

## Social Work 587a Section

### Integrative Learning for Social Work Practice

### 2 Units

*"We are what we repeatedly do. Excellence then, is not an act, but a habit." — Aristotle*

*Summer 2014 (VAC)*

**Instructor:**

**E-Mail:**

**Telephone:**

**Course Day:**

**Course Time:**

**Office:**

**Office Hours:**

**Course Location:**

#### I. COURSE PREREQUISITES

Concurrent enrollment: SOWK 586a, SOWK 543.

#### II. CATALOGUE DESCRIPTION

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

#### III. 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 part of the regularly scheduled seminars, students are expected to 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. Although time will be set aside for short lecture periods, the following adult learning models will be utilized:

Vygotsky's Social Development Theory, which suggests that instead of a teacher dictating his/her meaning to students for future recitation, a teacher should collaborate with his/her students in order to create meaning in ways that students can make their own (Hausfather, 1996). Learning becomes a reciprocal experience for the students and the teacher (Riddle, 1999).

Transformative Learning Theory, which postulates that, "To facilitate transformative learning, educators must help learners become aware and critical of their own and others' assumptions.

Learners need practice in recognizing frames of reference and using their imaginations to redefine problems from a different perspective. Finally, learners need to be assisted to participate effectively in discourse. Discourse is necessary to validate what and how one understands, or to arrive at a best judgment regarding a belief. In this sense, learning is a social process, and discourse becomes central to making meaning" (Mezirow, 1997).

As a philosophy, the integrative seminar promotes mindful awareness in theory as well as in practice. As defined by Jon Kabat Zinn, founding director of its renowned Stress Reduction Clinic, mindfulness is "paying attention in a particular way: on purpose, in the present moment, and non-judgmentally" (Kabat-Zinn, 1994). It is characterized by enhanced attention to and awareness of one's moment-to-moment experiences and often leads to increased self awareness and a stronger connection/attunement with our clients and the external environment (Lee et al., 2009).

**IV. COURSE OBJECTIVES**

The Integrative Learning for Social Work Practice course (SOWK 587a) will:

Objective #	Objectives
1	Prepare students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker and the values and mission of the profession.
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.
3	Provide opportunities for students to increase awareness of culturally relevant services. 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.
4	Apply the foundation course materials (practice, human behavior, policy) with emphasis on a systems paradigm and person-in-environment framework.
5	Offer opportunities for students to develop core practice skills underlying social work service to individuals and the systems that impact them. The course will also demonstrate major concepts to support the treatment process, integrating and applying the knowledge and values taught throughout the foundation year curriculum.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

Four primary instructional methods will be used in the course: (1) Critical discussion, interaction and transaction among the instructor and students; (2) Interactive and experiential exercises; (3) Didactic presentation by the instructor; and (4) Student reflection. Open and honest participation in class discussion and activities is essential in the development of self awareness, professional identity, and the appropriate use of self in practice.

**VI. STUDENT LEARNING OUTCOMES**

Student learning for this course relates to one or more of the following ten social work core competencies. In addition, because this course is designed to "integrate" knowledge, values, skills, and practice, all ten of the core competencies will be incorporated in the clinical case discussions.

Social Work Core Competencies		SOWK 587a		Course Objective
1	Professional Identity	*		1
2	Ethical Practice	*		2
3	Critical Thinking	*		1-5
4	Diversity in Practice	*		1-5
5	Human Rights & Justice			
6	Research Based Practice			
7	Human Behavior			
8	Policy Practice			
9	Practice Contexts			
10	Engage, Assess, Intervene, Evaluate	*		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>Professional Identity</b>—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Social workers competent in Professional Identity:</p> <ul style="list-style-type: none"> <li>▪ Serve as representatives of the profession, its mission, and its core values.</li> <li>▪ Know the profession’s history.</li> <li>▪ Commit themselves to the profession’s enhancement and to their own professional conduct and growth.</li> </ul>	<ol style="list-style-type: none"> <li>1. Practice personal reflection and self-correction to ensure continual professional development.</li> <li>2. Attend to professional roles and boundaries.</li> <li>3. Demonstrate professional demeanor in behavior, appearance, and communication.</li> <li>4. Use supervision and consultation.</li> </ol>	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Assignment 1 and Assignment 2</p>
<p><b>Ethical Practice</b>—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> <li>▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.</li> <li>▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</li> </ul>	<ol style="list-style-type: none"> <li>5. Recognize and manage personal values in a way that allows professional values to guide practice.</li> <li>6. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</li> <li>7. Apply strategies of ethical reasoning to arrive at principled decisions.</li> </ol>	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Assignment 2 and Assignment 3</p>

<p><b>Critical Thinking</b>—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> <li>Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</li> <li>Use critical thinking augmented by creativity and curiosity.</li> <li>Understand that critical thinking also requires the synthesis and communication of relevant information.</li> </ul>	8. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Assignment 1, Assignment 2, and Assignment 3</p> <p>Case Discussion</p>
	9. Demonstrate a beginning level of effective oral and written communication in working with individuals.	

<p><b>Diversity in Practice</b>—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> <li>Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</li> <li>Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</li> <li>Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</li> </ul>	10. Recognize that culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Assignment 1 and Assignment 3</p> <p>Case Discussion</p>
	11. Gain self-awareness to lessen the influence of personal biases and values in working with diverse groups.	
	12. Recognize and communicate understanding of the importance of difference in shaping life experiences.	

<p><b>Engage, Assess, Intervene, Evaluate</b>—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> <li>Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals</li> <li>Using research and technological advances</li> <li>Evaluating program outcomes and practice effectiveness</li> <li>Developing, analyzing, advocating, and providing leadership for policies and services</li> <li>Promoting social and economic justice</li> </ul>	<p>13. Engagement:</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p>	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Case Discussion</p>
	<p>14. Assessment:</p> <p>Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p>	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Case Discussion</p> <p>Assignment 3</p>
	<p>15. Intervention:</p> <p>Initiate actions to achieve organizational goals.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p>	
	<p>16. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p>

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

Assignment	Due Date	Points
<b>Assignment 1: Strengths-Based Assessment</b>	Unit 7	30
<b>Assignment 2: Safety in Social Work Practice</b>	Unit 12	20
<b>Assignment 3: Pre-Placement Visit</b>	Unit 14	20
<b>Assignment 4: Assigned In-Class Role Plays, Activities, and Oral Presentations</b>	Ongoing	20
<b>Class Participation and Discussion</b>	Ongoing	10

Each of the major assignments is described below.

**Assignment 1**

Assignment 1 requires the student to assess both the community and the individual in terms of strengths and weaknesses as related to a defined need or problem. Students develop appropriate treatment goals based on this analysis. Students are asked to explore and link particular policies to this assessment.

**Due: Beginning of Unit 7**

*This assignment relates to student learning outcomes 5-12, 14, and 15.*

**Assignment 2**

Assignment 2 is an analysis and application of the student's field agency policies regarding safety both within the agency and in the community.

**Due: Beginning of Unit 12**

*This assignment relates to student learning outcomes 1-9.*

**Assignment 3**

Assignment 3 is an analysis of the student's field placement agency and the community which it serves. This analysis includes an assessment of the geographic area, access to transportation, the agency's culture, mission, definition of clients, and the students defined role in the agency. If students are not placed by week 10, they will identify another community agency to complete this assignment. Please discuss with your instructor.

**Due: Beginning of Unit 14**

*This assignment relates to student learning outcomes 1-4 and 8-12.*

**Assignment 4**

Assignment 4 requires students to engage in self reflection and demonstrations of knowledge, values, and skills related to the core competencies.

**Due: Ongoing**

*This assignment relates to student learning outcomes 1-16.*

**Class Participation**

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.

**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.

**Grading**

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.

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

Garthwait, C. L. (2014). *The social work practicum a guide and workbook for students* (6<sup>th</sup> ed.). Boston, MA: Pearson Education. With MySocialWorkLab package. The custom ISBN#: ISBN 9780205922390

OR

Garthwait, C. L. (2014). *The social work practicum a guide and workbook for students eText* (6<sup>th</sup> ed.). Boston, MA: Pearson Education with MySocialWorkLab. ISBN # 0205922392

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

**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 University's Blackboard Academic Suite will support and facilitate student-to-student communication and interaction outside of class as well as access to instructor support. The URL for Blackboard is <https://blackboard.usc.edu>.

## Course Schedule—Detailed Description

### Unit 1: Introduction to Integrative Seminar and the Field Practicum Experience May 7, 2015

#### Topics

- Class introduction / ice breaker
- Integrative Seminar overview
- Field Practicum overview
- Defining / discussing social work as a profession

This Unit relates to course objective 1.

#### Required Readings

Garthwait, C. L. (2014). Professional Social Work. In *The social work practicum a guide and workbook for students* (6<sup>th</sup> ed., pp. 142-153). Boston, MA: Pearson Education.

Garthwait, C. L. (2014). School, agency, and student expectations. In *The social work practicum a guide and workbook for students* (6<sup>th</sup> ed., pp. 10-17). Boston, MA: Pearson Education.

Garthwait, C. L. (2014). The Purpose of a practicum. In *The social work practicum a guide and workbook for students* (6<sup>th</sup> ed., pp. 1-9). Boston, MA: Pearson Education.

### Unit 2: Field Practicum Learning Tools—Using Motivational Interviewing Skills May 14, 2015

#### Topics

- Professional consultation, development, & mindful reflection
- The orientation check list, learning agreement, and evaluation tool
- The reflective learning tool
  - ▼ Motivational interviewing role play / recording
  - ▼ An exercise in mindfulness

This Unit relates to course objectives 1 and 2.

#### Required Readings

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

### Unit 3: Defining the Helping Relationship / Engagement with Clients May 21, 2015

#### Topics

- Professional consultation, development, & mindful reflection
- Examples of engagement in the field
- Client-centered communication: Verbal and non-verbal communication skills
- Applying the principles of engagement—Practicing motivational interviewing skills and engagement skills

This Unit relates to course objectives 1-4.

#### Required Readings

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

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

#### Unit 4: The Engagement & Assessment Process

May 28, 2015

##### Topics

- Professional consultation, development, & mindful reflection
- Engaging with clients under special circumstances
- The assessment process: Integration of micro / macro
- Examples of assessment in the field

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

##### Required Readings

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

#### Unit 5: Strengths-Based Assessment

June 4, 2015

##### Topics

- Professional consultation, development, & mindful reflection
- Implementing a Strengths-based assessment
- Setting goals with clients

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

##### Required Readings

Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society: The Journal of Contemporary Human Services, 82*, 296–304.

Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society: The Journal of Contemporary Human Services, 82*, 233-242

Kisthardt, W. E. (2006). The opportunities and challenges of strengths-based, person-centered practice. In D. Saleebey (Ed.), *The strengths perspective in social work practice* (4<sup>th</sup> ed., pp. 171-182 & 186-190). Boston, MA: Allyn & Bacon.

Saleebey, D. (2000). Power in the people: Strengths and hope. *Advances in Social Work, 1*(2), 127-136. (Landmark article).

##### Recommended Readings

Mayfield, A. E., Walsh, A. K., Oldham, M. S., & Rapp, C. A. (2007). Strengths-based case management: Implementation with high risk youth. *Families in Society, 88*(1), 86-94.

**Unit 6: Strengths-Based Interventions/Motivational Interviewing****June 11, 2015****Topics**

- Professional consultation, development, & mindful reflection
- Implementing strengths-based interventions/motivational interviewing skills enhancement
- Examples of field based interventions

This Unit relates to course objectives 1-5.

**Required Readings**

Duckworth, A. L., Steen, T. A., & Seligman, M. E. P. (2005). Positive psychology in clinical practice. *Annual Review of Clinical Psychology, 1*, 629–651.

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

**Unit 7: Ethics and Values in Social Work Practice****June 18, 2015****Topics**

- Professional consultation, development, & mindful reflection
- Professional values and ethics—NASW Code of Ethics
- Potential conflicts between professional and personal values and ethics

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

**Required Readings**

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

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

**Unit 8: Culture and Diversity****June 25, 2015****Topics**

- Professional consultation, development, & mindful reflection
- Defining culture
- Cultural object activity—Students present a cultural object or artifact that in some way represents who they are today

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

**Required Readings**

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.

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

**Unit 9: Social Justice****July 2, 2015****Topics**

- Professional consultation, development, & mindful reflection
- Defining and working with vulnerable and oppressed clients
- Exploring privilege

This Unit relates to course objectives 2 and 3.

**Required Readings**

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.

**Unit 10: Stages of Development and Professional Growth****July 9, 2015****Topics**

- Professional consultation, development, & mindful reflection
- Review and critically assess the developmental stages of internship
- Critically think about how the developmental stages of internship, student, and client interact and intersect with one another

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

**Required Readings**

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

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

**Unit 11: Keeping Safe: Yourself, Clients, and the Agency****July 16, 2015****Topics**

- Professional consultation, development, & mindful reflection
- Risk management for self and clients
- Working with clients, agency, and the community

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

**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). Personal safety. In *The social work practicum a guide and workbook for students* (6<sup>th</sup> ed., pp. 53-63). Boston, MA: Pearson Education.

**Unit 12: Keeping Safe: Yourself, Clients, and the Agency****July 23, 2015****Topics**

- Professional consultation, development, & mindful reflection
- Social work practice and the law
  - ▼ Mandated reporting / risk assessments

This Unit relates to course objectives 1-4.

**Required Readings**

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

**Recommended Readings:**

California Department of Justice. (n.d.). *A Citizen's Guide to Preventing and Reporting Elder Abuse*. Retrieved from [http://www.ag.ca.gov/bmfea/pdfs/citizens\\_guide.pdf](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*. Retrieved from [http://www.ag.ca.gov/bmfea/pdfs/citizens\\_guide.pdf](http://www.ag.ca.gov/bmfea/pdfs/citizens_guide.pdf)

Child Welfare Information Gateway. (2010). *Mandatory reporters of child abuse and neglect: Summary of state laws*. Retrieved from [http://www.childwelfare.gov/systemwide/laws\\_policies/statutes/manda.cfm](http://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm)

Donner, M. (2004). *Mandated reporting of suspected child abuse. Board of Psychology update*. Retrieved from <http://www.girlsinc-alameda.org/files/MandatedReportingSuspectedChildAbuse.pdf>

**Unit 13: Preparing for a Separation from Clients and Agency  
Preparing for the Next Semester****July 30, 2015****Topics**

- Professional consultation, development, & mindful reflection
- A preview to separation and termination
- Wrapping up the semester in the agency and with your Field Instructor
- Preparation for next semester

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

**Required Readings**

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.

**Unit 14: Engagement with the Community, Agency, and Field  
Instructor: Introduction to the Micro / Macro Practice  
Continuum****August 6, 2015****Topics**

- Professional consultation, development, & mindful reflection
- Engaging with the agency and your Field Instructor
- The professional use of self / mindfulness practice / self care

This Unit relates to course objectives 1 and 3.

**Required Readings**

Garthwait, C. L. (2014). Getting started. In *The social work practicum a guide and workbook for students* (6<sup>th</sup> 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* (6<sup>th</sup> ed., pp. 40-52). Boston, MA: Pearson Education.

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

Garthwait, C. L. (2014). The agency context of practice. In *The social work practicum a guide and workbook for students* (6<sup>th</sup> 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* (6<sup>th</sup> ed., pp. 89-99). 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

Davis, D. M. and Hayes, J. A. (2011). What are the benefits of mindfulness? A practice review of psychotherapy-related research. *Psychotherapy*, 48: 198–208

**Recommended Readings:**

Bruce, N. G., Manber, R., Shapiro, S. L., & Constantino, M. J. (2010). Psychotherapist mindfulness and the psychotherapy process. *Psychotherapy Theory Research Practice Training*, 47, 83–97.

Turner, K. 2009. Mindfulness: The present moment in clinical social work. *Clinical Social Work Journal*, 37: 95–103.

**Unit 15: Course Reflection and Wrap Up****August 13, 2015****Topics**

- Professional consultation, development, & mindful reflection
- Course reflection
- Compassion fatigue, burnout, & compassion satisfaction
- Engaging in self-care

This Unit relates to course objectives 2 and 5.

**Required Readings**

Figley, C. R. (2002). Compassion fatigue: Psychotherapists' chronic lack of self care. *Psychotherapy in Practice*, 58(11), 1433-1441.

Shapiro, S. L., Astin, J. A., Bishop, S. R., & Cordova, M. (2005). Mindfulness-based stress reduction for health care professionals: Results from a randomized trial. *International Journal of Stress Management*, 12, 164-176.

**STUDY DAYS / NO CLASSES****TBD****FINAL EXAMINATIONS****TBD**

## University Policies and Guidelines

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### 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 ( 24 hours before ) 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.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:ability@usc.edu).

### XII. EMERGENCY RESPONSE INFORMATION

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the 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	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	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 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.

## **XVII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the lead instructor, Kim Goodman, at [kwgoodma@usc.edu](mailto:kwgoodma@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [рмаiden@usc.edu](mailto:рмаiden@usc.edu). Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:june.wiley@usc.edu) for further guidance

## **XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE**

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

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

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