypes, and to develop an attitude of openness and flexibility in cross-cultural interactions. Additionally, students will apply Person-In-Environment and Ecological Systems Theory along with EBIs learned and practiced during the first semester: Motivational Interviewing (MI), Cognitive Behavioral Therapy (CBT) and Problem Solving Therapy (PST). These empowering theories and frameworks not only help students at the individual and group client level, but also set the stage for understanding how their work is linked to societal systems and organizational change.

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

At semester end, the Field Faculty Liaison is responsible for assigning students a grade of Credit, In Progress, or No Credit.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Begin to integrate AHA classroom theories and specialized practice concepts with social work practice in vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.
2	Connect behavioral science to practice by learning how to apply specific AHA 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 in the specialized area of practice.
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	Begin to increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation related to departmental AHA specialized behaviors.
6	Begin to develop and expand effective communication skills, demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the specialized field practicum setting.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

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

USC Field Faculty Liaisons are assigned to oversee the progress of the students in their field placements, including consultation for students' field assignments. Working on behalf of the School of Social Work, the Field Liaisons meet with students as needed to facilitate their placement experiences and schedule Field Instructor, Preceptor (if applicable) and student contacts each semester to ensure the students' progress in meeting CSWE Core Competencies and NASW Code of Ethics. The Field Liaisons also clarify School policy/expectations and serve as consultant and mediator for student and agency-related conflicts.

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

As discussion and participation are an integral part of the learning process, students are expected to prepare for supervision and to come to internship ready to apply the best practices of social work with agency clients and systems. The number of hours required in the field placement is 16 hours per week.

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

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in 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
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>2. Engage in Diversity and Difference in Practice</p> <p>Using research, social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity and are able to apply this knowledge to work empathically and effectively with diverse populations. 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 which a culture's structures and values, including social, economic, political and cultural exclusions may oppress, marginalize, and/or alienate adults and older adults or create privilege and power. Social workers through self-reflection, continue to assess and address their ageist values, building knowledge to dispel myths regarding aging and stereotyping of older persons. Social workers are able to consistently identify and use practitioner/client differences from a strengths perspective. Social workers view themselves as learners and engage those with whom they work as informants.</p>	<p>1. Integrate classroom theories and concepts with social work practice in vulnerable community settings where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.</p> <p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p> <p>5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.</p>	<p>a. Recognize and communicate understanding of how diversity and difference characterize and shape human experience and identity for adults of all ages when addressing the mental and physical health and well-being.</p> <p>b. Evaluate the strengths and weaknesses of multiple theoretical perspectives through an intersectionality framework.</p> <p>c. Consistently apply an intersectional framework with individuals, groups and families that considers multiple factors, including 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 when addressing the mental and physical health and well-being of adults of all ages and their families.</p>	<p>Values</p> <p>Exercise of Judgement</p>	<p>Units 5-14</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every individual, regardless of position in society, has fundamental rights such as freedom, safety, privacy, an adequate standard of living, healthcare and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need, social justice and strategies to promote social and economic justice and human rights. Social workers practicing in health, behavioral health and integrated care settings understand the potentially challenging effects of economic, social and cultural factors in the lives of clients and client systems. They also understand stigma and shame on an individual, community and society-wide basis. Social workers use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and advocate at multiple levels for mental and physical healthcare parity and reduction of disparities for diverse populations.</p>	<p>1. Integrate classroom theories and concepts with social work practice in vulnerable community settings where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.</p> <p>5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.</p>	<p>a. Integrate theory, research, and economic, social and cultural factors when engaging in advocacy strategies to promote social justice, economic justice, and human rights for adults of all ages and their families.</p> <p>b. Use advocacy and policy analysis skills to inform advocacy efforts at multiple levels for mental and physical healthcare parity and reduction of parity and disparities for diverse populations.</p> <p>c. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to advocate at multiple levels for mental and physical healthcare parity.</p>	<p>Knowledge</p> <p>Skills</p>	<p>Units 5-14</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities 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 and groups in health, behavioral health and integrated care settings. Social workers working with adults and older adults identify issues related to losses, changes, and transitions over their life cycle in designing intervention. Social workers understand methods of identifying, analyzing, modifying and implementing evidence-informed interventions to achieve client goals, taking into account influences such as cultural preferences, strengths and desires. Social workers in working with adults and older adults value and readily negotiate, mediate, and advocate for clients. Social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<p>2. Connect behavioral science to practice by learning and applying evidence-based interventions (EBIs) in internship placements.</p> <p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p>	<p>a. Skillfully choose and implement culturally competent interventions to achieve practice goals and enhance capacities of clients.</p> <p>b. Are self-reflective in understanding transference and countertransference in client interactions as well as practice self-care in the face of disturbing personal reactions.</p> <p>c. Utilize self-reflection in order to enhance the working relationship with adults of all ages, families, groups, organizations, and communities to address mental and physical health and well-being.</p> <p>d. Practice self-care to enhance the applications of interventions with adults of all ages, families, groups, organizations, and communities that address mental and physical health and well-being. Utilize inter-professional and inter-organizational collaboration to improve client outcomes for adults of all ages and their families.</p>	<p>Exercise of Judgment</p> <p>Reflection</p> <p>Reflection</p>	<p>Units 8-11</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

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

Each of the major assignments is described below.

Assignment 1: Learning Agreement that reflects current internship activities.

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

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

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

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

This assignment relates to student learning outcomes 1c, 1d, 5b

Assignment 2: Reflective Learning Tools

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

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

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

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

This assignment relates to student learning outcomes 1a, 1b, 1c, 1d, 2a, 2c, 6a, 7b, 8a, 8c

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

To earn credit, students will:

- Demonstrate skill development in the CSWE Ten Core Competencies as listed in the Comprehensive Skills Evaluation.
- Complete a self-assessment on the Comprehensive Skills Evaluation and submit it to the Field Instructor.
- Review and discuss the end of semester Comprehensive Skills Evaluation completed by the Field Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, students sign in the space indicated. *
- Ensure that the completed Evaluation is submitted electronically to the Field Practicum Instructor/ Field Liaison.
- Complete required number of Field Placement hours (minimum 16/week). **

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

This assignment relates to student learning outcomes 1a – 9d.

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

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

OTG students: All field forms and information including the calendar can be found here: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>

VAC students: All field forms and information including the calendar can be found in your Toolbox and here: <http://msw.usc.edu/field-forms/>

Class grades will be based on the following:

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

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Recommended Textbooks

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

Garthwait, C. L. (2011). *The social work practicum a guide and workbook for students* (5th ed.). Boston, MA: Pearson Education.

(Instructor Note: With MySocialWorkLab package. The custom ISBN#: 1256342122.)

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

References

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

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

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

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

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

Course Overview

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

Unit	Topics	Assignments
FINAL EXAMINATIONS		

Introduction- Orientation to Field Practicum (Unit 1)

Topics

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

This Unit relates to course objectives 1-6.

Recommended Readings

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

University of Southern California. Academic Calendar.

University of Southern California School of Social Work Field Manual.

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

Weeks of
1/16 –
1/30/17

Topics

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

This Module relates to course objectives 1-6.

Recommended Readings

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

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

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

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

Module Two – Assessment (Units 5-7)

**Weeks of
2/6 – 2/20/17**

Topics

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

This Module relates to course objectives 1-6.

Recommended Readings

- Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society: The Journal of Contemporary Human Services*, 82, 296–304. (Crossover Reading)
- Kisthardt, W. E. (2006). The opportunities and challenges of strengths-based, person-centered practice. In D. Saleebey (Ed.), *The strengths perspective in social work practice* (4th ed., pp. 171-182 & 186-190). Boston, MA: Allyn & Bacon. (Crossover Reading)
- Rebmann, H. (2006). Warning—there's a lot of yelling in knitting: The impact of parallel process on empowerment in a group setting. *Social Work With Groups*, 29(4), p. 5-24.
- Saleebey, D. (2000). Power in the people: Strengths and hope. *Advances in Social Work*, 1(2), 127-136. (Crossover Reading)

Module Three – Intervention (Units 8-11)

**Weeks of
2/27 –
3/27/17**

Topics

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

This Module relates to course objectives 1-6.

Recommended Readings

- Adams, K. B., LeCroy, C. W., & Matto, H. C. (2009) Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education*, 45(2)165-186.
- Chernack, K.B. (2010). Professional boundaries in a virtually boundary-less e-environment. *NASW-Illinois Chapter Networker Magazine* (Jan. 4, 2010). Retrieved on 10/2/2012 from: <http://naswil.org/news/networker/featured/professional-boundaries-in-a-virtually-boundary-less-e-environment/> .
- Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006) Integrating evidence-based practice and social work field education. *Journal of Social Work Education*, 42(2) 377-396.

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

Module Four – Evaluation (Units 12-15)

**Weeks of
4/3 – 4/24/17**

Topics

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

This Module relates to course objectives 1-6.

Recommended Readings

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

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

Gelman, C.R. (2009). MSW Students' Experience with Termination: Implications and Suggestions for Classroom and Field Instruction. *Journal of Teaching in Social Work*, 29(2), 169-187.
(Crossover Reading)

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

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

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

STUDY DAYS / NO CLASSES OR INTERNSHIP

FINAL EXAMINATIONS (NO INTERNSHIP)

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the field 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 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 (OPTIONAL)

*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 cannot discuss it with the instructor, contact the chair of the []. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

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

- ✓ 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.
