Social Work 589a
Section #60808

Applied Learning in Field Education

3 Units

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

Fall Semester, 2015

(Picture here)	**Field Faculty Liaison:**	Darlene Woo	**Field Instructor:**	
	E-Mail:	darlenew@usc.edu	**Course Days:**	M, W or TBD
	Telephone:	(213) 740-2019	**Course Time:**	16 hrs/wk
	Office:	SWC 121	**Course Site:**	Placement Agency
	Office hours:	Tuesdays and Thursdays, by appointment	**EBI Practice Lab Location:**	SOS B47

I. COURSE PREREQUISITES

This course is a Foundation Year master's level Field Education course. Students are required to take this course concurrently with SOWK 543 Social Work Practice with Individuals.

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

This course is the first semester direct practice portion of the MSW program. 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 and/or families, groups, organizations, and communities. The School of Social Work prepares students to enter their Field Education by engaging them in Field Orientation and evidence-based intervention (EBI) trainings. Continuing support and simulated practice is provided to students through weekly "Practice Labs" with Field Faculty Instructors who serve as educators, consultants and coaches for the internship experience while emphasizing the Four C's of Field Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. In these two-hour in-class labs, students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role plays and classroom discussion.

For students in the MSW program on the ground (OTG), agencies will provide learning opportunities and resources for an effective educational experience for students. Field Instructors who are professional social workers will 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 agreements, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is finished on time. Students in 589A Applied Learning in Field Education have the opportunity to implement research-influenced practices in multidisciplinary and/or virtual settings, thereby contributing to the direct application of EBIs and influencing the capacity of the social work profession to provide EBIs. Infusing USC School of Social Work Field Education with EBIs provides a translational link between research and practice, further solidifies a developing science of social work, and underscores Field Education as the "signature pedagogy" of social work. At semester end, the Field Faculty Instructor is responsible for assigning students a grade of Credit, In Progress, or No Credit.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change
2	Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing, Problem-Solving Therapy (PST), or Cognitive Behavioral Therapy (CBT) in internship settings
3	Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination
4	Develop professional use of self through consultation with professional social workers, self-reflection, understanding of social work values, and creative implementation of those values in internship settings
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 Education. 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 in the Practice Lab and field experiences consist of university-led trainings, field activities, and supervision from a designated Field Education Instructor. Field activities could include direct client interactions, observation of professional social workers, shadowing opportunities, trainings, individual field instruction, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. Students in the ground program may also develop a collaborative relationship with site-based employees, known as Preceptors, who help guide them in day-to-day operations with many of the activities listed above.

All USC MSW students will attend a Field Education Orientation where they learn about the School's requirements for Field Education. In addition, all incoming students will be trained in Motivational Interviewing at the beginning of 589a. They will also be trained in the EBI's Problem-Solving Therapy (PST) and Cognitive-Behavioral Therapy (CBT) during this course. The process of training students on EBIs will include the use of:
- Case vignettes
- Videos

- Role plays
- Structured small group exercises

USC Field Education instructors are assigned to oversee the progress of the students in their field experiences, including consultation for students' field assignments. The instructors meet in-class with students in weekly Practice Labs to reinforce their developing skills, facilitate feedback and processing of field experiences, and engage students in creative exercises to improve EBI implementation.

For students in the MSW program on the Virtual Academic Center (VAC), the virtual teaching platform will provide learning opportunities and resources for an effective educational experience for students. A combination of videos, interactive virtual media, and written and/or oral assignments will provide students with opportunities to apply social work practice, values and ethics in various virtual practice settings. Field faculty instructors will collaborate with students to create and approve learning agreements, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure assignments are finished on time.

Reflective Learning Tools are used to describe students' client interactions, improve critical thinking skills, provide an opportunity for instructor input, and influence future client contacts. A teaching plan known as the Learning Agreement will be developed collaboratively between students and their instructors. At the end of the first semester, the Comprehensive Skills Evaluation will be completed for each student and a grade will be assigned by the USC instructor.

As discussion and participation are an integral part of the learning process, students are expected to prepare for supervision and fully participate in lab and field activities. The quality of written communication and the professionalism of presentations will be assessed as part of the grade for this course. The number of weekly hours required for 589a is a minimum of 14 hours per week.

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

VI. STUDENT LEARNING OUTCOMES

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

	Social Work Core Competencies	SOWK 589a	Course Objectives
1	**Professional and Ethical Behavior**	*	4,5
2	**Diversity and Difference in Practice**	*	1,4,5
3	**Human Rights & Social, Economic, and Environmental Justice**	*	1-5
4	**Practice-informed Research & Research-informed Practice**	*	1,3,5
5	**Policy Practice**		1,3,5
6	**Engagement**	*	1,2,5
7	**Assessment**		1,3,5
8	**Intervention**	*	1,5
9	**Evaluation**		1,2,5

* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Methods of Assessment
Professional & Ethical Behavior — Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; and 5. Use supervision and consultation to guide professional judgment and behavior.	Observation of participation and engagement in weekly practice lab Evaluation of participation in ethics and risk factors vignettes Field documentation Weekly supervision Completion of field hours

Diversity and Difference in Practice — Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	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;	Evaluation of participation in ethics and risk factors vignettes

Observation of participation and engagement in weekly practice lab

Field documentation

Observation of interactions with clients (either with assigned clients or via role play)

Weekly Supervision |
| | 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and | |
| | 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | |

Engagement— Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	9. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 10. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Evaluation of participation and engagement in weekly practice lab Observation of engagement skills during EBI trainings Observation of interactions with clients (either with assigned clients or via role play) Field documentation Weekly supervision Development of competencies

Assessment— Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	11. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 12. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 13. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 14. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Observation of participation in ethics and risk factors vignettes Participation and engagement in weekly practice lab Observation of interactions with clients (either with assigned clients or via role play) Field documentation Weekly Supervision

Intervention— Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.	15. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 16. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 17. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 18. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 19. facilitate effective transitions and endings that advance mutually agreed-on goals.	Evaluation of intervention skills during EBI trainings Observation of participation and engagement in weekly Practice Lab Observation of interactions with clients (either with assigned clients or via role play) Field documentation Weekly supervision Development of Competencies

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Evidence-Based Intervention Trainings	Units 2, 9, 15	30%
Field Documentation	Weekly	20% (15% graded by week 9)
Development of Competencies and Completion of Field Hours	Weekly	40% (20% graded by week 9)
EBI Practice Lab Participation in Assigned Lab Role Plays, Activities, and Oral Presentations	Weekly	10% (5% graded by week 9)

Each of the major assignments is described below.

***All field hours must be completed to pass this course. In order for students to receive credit (CR), they need to receive a minimum of 83% on assignments and must complete a minimum of 224 hours of field activities for the first semester of the Foundation Year. (Partial credit for this requirement will not be given.)**

Each of the major assignments is described below.

Assignment 1: Evidence-Based Intervention (EBI) Trainings

Complete training in Motivational Interviewing, Problem-Solving Therapy, and Cognitive Behavioral Therapy; complete skill-based assessments upon completion, and submit certificates of attendance to the instructor. These trainings will be completed during the foundation semester and will equip students to apply EBIs in their field activities.

Due: Students must complete skill-based assessments following each training and present certificates of attendance to their instructor.

This assignment relates to student learning outcomes 9-11, 15, 16-17, & 18-21.

Assignment 2: Field Documentation (Reflective Learning Tools and the Learning Agreement)

Complete and submit weekly Reflective Learning Tools (RLTs) (a minimum of 10/semester) to the instructor. The RLT Log needs to be completed weekly and signed as verification that the requirements have been met. There are multiple RLT forms available at the following link: http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms.

Due: RLTs are due weekly and the signed RLT Log (OTG students only) is due on the last field day of the first semester (Unit 15 – Dec. 4, 2015) to the instructor. A minimum of 10 RLTs must be completed in order to pass this course.

Complete and ensure that the Learning Agreement portion of the First Year Learning Agreement and Comprehensive Skills Evaluation form is submitted electronically to the instructor midway through the semester. Completed in collaboration with the instructor, the Learning Agreement is the contract between the student and the agency that specifies the students learning goals, clarifies field assignments, and addresses expectations for supervision.

Due: Within six weeks of beginning 589a (Unit 8 for OTG – Oct. 16, 2015).

This assignment relates to student learning outcomes 2-8, 11-15, 16-17, & 18-21.

Assignment 3: Development of Competencies and Completion of Field Hours

For Credit in this assignment, students will:
- Demonstrate skills in the CSWE Nine Core Competencies as listed in the Comprehensive Skills Evaluation portion of the Foundation Year Learning Agreement and Comprehensive Skills Evaluation. The form is available at the following link: http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms.
- Complete a self-assessment by rating themselves on the first semester Comprehensive Skills Evaluation and submitting it electronically to the Field Instructor.
- Review and discuss the first semester Comprehensive Skills Evaluation completed by the Field Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, students sign in the space indicated.*
- Ensure that the completed Evaluation is submitted electronically to the Field Liaison.
- Complete required number of Field placement hours (minimum of 14/week).**

Due: Student and Field Instructor will complete the End-of-Semester Evaluation and submit electronically to the Field Liaison by Unit 15 [Dec. 4, 2015].

This assignment relates to student learning outcomes 1-21.

Assignment 4: EBI Practice Lab Participation in Assigned Lab Role Plays, Activities, and Oral Presentations

The weekly two-hour in-class EBI Practice Lab will create a laboratory environment where students will advance their skill and techniques in creatively implementing EBIs. Student participation should be focused on small group collaboration and 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 apply critical understanding of the material. They are also expected to be active in assigned role plays, activities and oral presentations.

This assignment relates to student learning outcomes 1-21.

Guidelines for Evaluating EBI Practice Lab Participation and In-Class Assignments

100%: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small-group discussions, and other activities.

90%: Very Good Contributor: Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small-group discussions, and other activities.

80%: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new

direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small-group discussions, and other activities.

70%: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small-group discussions, and other activities.

60%: Inadequate: This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

50%: Nonparticipant: Attends class only.

0: Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.

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

**For the ground program, the required hours in 589a include eight hours of Field Orientation and 24 hours of EBI training, with the remaining hours gained in scheduled field activities. Students will not receive a Credit in this course if they do not complete the required hours. If discussed in advance and arranged with the Field Instructor, students are allowed eight (8) hours per semester for religious holidays. Students may take the equivalent of one eight (8) hour sick day per semester as long as they notify the Field Instructor in a timely manner. Make-up hours for time missed must also be discussed with the Field Instructor. Any attendance issues that arise should be addressed with the student's Field Liaison. Record keeping of required field hours is a joint responsibility of the student and the Field Instructor. To the fullest extent possible, students are expected to observe the agency attendance and time schedule policies. However, 589a is a class and students must adhere to the start and end dates as well as important Field Education activities and events in the USC Field Calendar. If the agency is closed on a non-University holiday, the student is expected to make up this time. The Field Calendar is available at:* http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms*.*

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

Required Textbook

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

Additional required 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.

Course Overview
Course Schedule—Detailed Description

Guidelines for SOWK 589a: Applied Learning in Field Education

The USC School of Social Work places MSW students in thousands of internships nationally and internationally in a variety of different settings: health, mental health, public child welfare, schools, in-person or virtual, etc. This syllabus serves as a general set of expectations for our students and their instructors. However, given the challenges of standardizing direct social work practice, a variety of experiences within these guidelines is expected. Therefore, all stakeholders involved in field education activities should view this document as best practice guidelines.

Module One (Units 1-4): Orientation to Field Education/ Motivational Interviewing and Client Engagement	(Date)

Topics

Field Education

- ▽ Orientation to Field Education
- ▽ Group and/or individual Field Instruction
- ▽ Competency of the week: Professionalism
- ▽ Motivational Interviewing instruction and modeling
- ▽ CSWE EPAS
- ▽ EBI Instruction/Practice (for example, Motivational Interviewing)
- ▽ Ethical Practice
- ▽ Tools for Client Engagement and Assessment
- ▽ Empathic Communication

Practice Lab

- ▽ Introduction to Social Work, Field Education, & Practice Lab
- ▽ Professional Development: Collaboration Skills
- ▽ Introduction to NASW Code of Ethics
- ▽ Overview of the Development Stages of Internship
- ▽ Motivational Interviewing exercises
- ▽ Managing Ethical Dilemmas Using the NASW Code of Ethics
- ▽ Use Critical Thinking Skills to Assess Risk Factors
- ▽ Limits of Confidentiality and Mandated Reporting
- ▽ Reflective Learning Tools and Field Documentation (ex. progress notes)
- ▽ Experiences from field
- ▽ Integrating MI with Screening, Brief Intervention, and Referral to Treatment (SBIRT)

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

Required Readings

Garthwait, C. L. (2014). School, agency and student expectations. In *The Social Work Practicum A Guide and Workbook For Students* (6th ed., pp. 10-17). Boston, MA: Pearson Education.

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

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

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

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

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

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

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

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

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

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

Phillips, B., Brekke, J, O, A., Duke, J., & Lewis, J. (2012). Motivational Interviewing: Training Manual. Unpublished manuscript.

Recommended Readings

California Department of Justice. A Citizen's Guide to Preventing and Reporting Elder Abuse: http://www.ag.ca.gov/bmfea/pdfs/citizens_guide.pdf

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

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

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.

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.

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

Sweitzer, H.F. & King, M (2009). Chapter 3: Framing the Experience: The Developmental Stages of an Internship. The Successful Internship (3rd ed., pp. 49-61). Belmont, California: Brooks/Cole.

Sweitzer, H.F. & King, M (2009). Chapter 4: Understanding Yourself. The Successful Internship (3rd ed., pp. 78-88). Belmont, California: Brooks/Cole.

University of Southern California. Academic Calendar. Retrieved on 1-10-2012 from http://www.usc.edu/academics/classes/term_20121/calendar.html

University of Southern California School of Social Work Field Manual. Retrieved on 1-27-2012 from: http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms, pp. 1-15

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

Module Two - Unit 5-8: Problem-Solving Therapy and DSM-5	(Date)

Topics

Field Education
- ▽ Group and/or individual Field Instruction
- ▽ EBI Instruction/Practice (for example Problem-Solving Therapy)
- ▽ DSM-5
- ▽ Selecting Appropriate Evidence-Based Interventions
- ▽ Client Intervention
- ▽ Case Management & Community Resources
- ▽ Field Documentation
- ▽ Create and Submit Reflective Learning Tools

Practice Lab
- ▽ Problem-Solving Therapy Exercises
- ▽ Managing Ethical Dilemmas Using the NASW Code of Ethics
- ▽ Introduction to DSM-5
- ▽ Risk Factors: Assessment and Intervention
- ▽ Personal Risk/Safety Considerations
- ▽ Self Care: Mindfulness
- ▽ Experiences from Field

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

Required Readings

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

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

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

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

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

Phillips, B., Brekke, J., & Supranovich, R. (2014). Problem-Solving Therapy: Training Workbook. Unpublished manuscript.

Recommended Readings

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

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

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

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

Module Three - Units 9-12: Core Concepts of Cognitive-Behavioral Therapy	(Date)

Topics

Field Education

▽ Group and/or individual Field Instruction
▽ EBI Instruction/Practice (for example, Cognitive-Behavioral Therapy)
▽ Change-Oriented Work with Clients
▽ Prepare for Termination
▽ Field documentation
▽ Create and submit Reflective Learning Tools

Practice Lab

▽ CBT exercises
▽ Explore Culture: Cultural Object Activity
▽ Risk Factors: Assessment and Intervention
▽ Managing Ethical Dilemmas Using the NASW Code of Ethics
▽ Experiences from Field

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

Required Readings

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

Phillips, B., Brekke, J., He, A.S., Oh, H., & Simon, J. (2014). Core Concepts in Cognitive-Behavioral Therapy. Unpublished manuscript.

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.

Module Four - Units 13-15: Social Justice and Termination   (Date)

Topics

Field Education

▽ Group and/or Individual Field Instruction

▽ Linking Clients' Experiences to Social Justice Issues

▽ Concept of Intersectionality

▽ Managing Termination with Clients

▽ Field Documentation

▽ Create and submit Reflective Learning Tools

▽ Complete Self-Assessment for Comprehensive Skills Evaluation

▽ Review, Sign and Submit Comprehensive Skills Evaluation

Practice Lab

▽ EBI Exercises

▽ Exploring Topics of Culture, Social Justice, and Intersectionality

▽ Examining Privilege

▽ Termination: Self-Reflection

▽ Experiences from Field

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

Required Readings

Garthwait, C. L. (2014). Evaluating your practice. In *The social work practicum a guide and workbook for students* (6th ed., pp. 188-200). Boston, MA: Pearson Education

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

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

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

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

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

Recommended Readings

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.

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

Goin, M.K. (2002). What is it about the holidays? Practical Psychotherapy, 53(11), 1369-1370

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.

STUDY DAYS / NO CLASSES OR INTERNSHIP   **(Date)**

FINAL EXAMINATIONS (NO INTERNSHIP)   **(Date)**

University Policies and Guidelines

IX. ATTENDANCE POLICY

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

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

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

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

XII. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

> To leave a message, call (213) 740-8311

> For additional university information, please call (213) 740-9233

> Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at https://trojansalert.usc.edu.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12th & Olive)	**Orange County**	Faculty Parking Lot
MRF	Lot B	**San Diego**	Building Parking Lot
SOWKC	Lot B	**Skirball**	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

XIII. 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."

XIV. 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.

XV. 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.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

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

XVII. COMPLAINTS

If you have a complaint or concern about your field experiences or your Field Instructor, please discuss it first with your Field Instructor and Field Liaison. If you do not receive a satisfactory response or solution, contact the following Assistant Directors of Field Education:

UPC, Skirball, OCAC, SDAC: Assistant Director Suh Chen Hsiao
Virtual Academic Center: Assistant Director Tory Cox
CalSWEC PCW/MH and Stipend Programs: Assistant Director Omar Lopez

All Field Education Faculty and Staff report to Dr. Marleen Wong, Senior Associate Dean and Director of Field Education, at marleenw@usc.edu and Dr. Paul Maiden, Executive Vice Dean, at rmaiden@usc.edu.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Attend field on your assigned days.
- ✓ Complete required assignments by the due date.
- ✓ Come to supervision prepared to be involved in your own learning process.
- ✓ If you do not understand something, ask your Field Instructor, Preceptor and/or Field Liaison.
- ✓ Keep up with the requirements of field.

Stay ahead of expectations - avoid procrastinating or postponing work on assignments.