

**Social Work 586a  
Section #67198D**

**Virtual Field Practicum  
3 Units**

*“The best way to find yourself is to lose yourself in the service of others.”*  
Mohandas Gandhi

*Spring Semester, 2017*

[optional photo]	<b>Instructor:</b> Mini Datta	<b>Course Day:</b> Thursday and Saturday
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	<b>Office Hours:</b> By Appointment	

**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 587a Integrative Learning for Social Work Practice and SOWK 543 Social Work Practice with Individuals.

**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 Suzanne Dworak-Peck School of Social Work School 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.

The Suzanne Dworak-Peck School of Social Work prepares students to enter their Field Practicum by engaging them in the following activities: Community Immersion, Field Education Orientation, and evidence-based intervention (EBI) training. Continuing support is provided to students through weekly Integrative Seminar classes and by a Field Faculty Liaison who serves as an educator and consultant for the internship experience. At semester end, the Field Faculty Liaison is responsible for assigning students a grade of Credit, In Progress, or No Credit based on recommendations from agency Field Instructors.

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

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

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

The modern framework of Intersectionality urges practitioners to recognize and validate the intersection of numerous factors within a client's life experiences, including "age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion sex, and sexual orientation" (Crenshaw, 1989; CSWE, 2008). Seen primarily through the lens of ethnicity, gender identity, race and sexual orientation, Intersectionality as a framework can help students validate client narratives of trauma, oppression, and discrimination (Crenshaw, 1989). EBIs such as Motivational Interviewing, Cognitive 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 Suzanne Dworak-Peck 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
2	Connect behavioral science to practice by learning and applying evidence-based interventions (EBIs) such as Motivational Interviewing 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

Objective #	Objectives
4	Develop professional use of self through observation of professional social workers, self-reflection, understanding of social work values, and implementation of those values in internship placements
5	Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation

## V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

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

All USC MSW students participate in a two-day faculty-led Community Immersion that exposes them to diverse communities where they may be working as student interns and professional social workers. Students also attend a Field Education Orientation where they learn about the School's requirements for Field Practicum. In addition, all incoming students will be trained in Motivational Interviewing prior to beginning internship or during the first six weeks of their first semester. The process of training students on EBIs will include the use of:

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

USC Field Faculty Liaisons are assigned to oversee the progress of the students in their field placements, including consultation for students' Field Practicum assignments. Working on behalf of the School of Social Work, the Liaisons meet with students as needed to facilitate their placement experiences and schedule Field Instructor and student contacts each semester to ensure the quality of students' learning opportunities. The Liaisons also clarify School expectations and serve as consultant and mediator for student and 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. A teaching plan known as the Learning Agreement will be developed collaboratively between students and their Field Instructors. At the end of the first 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 and Wednesdays, although some variations may occur. The number of hours required in the field (16 hrs/week) includes at least one eight-hour day. By the end of the first 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 ten Social Work Core Competencies:

	<b>SOWK 586a</b>	<b>Course Objectives</b>
1	*	<b>4,5</b>
2	*	<b>1,4,5</b>
3	*	<b>1-5</b>
4	*	<b>1,3,5</b>
5	*	<b>1,3,5</b>
6	*	<b>1,2,5</b>
7	*	<b>1,3,5</b>
8	*	<b>1,5</b>
9	*	<b>1,2,5</b>

\* Highlighted in this course

The following table explains the highlighted competencies for Field Education, the related student learning outcomes, and the methods of assessment. Students are expected to demonstrate skill development in achieving these competencies.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Methods of Assessment
<p><b>Demonstrate Ethical and Professional Behavior:</b></p> <ul style="list-style-type: none"> <li>▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels</li> <li>▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</li> <li>▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior</li> <li>▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession</li> <li>▪ Understand the role of other professions when engaged in inter-professional teams</li> <li>▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</li> <li>▪ Understand emerging forms of technology and the ethical use of technology in social work practice</li> </ul>	<p>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;</p> <p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>Use technology ethically and appropriately to facilitate practice outcomes; and</p> <p>Use supervision and consultation to guide professional judgment and behavior.</p>	<p>Observation of participation and engagement in weekly practice lab</p> <p>Evaluation of participation in ethics and risk factors vignettes</p> <p>Field documentation</p> <p>Weekly supervision</p> <p>Completion of field hours</p>

<p><b>Engage in Diversity and Difference in Practice:</b></p> <ul style="list-style-type: none"> <li>Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</li> <li>Understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</li> <li>Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</li> </ul>	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Evaluation of participation in ethics and risk factors vignettes</p> <p>Observation of participation and engagement in weekly practice lab</p> <p>Field documentation</p> <p>Observation of interactions with clients (either with assigned clients or via role play)</p> <p>Weekly Supervision</p>
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<p><b>Advance Human Rights and Social, Economic, and Environmental Justice:</b></p> <ul style="list-style-type: none"> <li>Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education</li> <li>Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</li> </ul>	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p> <p>Engage in practices that advance social, economic, and environmental justice</p>	
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<p><b>Engage In Practice-informed Research and Research-informed Practice:</b></p> <ul style="list-style-type: none"> <li>▪ Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.</li> <li>▪ Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.</li> <li>▪ Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</li> <li>▪ Understand the processes for translating research findings into effective practice.</li> </ul>	<p>Use practice experience and theory to inform scientific inquiry and research.</p>	
	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	
	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	

<p><b>Engage in Policy Practice:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.</li> <li>▪ Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.</li> <li>▪ Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.</li> <li>▪ Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.</li> <li>▪ Knowledgeable about policy formulation, analysis, implementation, and evaluation.</li> </ul>	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	
	<p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	
	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	

<p><b>Engage with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>Value the importance of human relationships.</li> <li>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</li> <li>Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</li> <li>Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</li> </ul>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Evaluation of participation and engagement in weekly practice lab</p> <p>Observation of engagement skills during EBI trainings</p> <p>Observation of interactions with clients (either with assigned clients or via role play)</p> <p>Field documentation</p> <p>Weekly supervision</p> <p>Development of competencies</p>
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<p><b>Assess Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.</li> <li>Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</li> <li>Understand how their personal experiences and affective reactions may affect their assessment and decision-making.</li> </ul>	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <p>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;</p> <p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>Observation of participation in ethics and risk factors vignettes</p> <p>Participation and engagement in weekly practice lab</p> <p>Observation of interactions with clients (either with assigned clients or via role play)</p> <p>Field documentation</p> <p>Weekly Supervision</p>
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<p><b>Intervene with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.</li> <li>▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.</li> <li>▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</li> </ul>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p>	<p>Evaluation of intervention skills during EBI trainings</p> <p>Observation of participation and engagement in weekly Practice Lab</p> <p>Observation of interactions with clients (either with assigned clients or via role play)</p> <p>Field documentation</p> <p>Weekly supervision</p> <p>Development of Competencies</p>
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<p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.</li> <li>▪ Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.</li> <li>▪ Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</li> </ul>	<p>Select and use appropriate methods for evaluation of outcomes.</p>	
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	
	<p>Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.</p>	
	<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	

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

**PLEASE REFER TO THE LEARNING AGREEMENT  
LOCATED IN THE ONLINE FIELD EVALUATION  
FOR CLARIFICATION REGARDING THE  
ASSIGNMENTS FOR VIRTUAL FIELD PRACTICUM.**

Assignments	% of Final Grade
Asynchronous Material (Please refer to learning agreement for details)	70%
Participation in Synchronous (live) sessions	30%

**Policy on Late or Make-Up Work:** All asynchronous assignments are to be completed on the days and times specified by your instructor. If an assignment is late without permission, it will not be accepted.

Course grades will be based on the following:

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

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

**Recommended Textbook**

Garthwait, C. L. (2017). *The social work practicum a guide and workbook for students* (7th ed.). Boston, MA: Pearson Education

OR

Garthwait, C. L. (2017). *The social work practicum a guide and workbook for students eText* (7th ed.). Boston, MA: Pearson Education

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**

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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.

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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*. (2<sup>nd</sup> 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>. Chicago: National-Louis University

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

## Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> <li>■ Community Immersion and Field Orientation</li> <li>▼ Participate in series of events and activities designed to prepare students for Field Practicum                             <ul style="list-style-type: none"> <li>➤ Attend two-day Immersion with School Faculty and all-day Orientation by Field Faculty</li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Evidence-Based Intervention (EBI) Training</li> <li>▼ Train in EBIs to prepare for client engagement in agency                             <ul style="list-style-type: none"> <li>➤ Present Certificate of Completion to Field Liaison</li> </ul> </li> </ul>	
3	<ul style="list-style-type: none"> <li>■ Orientation to Agency, Community and Field Instructor</li> <li>▼ Participate in agency-run MSW intern orientation                             <ul style="list-style-type: none"> <li>➤ Begin completing Orientation Checklist in Learning Agreement</li> </ul> </li> </ul>	
4	<ul style="list-style-type: none"> <li>■ Learning Social Work Roles in Internship Agency</li> <li>▼ Observe and shadow social work professionals in action at agency                             <ul style="list-style-type: none"> <li>➤ First Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul>	
5	<ul style="list-style-type: none"> <li>■ Direct Service Cases Begin</li> <li>▼ Practice intake skills with clients assigned by Field Instructor or Preceptor                             <ul style="list-style-type: none"> <li>➤ Set timeline for completion of Learning Agreement</li> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul>	
6	<ul style="list-style-type: none"> <li>■ Becoming Familiar with Legal and Ethical Issues</li> <li>▼ Learn agency protocols regarding mandated reporting laws and the appropriate use of consultation</li> <li>▼ Understand confidentiality parameters in the agency                             <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul>	

Unit	Topics	Assignments
7	<ul style="list-style-type: none"> <li>■ Beginning Phase Skills with Clients               <ul style="list-style-type: none"> <li>▼ Practice goal-setting and authentic, empathic, and cross-cultural communication with clients                   <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
8	<ul style="list-style-type: none"> <li>■ Creating a Professional Social Work Identity               <ul style="list-style-type: none"> <li>▼ Begin to develop professional value base and understanding of therapeutic relationship                   <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> <li>➤ Signed Learning Agreement, including Orientation Checklist and learning activities embedded in evaluation section of document, due to Field Liaison</li> </ul> </li> </ul> </li> </ul>	
9	<ul style="list-style-type: none"> <li>■ Developing Clinical Case Management Skills               <ul style="list-style-type: none"> <li>▼ Build skills to accurately assess client needs, link to resources, monitor progress, and provide timely follow-up                   <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> <li>➤ Field Liaison contacts take place through Unit 15</li> </ul> </li> </ul> </li> </ul>	
10	<ul style="list-style-type: none"> <li>■ Change-Oriented Work with Clients               <ul style="list-style-type: none"> <li>▼ Incorporate middle phase skills into work with clients and set second semester macro project timetable                   <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
11	<ul style="list-style-type: none"> <li>■ Increasing Participation with Agency and Field Instructor               <ul style="list-style-type: none"> <li>▼ Expand involvement in supervision and increase knowledge of agency programs and functions                   <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
12	<ul style="list-style-type: none"> <li>■ Exploring Economic and Social Injustice               <ul style="list-style-type: none"> <li>▼ Examine how your work with clients connects to overall economic and social justice efforts at your agency                   <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
13	<ul style="list-style-type: none"> <li>■ Enhancing Change-Oriented Skills               <ul style="list-style-type: none"> <li>▼ Expand variety of clients and treatment modalities and further develop middle phase skills                   <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
14	<ul style="list-style-type: none"> <li>■ Termination Preparation and Self-Assessment               <ul style="list-style-type: none"> <li>▼ Ensure Field Instructor and clients are prepared for planned absence                   <ul style="list-style-type: none"> <li>➤ Complete Comprehensive Skills self-assessment</li> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
15	<ul style="list-style-type: none"> <li>■ Completion of First Semester and Mid-Year Evaluation               <ul style="list-style-type: none"> <li>▼ Confirm client coverage during planned absence and set learning goals for second semester                   <ul style="list-style-type: none"> <li>➤ Comprehensive Skills Evaluation due to Field Liaison</li> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
<b>NO INTERNSHIP DURING STUDY DAYS OR FINAL EXAMINATIONS</b>		

## Course Schedule—Detailed Description

### Guidelines for Field Practicum

The USC Suzanne Dworak-Peck 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. However, given the challenges of standardizing direct social work practice, a variety of experiences within these guidelines is expected. Therefore, it is recommended that all stakeholders involved in SOWK 586a Field Practicum utilize the following units as best practice guidelines.

<b>Unit 1: Community Immersion and Field Orientation</b>	<b>(1/12/17)</b> <b>(1/14/17)</b>
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#### Topics

- Participate in activities designed to prepare students for Foundation Year Field Practicum
- Tasks:
  - ▼ Attend all-day Foundation Year Field Orientation to better understand the Field Education program, including roles expectations, responsibilities and entitlements
  - ▼ Participate in two-day Community Immersion (occurs the week before classes start) led by Policy Faculty that exposes students to community agencies working with clients from specific geographic areas

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

#### Recommended Readings

Garthwait, C. L. (2017). Purpose and expectations for practicum. In *The social work practicum a guide and workbook for students* (7th ed., pp. 1-11). Boston, MA: Pearson Education.

Gelman, C.R., & Lloyd, C.M. (2008). Pre-placement anxiety among foundation-year MSW students: A Follow-Up Study. *Journal of Social Work Education*, 44(1), 173-183.

University of Southern California Suzanne Dworak-Peck School of Social Work Field Manual. Retrieved on 7-7-2016 from: <https://msw.usc.edu/academic/field-experience/field-forms/> , pp. 1-14

<b>Unit 2: Evidence-Based Intervention (EBI) Training</b>	<b>(1/19/17)</b> <b>(1/20/17)</b>
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#### Topics

- Participate in Motivational Interviewing training (continued support to occur in Integrative Seminar throughout the Foundation Year)
- Confirm names and identities of Field Practicum support network: Academic Advisor, Field Instructor, Field Liaison, Preceptor (if applicable), and Integrative Seminar instructor
- Tasks:
  - ▼ Review EBI training manual prior to scheduled training
  - ▼ Attend EBI training and submit *Certificate of Completion* to Field Liaison

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

#### Recommended Readings

Garthwait, C. L. (2017). Implementing a learning plan. In *The social work practicum a guide and workbook for students* (7th ed., pp. 12-27). Boston, MA: Pearson Education.

Raines, J. (2004). Evidence-based practice: School social work: A process in perspective. *Children and Schools, 26*(2), 71-84.

University of Southern California Suzanne Dworak-Peck School of Social Work Field Manual. Retrieved on 7-7-2016 from: <https://msw.usc.edu/academic/field-experience/field-forms/> , pp. 15-25

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

**Unit 3: Orientation to Agency, Community and Field Instructor (1/26/17)**  
**First Week of Field Placement (1/28/27)**

**Topics**

- Participate in agency-run MSW intern orientation and, if applicable, establish Preceptor relationship
- Start to review and develop skills as described in CSWE's Ten Core Competencies
- Understand student role as learner and Field Instructor role as teacher in Field Practicum
- Develop educational relationship with Field Instructor by exploring expectations, discussing teaching and learning styles, and setting field instruction schedule for one (1) hour per week
- Tasks:
  - ▼ Attend agency orientation and learn about agency's mission, service, structure, community served, and role in the community
  - ▼ Begin development of Learning Agreement in conjunction with Field Instructor

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

**Recommended Readings**

Black, J. E., Maki, M. T. & Nunn, J. A. (1997). Does race affect the social work student-Field Instructor relationship? *The Clinical Supervisor, 16*(1), 39-54.

Garthwait, C. L. (2017). Learning from supervision. In *The social work practicum a guide and workbook or students* (7th ed., pp. 28-39). Boston, MA: Pearson Education.

Jordan, K. (2006). Beginning supervisees' identity: The importance of relationship variables and experience versus gender matches in the supervisee/supervisor interplay. *The Clinical Supervisor, 25*(1/2), 43-51.

**Unit 4: Learning Social Work Roles in Internship Agency (2/2/17)**  
**Week 2 of Field Placement (2/4/17)**

**Topics**

- Explore social work roles in agency and identity as a social work student – expectations, values and responsibilities
- Observe client interviews by clinical staff in preparation for first interview
- Understand the agency mission and how it impacts services provided by the agency
- Understand risk factors and strategies for minimizing risks in carrying out agency functions both in the agency and in the community served by the agency
- Tasks:
  - ▼ Continue work on Learning Agreement, including sections on self-awareness
  - ▼ Create Reflective Learning Tool based on observations and/or interactions with clients and submit to Field Instructor

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

**Recommended Readings**

Garthwait, C. L. (2017). Organizational context of practice. In *The social work practicum a guide and workbook for students* (7th ed., pp. 65-75). Boston, MA: Pearson Education.

Messinger, L. (2004). Out in the field: Gay and lesbian social work students' experiences in field. *Journal of Social Work Education*, 40(2), 187-205.

**Unit 5: Direct Service Cases Begin (2/9/17)**  
**Week 3 of Field Placement (2/11/17)**

**Topics**

- Start direct practice opportunities equaling at least two (2) hours per week, with specific attention to developing a diverse client caseload
- Utilize EBI principles and techniques to engage and develop rapport with clients
- Practice skills needed in the beginning phase of treatment, including interviewing clients, conducting psychosocial assessments, creating collaborative written contracts, developing client-identified goals, and involving clients in selecting appropriate interventions
- Consult with the Field Instructor on the selection of appropriate interventions
- Share information, examine concerns and explore learning experiences in weekly supervision
- Tasks:
  - ▼ Continue work on Learning Agreement in collaboration with Field Instructor
  - ▼ Create Reflective Learning Tool and submit to Field Instructor

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

**Recommended Readings**

Garthwait, C. L. (2017). Communication. In *The social work practicum a guide and workbook for students*. (7th ed., pp. 51-64). Boston, MA: Pearson Education.

Mumm, A.M. (2006): Teaching social work students practice skills. *Journal of Teaching in Social Work*, 26 (3-4), 71-89

**Unit 6: Becoming Familiar with Legal and Ethical Issues (2/16/17)**  
**Week 4 of Field Placement (2/18/17)**

**Topics**

- Understand agency guidelines regarding mandated reporting laws
- Learn assessment protocols for suicidality, homicidality, and grave disability; agency-approved processes to assess the need for hospitalization; and Tarasoff reporting requirements
- Learn confidentiality parameters of the agency, the social work profession and the law regarding child abuse and neglect, dependent adult abuse and neglect, danger to self, and danger to others
- Establish guidelines with Field Instructor on the appropriate use of consultation in the mandated reporting and confidentiality circumstances listed above
- Tasks:
  - ▼ Continue work on Learning Agreement in collaboration with Field Instructor
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

Garthwait, C. L. (2017). Legal issues. In *The social work practicum a guide and workbook for students* (7th ed., pp. 148-158). Boston, MA: Pearson Education.



Garthwait, C. L. (2017). Personal safety. In *The social work practicum a guide and workbook for students* (7th ed., pp. 41-50). Boston, MA: Pearson Education.

Garthwait, C. L. (2017). Social work ethics. In *The Social Work Practicum A Guide and Workbook For students* (7th ed., pp. 136-147). Boston, MA: Pearson Education.

Garthwait, C. L. (2017). The social policy context of practice. In *The social work practicum a guide and workbook for students* (7th ed., pp. 97 - 108). Boston, MA: Pearson Education.

Stacey, L. & Strozier, A.L. (2001). The relevance of personal therapy in the education of MSW students. *Clinical Social Work Journal*, 29 (2), 181-195

**Unit 7: Beginning Phase Skills with Clients (2/23/17)**  
**Week 5 of Field Placement (2/25/17)**

**Topics**

- Further develop beginning phase skills of direct practice:
  - Validate clients' cultural contexts through use of cross-cultural communication
  - Utilize authentic and empathic communication
  - Employ eco-systems and strengths-based models (Hepworth, et al, 2010)
- Maintain accurate, timely, and well-written case notes and other agency paperwork
- Participate in bi-weekly group supervision, if applicable, for a minimum of one (1) hour to include case conferencing, discussions, role plays, and didactic presentations
- Tasks:
  - ▼ Submit finished Learning Agreement to Field Liaison
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

Garthwait, C. L. (2017). Cultural competence. In *The Social Work Practicum A Guide and Workbook For students* (7th ed., pp. 110-124). Boston, MA: Pearson Education.

Hepworth, D.H., Rooney, R.H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J.A. (2010). *Direct Social Work Practice: Theory and Skills*. (8<sup>th</sup> ed., pp. 3-22 & 54-78). Belmont, CA: Brooks/Cole, Cengage Learning.

**Unit 8: Creating a Professional Social Work Identity (3/2/17)**  
**Week 6 of Field Placement (3/4/17)**

**Topics**

- Begin to develop professional value base, apply social work values to ethical dilemmas, learn professional role, understand professional relationships, and respect client self determination
- Utilize EBI principles and techniques in beginning phase of treatment
- Recognize the interplay between agency needs, client needs, and community resources
- Continue to develop relationship with Field Instructor in weekly supervision times and, if applicable, Preceptor by sharing information and bringing concerns; clarifying expectations for student, Field Instructor, and Preceptor roles; and exploring learning experiences
- Tasks:
  - ▼ Continue work on Learning Agreement, with particular emphasis on identifying learning activities to meet the CSWE Ten Core Competencies
  - ▼ Create and submit Reflective Learning Tool

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

### Recommended Readings

Council on Social Work Education. (2015) Educational Policy & Accreditation Standards.  
Retrieved on 07/11/2016: <http://www.cswe.org/File.aspx?id=81660>

Garthwait, C. L. (2017). Professional social work. In *The Social Work Practicum A Guide and Workbook For students* (7th ed., pp. 125 - 135). Boston, MA: Pearson Education.

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

**Unit 9: Developing Clinical Case Management Skills (3/9/17)**  
**Week 7 of Field Placement (3/11/17)**

#### Topics

- Begin to understand and apply clinical case management skills:
  - Accurately assess clients' needs
  - Identify strengths and resources sensitive to clients' geographic living areas, cultures and ethnicities, and intersectional factors
  - Link or refer clients to resources and monitor progress (Deweese, 2006)
  - Infuse confidentiality throughout process
  - Follow-up with consistent, thorough, and timely contacts
- Increase direct practice opportunities that differ from initial assignments in ethnicity, gender, socio-economic status, age, sexual orientation, religion, and/or treatment issues, equaling four (4) hours per week of direct practice by Unit 9
- Begin termination process and preparation for coverage of clients during the semester break
- Task:
  - ▼ Create and submit Reflective Learning Tool
  - ▼ Submit completed Learning Agreement with signatures to Field Faculty Liaison

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

### Recommended Readings

Saari, C. (1989). The process of learning in social work. *Smith College Studies in Social Work*, 60(1), 35-48.

Saleebey, D. (2010). *Strengths Perspective in Social Work Practice*. (6th ed.) pp. 108-121. Boston: Allyn & Bacon.

**Unit 10: Change-Oriented Work with Clients (3/16/17)**  
**Week 8 of Field Placement (3/18/17)**

**Spring Break week: Similar to the ground program, field practicum on the VAC, which consists of the Virtual Field Practicum (VFP) and the community-based internship, will continue as normal during Spring Break. Field Seminar classes will not meet during Spring Break.**

**Topics**

- Begin development of change-oriented (middle phase) skills in work with clients:
  - Plan and implement EBI interventions and goal attainment strategies
  - Integrate advanced skills such as additive empathy, interpretation, and confrontation
  - Utilize and enhance support systems (i.e., family, peer, school or work networks)
  - Link micro and macro practice, including advocacy, social action, and policy analysis
  - Recognize and overcome obstacles to change (Hepworth, et al, 2010)
- Discuss aspects of transference or countertransference with Field Instructor, including feelings and behaviors, triggers and vulnerabilities, and their place in normal, professional development
- Develop awareness of importance of macro practice and begin discussing Integrative Seminar macro project (due in SOWK 587b) options, including the specifics of the assignment and a projected time table
- Utilizing consultation, feedback loops, and client self-reporting, begin to evaluate the effectiveness of interventions with clients and make appropriate modifications
- Task:
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

Burkard, A.W., Know, S., Hess, S.A., & Schultz, J. (2009). Lesbian, Gay, and Bisexual Supervisees' Experiences of LGBT Affirmative and Nonaffirmative Supervision. *Journal of Counseling Psychology*, 56(1), 176-188.

Garthwait, C. L. (2017). The community context of practice. In *The social work practicum a guide and workbook for students* (7th ed., pp. 76 - 86). Boston, MA: Pearson Education.

**Unit 11: Increasing Participation with Agency and Field Instructor (3/23/17)**  
**Week 9 of Field Placement (3/25/17)**

**Topics**

- Attend agency staff meeting, professional development opportunities or trainings and expand understanding of agency program functions and requirements
- Participate more actively in individual and group supervision sessions by identifying boundary conflicts within a professional relationship, discussing transference and countertransference issues, and participating in case presentations, discussions, and roles plays
- Recognize the relationship between self-care and emotional and physical well-being
- As needed, discuss with Field Instructor, Preceptor or Field Faculty Liaison how to balance competing demands on time inherent in the MSW program
- Tasks:
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

Birkenmaier, J. & Timm, T. (2003). Feedback in practicum: Givin' it and takin' it. *The New Social Worker*, 10(1), 13-15.

**Unit 12: Exploring Economic and Social Injustice (3/30/17)**  
**Week 10 of Field Placement (4/1/17)**

**Topics**

- Examine how your work connects with overall economic and social justice efforts at your agency and with the client population as a whole
- Continue discussion of Integrative Seminar macro project by looking at agency gaps in service
- Increase direct practice opportunities that expands the complexity of client issues and treatment plans, equaling six to eight (6-8) hours per week of direct practice by Unit 12
- Continue to improve communication and interviewing techniques; further develop skills of assessment, treatment planning, and service delivery; and introduce family or group modality
- Task:
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

Council on Social Work Education. (2015) Educational Policy & Accreditation Standards.  
Retrieved on 07/11/2016: <http://www.cswe.org/File.aspx?id=81660>.

Garthwait, C. L. (2017). Leadership for social justice. In *The social work practicum a guide and workbook for students* (7th ed., pp. 193-206). Boston, MA: Pearson Education.

Garthwait, C. L. (2017). The social problem context of practice. In *The social work practicum a guide and workbook for students* (7th ed., pp. 87 - 96). Boston, MA: Pearson Education.

**Unit 13: Enhancing Change-Oriented Skills (4/6/17)**  
**Week 11 of Field Placement (4/8/17)**

**Topics**

- Increase proficiency of change-oriented (middle phase) skills in work with clients:
  - Identify patterns, themes, and defense mechanisms within the therapeutic process
  - Differentiate content from process in interviews
  - Explore how to integrate theory with practice
  - Understand the purposeful use of self
- Review termination issues and impact on clients and agency of planned absence, including any issues related to holiday season
- Discuss expectations regarding client outcomes with Field Instructor and, if applicable, Preceptor; re-evaluate treatment approaches; and make necessary changes
- Task:
  - ▼ Create and submit Reflective Learning Tool, expanding its utility by sharing and risking more actively and openly for the purposes of evaluation and learning

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

**Recommended Readings**

Garthwait, C. L. (2017). Planned change process. In *The social work practicum a guide and workbook for students* (7th ed., pp. 159-171). Boston, MA: Pearson Education.

Mishna, F., Antle, B. Reghr, C. (2002). Social work with clients contemplating suicide: Complexity and ambiguity in the clinical and ethical and legal conversations. *Clinical Social Work* 30(3), 265-279.

**Unit 14: Termination Preparation and Self-Assessment (4/13/17)**  
**Week 12 of Field Placement (4/15/17)**

**Topics**

- Ensure that clients, Preceptor and Field Instructor are prepared for planned absence
- During field instruction, discuss the utilization of research-informed tools and techniques
- Apply ending phase skills to appropriate cases, including addressing termination and its implications, reviewing progress, identifying unresolved issues, and providing referrals
- Evaluate effectiveness of EBIs by measuring progress of clients toward short-term and long-term goals as identified in their treatment plans
- Continue group supervision with discussion, role play, and didactic presentations
- Tasks:
  - ▼ Prepare for first semester Comprehensive Skills Evaluation meeting with Field Instructor by independently completing the Comprehensive Skills Evaluation form
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

Garthwait, C. L. (2017). Evaluating your practice. In *The social work practicum a guide and workbook for students* (7th ed., pp. 172-184). Boston, MA: Pearson Education.

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.

**Unit 15-16: Completion of First Semester and Mid-Year Evaluation (4/20/17)**  
**Week 13-14 of Field Placement (4/22/17)**

**Topics**

- Finalize preparation for internship recess with Field Instructor and Preceptor, including a review of the impact your planned absence may have on clients, self and the agency
- Support agency's efforts to collect outcome data
- Finalize plan for Integrative Seminar macro project by identifying the topic and the assessment tools needed
- Set learning goals for second semester
- If not already working with a group, develop a plan for groups to start in second semester
- Tasks:
  - ▼ Complete hours required for first semester (16hrs/week)
  - ▼ Review, sign, and submit first semester Comprehensive Skills Evaluation to Field Liaison
  - ▼ If needed to finish requirements, create and submit Reflective Learning Tool

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

**Recommended Readings**

Garthwait, C. L. (2017). Merging self and profession. In *The social work practicum a guide and workbook for students* (7th ed., pp. 185-192). Boston, MA: Pearson Education.

Williams, A.B. (1997). On parallel process in social work supervision. *Clinical Social Work Journal*, 24(4), 425-435.

**STUDY DAYS / NO CLASSES OR INTERNSHIP (1/23/17-1/29/17)**

**FINAL EXAMINATIONS (NO INTERNSHIP) (1/23/17-1/29/17)**

## University Policies and Guidelines

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### VI. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([xxx@usc.edu](mailto:xxx@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Similar to the ground program, field practicum on the VAC, which consists of the Virtual Field Practicum (VFP) and the community-based internship, will continue as normal during Spring Break. Field Seminar classes will not meet during Spring Break.

Please refer to *Scampus* and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### VII. 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](mailto:sarc@usc.edu) describes reporting options and other resources.

### VIII. SUPPORT SYSTEMS

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

<http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

## **IX. 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."

## **X. 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.

## **XI. 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.

## **XII. 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.

### **XIII. 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 586a Lead Instructor (contact [vacfield@usc.edu](mailto:vacfield@usc.edu) for the Lead Instructor's contact information). 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.

#### Tips for Maximizing Your Learning Experience in this Course

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

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

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