

**Social Work 587B  
Section #**

**Integrative Learning for Social Work Practice  
2 Units**

“Forget your perfect offering. There is a crack in everything. That’s how the light gets in...” Leonard Cohen

*Summer Semester, 2017*

[optional  
photo]

**Instructor:**  
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**Office**  
**Hours:Wed**  
**4:00-5:00 PM**  
**(PDT)**

**Course Day:**  
**Thurs.**

**Course Time:**  
**5:45 PM (PDT)**  
**Course Location:**  
**VAC**

**COURSE PREREQUISITES**

Concurrent enrollment: SOWK 586b and SOWK 545.

**CATALOGUE DESCRIPTION**

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

**COURSE DESCRIPTION**

The Integrative Learning Seminar is organized as a small group educational experience intended to last two semesters (587A and 587B). This course provides students an opportunity to engage in critical thinking, discussion, and exploration of theory, practice, policy and field practicum experiences. Throughout the course, students have an opportunity to integrate the academic knowledge and values taught in foundation courses with their field placement experiences. In addition, the seminar provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises. As a part of the regularly scheduled seminars, students can keep their seminar instructor apprised of their field experience. This format provides a vehicle for socialization into the field and offers early intervention and support

for issues and challenges. Finally, the seminar purposely moves from one modality to the next in almost linear fashion with the understanding that social work practice involves working with multiple systems at the same time.

### COURSE OBJECTIVES


Objective #	Objectives
1	Prepare students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker, the values and mission of the profession, the profession's history alongside the vision and mission of the agency for a more sustainable community
2	Provide the student with an opportunity for discussion and critical analysis of the professional values that underlie social work practice and the ethical standards of professional social work as they are applied in the students' field work experiences with clients, agency staff, and various other stakeholders. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients, agency staff and various other stakeholders.
3	Provide opportunities for students to increase awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.
4	Apply the foundation course materials (practice, human behavior, policy, and research) with emphasis on a systems paradigm and person-in-environment framework, both of which show the interaction between the biological, psychological, social, and cultural systems as they support the varied tasks and roles that social workers undertake as effective change agents especially in group, community, and organizational settings.
5	Offer opportunities for students to develop core practice skills underlying social work service to individuals, families, groups, communities, and organizations. The course will also demonstrate major concepts to support the treatment process (engagement, assessment, planning and contracting, implementation and termination/evaluation phases), evidence-based practice protocols and procedures, and integrating and applying the knowledge and values taught in foundation year with field experience.


### COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

### STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SOWK 587B		Course Objective
1 Demonstrate Ethical and Professional Behavior	*		1

2	Engage in Diversity and Difference in Practice	*		1-5
3	Advance Human Rights and Social, Economic, and Environmental Justice			
4	Engage in Practice-informed Research and Research-informed Practice			
5	Engage in Policy Practice			
6	Engage with Individuals, Families, Groups, Organizations, and Communities	*		4&5
7	Assess Individuals, Families, Groups, Organizations, and Communities	*		4&5
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	*		4&5
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	*		4&5

\* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b>Demonstrate Ethical and Professional Behavior:</b></p> <p>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</p> <p>Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</p> <p>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</p> <p>Understand the profession's history, its mission, and the roles and responsibilities of the profession</p> <p>Understand the role of other professions when engaged in inter-professional teams</p> <p>Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</p> <p>Understand emerging forms of technology and the ethical use of technology in social work practice</p>	<p>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p>	<p>Course Participation</p> <p>Assignment 1, 2 &amp; 3</p>
	<p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	
	<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>	
	<p>4. Use technology ethically and appropriately to facilitate practice outcomes;</p>	
	<p>5. Use supervision and consultation to guide professional judgment and behavior.</p>	

<p><b>Engage in Diversity and Difference in Practice:</b></p> <p>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.</p> <p>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.</p> <p>Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Course Participation</p> <p>Assignment 1, 2 &amp; 3</p>
	<p>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	
	<p>8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	

<p><b>Advance Human Rights and Social, Economic, and Environmental Justice:</b></p> <p>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</p> <p>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.</p>	<p>9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	
	<p>10. Engage in practices that advance social, economic, and environmental justice</p>	

<p><b>Engage In Practice-informed Research and Research-informed Practice:</b></p> <p>Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.</p> <p>Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.</p> <p>Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</p> <p>Understand the processes for translating research findings into effective practice.</p>	11. Use practice experience and theory to inform scientific inquiry and research.	
	12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	
	13. Use and translate research evidence to inform and improve practice, policy, and service delivery.	

<p><b>Engage in Policy Practice:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.</p> <p>Knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	
	15. Assess how social welfare and economic policies impact the delivery of and access to social services.	
	16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	

<p><b>Engage with Individuals, Families, Groups, Organizations, and Communities:</b></p> <p>Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Value the importance of human relationships. Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Course Participation Assignment 1, 2 &amp; 3</p>
	<p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	

<p><b>Assess Individuals, Families, Groups, Organizations, and Communities:</b></p> <p>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.</p> <p>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.</p> <p>Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.</p> <p>Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</p> <p>Understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Course Participation</p> <p>Assignment 1, 2 &amp; 3</p>
	<p>20. Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	
	<p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	
	<p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	



<p><b>Intervene with Individuals, Families, Groups, Organizations, and Communities:</b></p> <p>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.</p> <p>Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</p> <p>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.</p> <p>Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.</p> <p>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>23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Course Participation</p> <p>Assignment 1, 2 &amp; 3</p>
	<p>24. 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>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p>	
	<p>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	
	<p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	

<p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b></p> <p>Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</p> <p>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.</p> <p>Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	28. Select and use appropriate methods for evaluation of outcomes.	Course Participation Assignment 1, 2 & 3
	29. Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the valuation of outcomes.	
	30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	
	31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

**COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
1. Demonstration of Clinical Interventions	Unit 4	30
2. Psycho-educational / Group Presentation	Unit 8	30
3. Macro Project Oral Presentations	Unit 13 - 14	30
4. Class Participation and Discussion	ongoing	10

Each of the major assignments is described below.

### **Assignment 1: Demonstration of Clinical Interventions**

Assignment #1 requires the student and a class partner to present ONE clinical intervention utilizing their dyad as the social worker and client respectively. This assignment requires the dyad to research and demonstrate an intervention in a “mock session” and assess the effectiveness of intervention using a Hierarchy of Evidence model. **Each dyad will submit a 2-page paper.**

**Due:** Demonstrated on the 4th class Unit.

*This assignment relates to student learning outcomes 2, 3, 6, 10, 14, 16, 17, 19, and 20.*

### **Assignment 2: Psycho-educational/Group Presentation**

Assignment #2 is the formation, development, and demonstration of a psycho-educational group which incorporates purpose, outreach, selection process, structure, group roles, facilitator interventions, and assessment of effectiveness. The class will be divided into two groups. The interventions selected by each group will examine best practices suitable for a particular group setting. In class, students will present a brief statement supporting the interventions that they selected and then demonstrate the implementation of the group intervention and its subsequent group challenges and dynamics. Please see the instructor to discuss your selection by week #3. **Each group is to submit a brief 3-5 page written description** of the purpose, formation, member selection process, structure, rationale of best practices intervention, and an assessment of how effectiveness would be measured.

**Due:** Demonstrated on the 8<sup>th</sup> class Unit.

*This assignment relates to student learning outcomes 3, 6, 8, 9, 10, 14, 16, 17, 19, and 20.*

### **Assignment 3: Macro Project Oral Presentations**

Assignment #3 requires the student to present an analysis of an unmet need within their agency along with a plan for how they might meet this need in the agency or the community served by the agency. This might be a macro intervention, i.e., change in policy, community intervention, or a micro intervention that addresses the unmet need. Students will present their analysis of the unmet need and their strategy for meeting it to the class, as though the class was the Agency Board of Directors, who have the power to implement the student's plan if they see it as important and feasible. Students will be evaluated by each other, based on professional presentation skills and evaluation of their effectiveness in presenting the issues and the planned solution.

**Due:** Demonstrated on the 13<sup>th</sup> and 14<sup>th</sup> class Units.

*This assignment relates to student learning outcomes 1, 5, 7, 10, 11, 12, 13, 14, 16, & 17.*

### **Class Participation (10% of Course Grade)**

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

### **Grades:**

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

Students can lose one point each day that an assignment is late. Assignments will not be accepted if submitted after 5 days. Assignments must be submitted in a Word document format

### **Additional Expectations and Guidelines:**

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

### **Expectations:**

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

### **Guidelines:**

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

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

## **REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

### **Required Textbooks**

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). *Direct social work practice: Theory and skills* (10th ed.). Pacific Grove, CA: Thomson Brooks/Cole.

ISBN-13 978-1-305-63380-3

### **On Reserve**

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

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

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

## Course Schedule—Detailed Description

### Unit 1: Welcome back to Integrative Seminar, Field Practicum Experience, and Introduce Family Work

Individual - ***Family*** - Group - Community - Organization

#### Topics

Welcome back and check-in

Integrative seminar 587b overview: Individual, family, group, community and organization.

Assignment #1: **Clinical Toolbox Intervention** Demonstration

Assignment #2: **Psycho-educational Group Role Play**

Assignment #3: **Macro Project Assignment** and begin discussion of macro 'needs assessment' in current practicum.

Current field practicum issues

Discussion of the three 587b assignments

**Family Work:** Defining/discussing Family systems, compositions, functions, assessment and various challenges of family in social work practice.

**Homework:** Prepare your Coat of Arms for Unit 2 next week.

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

#### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). Assessing Family Functioning in Diverse Family and Cultural Contexts. In *Direct social work practice: Theory and skills* (10th ed., pp. 251-269). Pacific Grove, CA: Thomson Brooks/Cole.

### Unit 2: Overview of Family Systems

Individual - ***Family*** - Group - Community - Organization

#### Topics

Professional development and consultation

The family as a group: The eco gram and genogram as an assessment and intervention tool.

Relationships of Family members: culture, strengths, boundaries, communication styles, structure, roles, myths, and decision making processes

Activities: Group exercise Coat of Arms

This Unit relates to course objectives 4 and 5.

#### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). Assessing Family Functioning in Diverse Family and Cultural Contexts. In *Direct social work practice: Theory and skills* (10th ed., pp. 270-278). Pacific Grove, CA: Thomson Brooks/Cole.

### Unit 3: Evidence Based Practice & Introduce and Develop Clinical Intervention Toolbox

Individual - Family - Group - Community - Organization

#### Topics

Professional Development and consultation  
What comes first: relationship or intervention?  
Review intervention definition and trans-theoretical stages of change  
Can I utilize an intervention that is not evidence-based?  
Critical analysis  
What is evidence-based practice and how can we integrate it into our individual and group work practice. Scientific inquiry as a reliable way to arrive at valid knowledge.  
Client informed practice vs. evidence based practice  
Students work in dyads in preparation for Clinical Toolbox Interventions Role Play Demonstration

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

#### Required Readings

Gibbs, L., & Gambrill, E. (2002). Evidence-based practice: Counterarguments to objections. *Research on Social Work Practice, 12*(3), 452-476.

Gilgun, J. F. (2005). The four cornerstones of evidence-based practice in social work. *Research on Social Work Practice, 15*(1), 52-61.

Miller, S. D., Duncan, B. L., Hubble, M. A. (2004). Beyond integration: The triumph of outcome over process in clinical practice. *Psychotherapy in Australia, 10*(2), 2-19.

### Unit 4: EBP Clinical Toolbox Interventions Role Play Demonstrations in Class

Individual - Family - Group - Community - Organization

#### Topics

Professional Development and consultation  
EBP Clinical Toolbox Interventions role play demonstrations in class as dyads to their fellow students.  
Discussion  
Dyad to submit ONE 2 page paper.

This Unit relates to course objectives 3 and 5.

#### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). Planning and implementing change-oriented strategies. In *Direct social work practice: Theory and skills* (10th ed., pp. 364-422). Pacific Grove, CA: Thomson Brooks/Cole.

## Unit 5: Introduction of Psycho-Educational Groups

Individual - Family - **Group** - Community - Organization

### Topics

Professional development and consultation

Definition and conceptualization of psycho-educational group

Role of facilitator and co-facilitator

Motivational Interviewing Principles (DEARS), Skills (AROSE) and Strategies in Groups

Relationship: Connecting with the group as a whole, with each member, and using the group to facilitate change

Activities: Group exercises as a way to facilitate the work of the group

In-class examples of activities to facilitate work in groups with different populations, problems, and purposes

This Unit relates to course objectives 4 and 5.

### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). Intervening in social work groups. In *Direct social work practice: Theory and skills* (10th ed., pp. 484-511). Pacific Grove, CA: Thomson Brooks/Cole.

## Unit 6: Development of Psycho-Educational Group Role Play – Facilitators, Roles, and Activities

Individual - Family - **Group** - Community - Organization

### Topics

- Professional development and consultation

Students divide into 2-3 different groups and each will develop their own psycho-educational group for demonstration in week 8 through dialogue, research and practice. Identify the following:

Group target population

Group purpose

Evidence Based Intervention to be used and rationale

Outreach for group membership

Describe selection process and recruitment strategies

Define group structure, session or phase of group

Identify and assign group roles to members

Identify an activity that will further your group's work on purpose/goals

This Unit relates to course objective 2, 3, 4, and 5.

### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). *Forming and Assessing Social Work Groups* (10th ed., pp. 279-311). Pacific Grove, CA: Thomson Brooks/Cole.



## Unit 7: Group Stages and Discussion in Class

Individual - Family - **Group** - Community - Organization

### Topics

Professional development and consultation

Group stages

If time permits, work in groups

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

## Unit 8: Presentation of Group Role Play

Individual - Family - Group - **Community** - Organization

### Topics

Professional development and consultation

Each group will have 30-45 minutes for their role-play presentation and discussion

5 minute introduction (hand out group elements outlines)

25 minute role play

15 minute feedback/discussion

Each group will submit a 3-5 page paper.

This Unit relates to course objectives 3 and 4.

## Unit 9: The Community as Local Support

Individual - Family - Group - **Community** - Organization

### Topics

Professional development consultation

View film prior to class: ***Connected Families, Strong Kids***

Communities as the context for help

Asset Mapping: Assessing assets/needs of the community

Discussion in class of film related to group and community

Sign Up for in-class macro assignment presentations Units 13 and 14

This Unit relates to course objectives 3 and 4.

### Required Readings

Diers, J. (2010). From the Ground Up: Community's Role in Addressing Street Level Social Issues. *Social Policy*, Spring 23-34.

## Unit 10: The *Community* Context of Practice

Individual - Family - Group - Community - Organization

### Topics

Professional development and consultation  
Community Practice and advocacy  
Direct vs. Macro: The Parallel Process  
Theories of Macro Practice: Empowerment, Participation and Systems Theory

This Unit relates to course objectives 4 and 5.

### Required Readings

Austin, M. J., Coombs, M., & Barr, B. (2005). Community-Centered Clinical Practice: Is the Integration of Micro and Macro Social Work Possible? *Journal of Community Practice*, 13(4), 9-30.

Pippard, J. L & Bjorklund, R. W. (2003). Identifying Essential Techniques for Social Work Community Practice, *Journal of Community Practice*, 11(4), 101-116

Defillipis, J., Fisher, R., & Shragge, E. (2010). Radicalizing Community. *Social Policy*, Summer, 13-20.

## Unit 11: The *Organization* Context of Practice

Individual - Family - Group - Community - Organization

### Topics

Professional development and consultation  
Organization as Client  
Developing Effective/Evidence Informed Programs and Services  
Students discuss agency programs at field placements and client outcomes/benefits.

This Unit relates to course objectives 4 and 5.

### Required Readings

Kluger, M. P. (2006). The Program Evaluation Grid: A Planning and Assessment Tool for Nonprofit Organizations. *Administration in Social Work*, 30(1), 33-44.

Hardina, D. (2005). Ten Characteristics of Empowerment-Oriented Social Service Organizations. *Administration in Social Work*, 29(3), 23-42.

**Unit 12: Examination of Termination Process and the Therapeutic Potential in All Endings and Systems**

Individual - Family - Group - Community - Organization

**Topics**

Professional development and consultation  
The Process I: Termination with individuals, families, and groups  
How to facilitate endings  
Client reaction—Social worker reaction  
Gifts  
The Process II: Termination with Field Instructor and Agency

This Unit relates to course objectives 1 and 5.

**Required Readings**

- Baum, N. (2007). Field supervisors' feelings and concerns at the termination of the supervisory relationship. *British Journal of Social Work, 37*, 1095-1112.
- Gelman, C. R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW Interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal, 35*, 79-90.
- Kramer, S. A. (1986). The termination process in open-ended psychotherapy: Guidelines for clinical practice. *Psychotherapy, 23*, 526-531.

**Unit 13: Presentation of Macro Assignment In Class**

Individual - Family - Group - Community - Organization

**Topics**

Professional development and consultation  
Students will evaluate each other to assess both macro project and presentation skills utilizing Macro Project Presentation Evaluation Instrument

This Unit relates to course objectives 1 and 5.

**Recommended Readings**

- Weinschenk, Susan M. (2012). 100 Things Every Presenter Needs To Know About People. Berkley, CA: New Riders, 50-83.

**Unit 14: Presentation of Macro Assignment In Class**

Individual - Family - Group - Community - Organization

## Topics

Professional development and consultation

Students will evaluate each other to assess both macro project and presentation skills utilizing Macro Project Presentation Evaluation Instrument

This Unit relates to course objectives 1 and 5.

## Required Viewing

*How to Avoid Death by PowerPoint*

[https://urldefense.proofpoint.com/v2/url?u=https-3A\\_www.youtube.com\\_watch-3Fv-3DIwpi1Lm6dFo&d=DwICAw&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc\\_gl&r=JJZetTOzSLYxxrcNszaHow&m=cy8pYGHFFs1FhxicZR3L2AB8PTXyCzBX3L8lzOCEFIM&s=jfNJmh\\_n-fcw\\_dpC\\_v242n3kU217IOVvLjPjonmisfw&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A_www.youtube.com_watch-3Fv-3DIwpi1Lm6dFo&d=DwICAw&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gl&r=JJZetTOzSLYxxrcNszaHow&m=cy8pYGHFFs1FhxicZR3L2AB8PTXyCzBX3L8lzOCEFIM&s=jfNJmh_n-fcw_dpC_v242n3kU217IOVvLjPjonmisfw&e=)

## **Unit 15: Course Reflection and Wrap Up: Our Termination as a Group**

Celebrating us!

Engaging in self-care

Looking ahead to the Concentration Year

Evaluations

## **STUDY DAYS / NO CLASSES**

## **FINAL EXAMINATIONS**

# University Policies and Guidelines

## ATTENDANCE POLICY

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

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

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

## 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.

## 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.

## **STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official "Incomplete Completion Form."

## **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.

## **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.

## **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.

## COMPLAINTS

If you have a complaint or concern about your Field Practicum or Field Instructor, please discuss it first with your Field Instructor and Field Liaison. If you feel you cannot discuss it with your Field Instructor or Field Liaison, please contact the Lead Instructor for 587b, Susan Hess at [susan.hess@usc.edu](mailto:susan.hess@usc.edu). If you do not receive a satisfactory response or solution, contact Marleen Wong, Assistant Dean of Field Education, at [marleenw@usc.edu](mailto:marleenw@usc.edu). If you are a student of the VAC, you may also contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:june.wiley@usc.edu) 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.

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