



# USC | School of Social Work

## Social Work 587b Section 67397

### 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*

*Foundation Second Semester 2014*

Instructor:	<b>Brittani Morris LCSW</b>	Course Day:
E-Mail:	brittanm@usc.edu	Thursday
Telephone:	(310) 259-5294	Course Time:
Office:	N/A	8:45-10amPST
Office Hours:	Wednesdays 10:30am- 11:30amPST or upon request	Course Location:
		VAC

#### I. COURSE PREREQUISITES

Concurrent enrollment: SOWK 586b and SOWK 545.

#### 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 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:

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

**IV. COURSE OBJECTIVES**

The Integrative Learning for Social Work Practice course (SOWK 587b) 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, 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.

**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 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	<b>Assessment</b>		<b>1,3,5</b>
8	<b>Intervention</b>	*	<b>1,5</b>
9	<b>Evaluation</b>		<b>1,2,5</b>

\* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Methods of Assessment
<p><b>Professional &amp; Ethical Behavior —</b> 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.</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;	Observation of participation and engagement in weekly practice lab  Evaluation of participation in ethics and risk factors vignettes  Field documentation
	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Weekly supervision  Completion of field hours
	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.	

<p><b>Diversity and Difference in Practice —</b>                  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.</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>Evaluation of participation in ethics and risk factors vignettes</p>
	<p>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p>	<p>Observation of participation and engagement in weekly practice lab</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>Field documentation</p>
		<p>Observation of interactions with clients (either with assigned clients or via role play)</p> <p>Weekly Supervision</p>

<p><b>Engagement—</b> 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.</p> <p>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.</p>	<p>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</p>	<p>Evaluation of participation and engagement in weekly practice lab</p> <p>Observation of engagement skills during EBI trainings</p>
	<p>10. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Observation of interactions with clients (either with assigned clients or via role play)</p> <p>Field documentation</p> <p>Weekly supervision</p> <p>Development of competencies</p>

<p><b>Assessment—</b> 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.</p>	<p>11. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p>	<p>Observation of participation in ethics and risk factors vignettes</p>
	<p>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;</p>	<p>Participation and engagement in weekly practice lab</p> <p>Observation of interactions with clients (either with assigned clients or via role play)</p>
	<p>13. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p>	<p>Field documentation</p> <p>Weekly Supervision</p>
	<p>14. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	

<p><b>Intervention—</b> 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.</p>	<p>15. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p>	<p>Evaluation of intervention skills during EBI trainings</p>
	<p>16. 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>Observation of participation and engagement in weekly Practice Lab</p> <p>Observation of interactions with clients (either with assigned clients or via role play)</p>
	<p>17. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p>	<p>Field documentation</p> <p>Weekly supervision</p>
	<p>18. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p>	<p>Development of Competencies</p>
	<p>19. facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	

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

Written Assignments, Class Participation, Oral Presentations	Due Date	Points
1) Demonstration of Clinical Interventions	Unit 4	30
2) Psycho-educational / Group Presentation	Unit 7	30
3) Macro Project Oral Presentations	Units 13-14	30
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, 5, 8, 11, 15, and 16.*

**Assignment 2: Psych-Educational Group Demonstration**

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 group. 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 7<sup>th</sup> class Unit.

*This assignment relates to student learning outcomes 3, 8, 11, 13, 15, and 16.*

**Assignment 3: Macro Project 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 7, 8, 10, 12, 14, and 15.*

## 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 or too long.
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**

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). *Direct social work practice: Theory and skills* (9<sup>th</sup> ed.). Pacific Grove, CA: Thomson Brooks/Cole.

**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: Welcome back to Integrative Seminar , Field Practicum Experience, and Introduce Family Work September 3<sup>rd</sup>, 2015**

**Topics**

Individual - Family - Group - Community - Organization

- 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.

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

**Required Readings**

Hepworth, D. H., Roney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2010). Assessing Family Functioning in Diverse Family and Cultural Contexts. In *Direct social work practice: Theory and skills* (9<sup>th</sup> ed., pp. 251-269). Pacific Grove, CA: Thomson Brooks/Cole.

**Homework:** Prepare your Family Shield for Unit 2 next week.

**Unit 2: Overview of Family Systems September 10<sup>th</sup>, 2015**

**Unit 1: Welcome back to Integrative Seminar , Field Practicum Experience, and Introduce Family Work** **September 3<sup>rd</sup>, 2015**

**Topics**

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

- 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 Family Shield

This Unit relates to course objectives 4 and 5.

**Required Readings**

Hepworth, D. H., Roney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Assessing Family Functioning in Diverse Family and Cultural Contexts. In *Direct social work practice: Theory and skills* (9<sup>th</sup> ed., pp. 270-294). Pacific Grove, CA: Thomson Brooks/Cole.

**Unit 3: Evidence Based Practice & Introduce and Develop Clinical Intervention Toolbox** **September 17<sup>th</sup>, 2015**

**Topics**

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

- 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
- **Motivational Interviewing Principles (DEARS), Skills (AROSE) and Strategies that Supports the Toolbox**
- Students work in dyads in preparation for Clinical Toolbox Interventions Role Play Demonstration

**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.

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

**Unit 4: EBP Clinical Toolbox Interventions Role Play Demonstrations in Class****September 24<sup>th</sup>, 2015****Topics****Individual** - Family - Group - Community - Organization

- 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., Roney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Planning and implementing change-oriented strategies. In *Direct social work practice: Theory and skills* (9<sup>th</sup> ed., pp. 379-437). Pacific Grove, CA: Thomson Brooks/Cole.

**Unit 5: Introduction of Psycho-Educational Groups****October 1<sup>st</sup>, 2015****Topics**Individual - Family - **Group** - Community - Organization

- 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., Roney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Intervening in social work groups. In *Direct social work practice: Theory and skills* (9<sup>th</sup> ed., pp. 507-533). Pacific Grove, CA: Thomson Brooks/Cole.

**Unit 6: The Community as Local Support I** **October 8<sup>th</sup>, 2015****Topics**Individual - Family - Group - **Community** - Organization

- Professional development and consultation
- *Communities as the context for help*
- **Asset Mapping:** Assessing assets/needs of the community

*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 7: Development of Psycho-Educational Group Role Play – Facilitators, Roles, and Activities** **October 16<sup>th</sup>, 2015****Topics**Individual - Family - **Group** - Community - Organization

- Professional development and consultation
- Students divide into 2-3 different groups and each will develop their own psycho-educational group for demonstration the in week 7 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
  - ▼ Identity an activity that will further your group's work on purpose/goals

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

**Unit 8: Presentation of Group Role-Plays and Discussion in Class** **October 22<sup>nd</sup>, 2015****Topics**Individual - Family - **Group** - Community - Organization

- 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 to submit a 3-5 page paper.

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

**Unit 9: The Community as Local Support II****October  
29<sup>th</sup>, 2015****Topics**Individual - Family - Group - **Community** - Organization

- Professional development and consultation
- View film: **Best Boy, Best Man**
- 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.

**Unit 10: The Community Context of Practice****October 29<sup>th</sup>,  
2015****Topics**Individual - Family - Group - **Community** - Organization

- 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****November 5<sup>th</sup>,  
2015****Topics**Individual - Family - Group - Community - **Organization**

- 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**
**November 12<sup>th</sup>,  
2015**
**Topics**

Individual - Family - Group - Community - Organization

- 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/Unit 14: Presentation of Macro Assignment In Class**
**November 19<sup>th</sup>,  
2015 &  
December 3<sup>rd</sup>,  
2015**
**Topics**

Individual - Family - Group - Community - Organization

- 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 Readings:**

The Oceanography Society. (2005). *Scientifically speaking: Tips for preparing and delivering scientific talks and using visual aids* (pp. 1-10). Retrieved from [http://www.tos.org/resources/publications/sci\\_speaking.html](http://www.tos.org/resources/publications/sci_speaking.html)

- Celebrating us!
- Engaging in self care
- Looking ahead to the Concentration Year
- Evaluations

This unit relates to objectives 2 and 3.

## 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 ([angulo@usc.edu](mailto:angulo@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.

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, Suh Chen Hsiao, at [shuhsiao@usc.edu](mailto:shuhsiao@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.

---

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

---