Social Work 588
Section 60550
Spring 2016

Integrative Learning for Social Work Practice

2 Units

"He who is reluctant to recognize me opposes me."
-Franz Fanon

Instructor:	**Sandra Hill-Glover**		
E-Mail:	**shillglover@usc.edu**	**Course Day:**	**Friday**
Office:	**Classroom D**	**Course Time:**	**11:00 – 12:50pm**
Office Hours:	**Friday, 1:00 – 2:00pm**	**Course Location:**	**City Center, 11th Floor**
	And By Appointment		**Classroom A**

I. COURSE PREREQUISITES

Students are required to take this course concurrently with the SOWK 589b.

SOWK 588 Integrative Learning for Social Work Practice (2 credits) integrates for students content from one of the three departments – CYF, AHA, or COBI - and Graded CR/NC. Students must earn at least 83/100 points in the course in order to receive a CR.

II. COURSE DESCRIPTION

The Integrative Learning course is organized as a small group educational experience that incorporates field knowledge and case vignettes that unfold weekly with Problem Based Learning (PBL) as the primary instructional approach. The students will engage in critical thinking, focused dialogue, exploration of theory, examination of practice, and policy analysis utilizing department specific field experiences. In addition, this course will provide a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage students' creativity. Students will also have the opportunity to engage in activities that enhance professional communication. Therefore, **collaboration, critical thinking, communication and creativity** will be the primary skills to be developed.

The outcomes of the course are to develop requisite skills as professional social workers in the areas of **engagement, assessment, intervention and evaluation** utilizing best practice models and Evidence Based Practices. Honoring both the diversity of the clients and the multiplicity of problems that clients

bring with them, the student will have the capacity to frame these issues for the enhancement of client wellbeing, resolution of problems, and securing creative solutions.

The curriculum in this course is driven by Problem-Based Learning, Social Development Theory, Transformative Learning Theory and Constructivism. This course also promotes mindfulness in theory as well as in practice.

III. COURSE OBJECTIVES

The Integrative Learning for Social Work Practice course (SOWK 588) 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, alongside the vision and mission of the agency for a more sustainable community.
2	Students will develop critical thinking skills, apply 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	To increase student's 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	Integration of core social work concepts with emphasis on *a systems paradigm and person-in-environment framework*.
5	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 intervention 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 semester and first semester of department specific coursework with field experience.
6	Develop and expand effective communication skills demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the field practicum setting.

IV. 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) problem-based learning 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.

V. STUDENT LEARNING OUTCOMES

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

	Social Work Core Competencies	SOWK 588	Course Objectives
1	**Professional and Ethical Behavior**	*	1,2
2	**Diversity and Difference in Practice**	*	2,3,4
3	Human Rights & Social, Economic, and Environmental Justice		
4	**Practice-informed Research & Research-informed Practice**	*	3,4,5
5	Policy Practice		
6	Engagement		
7	**Assessment**	*	4,5
8	Intervention		
9	**Evaluation**	*	4,5

* 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.	**M**ake 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;	**PBL Group Presentation Assignment 1a & 1b**
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	
	Use technology ethically and appropriately to facilitate practice outcomes; and	
	Use supervision and consultation to guide professional judgment and behavior.	

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.	**A**pply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; **P**resent themselves as learners and engage clients and constituencies as experts of their own experiences; and **A**pply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	**PBL Group Presentation Assignment 1a & 1b** **Expressive Arts-as-Reflection – Assignment 3**
Engage in Practice-Informed Research and Research-Informed Practice - Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.	**U**se practice experience and theory to inform scientific inquiry and research; **A**pply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings **U**se and translate research evidence to inform and improve practice, policy, and service delivery.	**Feedback Informed Treatment – Assignment 2**

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.	**C**ollect and organize data, and apply critical thinking to interpret information from clients and constituencies; **A**pply 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; **D**evelop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and **S**elect appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	**PBL Group Presentation Assignment 1a & 1b** **Feedback Informed Treatment – Assignment 2** **Expressive Arts-as-Reflection – Assignment 3**
Evaluate - Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	**S**elect and use appropriate methods for evaluation of outcomes **A**pply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes **C**ritically analyze, monitor, and evaluate intervention and program processes and outcomes **A**pply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	**PBL Group Presentation Assignment 1a & 1b** **Feedback Informed Treatment – Assignment 2**

VI. COURSE ASSIGNMENTS, DUE DATES & GRADING

Written Assignments & Class Participation	Due Date	Percentage
Assignment 1a: PBL Group Presentation of Engagement/Assessment – Vignette #1	**Week 6**	**20%**
Assignment 2: Evidence Based Practices – Feedback Informed Treatment #2	**Week 8**	**25%**
Assignment 1b: PBL Group Presentation of Intervention/Evaluation – Vignette #2	**Weeks 11**	**20%**
Assignment 3: Expressive Arts-as-Reflection	**Week 13-14**	**25%**
Class Discussion and Participation	**Continuous**	**10%**

Each of the major assignments are described below.

Assignment 1a-1b Problem-based Learning Group presentations: Engagement, Assessment, Intervention, and Evaluation

Students will be presented with real-world vignettes of client narratives that increase with complexity over the semester. The assignment will challenge the students in group settings to conceptualize and frame the problem, integrate theory and practice related to the client's situation, and allow the group to work together in solving the client problems utilizing best practices.

Assignment 2: Evidence Based Practices – Feedback-Informed Treatment

Feedback-Informed Treatment (FIT) is a pan-theoretical approach for evaluating and improving the quality and effectiveness of social work treatment that dramatically improves both retention and outcome of social work services. FIT involves routinely and formally soliciting feedback from clients regarding the therapeutic alliance and outcome of care and using the resulting information to inform and tailor service delivery. Students will utilize this new skillset (FIT) with clients and discuss their experiences with their field instructor. For the class, students will write a 2-page reflection paper. Students will learn:
- The empirical foundation for routine monitoring of the alliance and outcome in treatment
- How to administer valid, reliable, and feasible measures of alliance and outcome
- How to use alliance and outcome measures to inform and improve the quality and outcome of social work treatment.

Assignment 3: Expressive Arts-as-Reflection

Expressive arts therapy, also known as creative arts therapy, is the use of the creative arts (dance, photography, art, poetry, music, drama, drum circle, creative writing, etc.) as a form of therapy, teaching, mediation, social action and group facilitation, and/or to awaken personal growth and creativity. Unlike traditional art expression, the process of creation is emphasized rather than the final product. Students will explore one expressive art through process and content and share experiential learning, theory and practice to the class. In the session, students will learn to:
- Identify different clinical applications of expressive arts modalities.

- Deepen cognitive skills, self-reflection, and creative explorations.

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. The PBL instructional format requires that all students participate in their own learning and learn from one another. Active involvement in the classroom activities is essential to develop effective communication and collaboration skills.

Guidelines for Evaluating Class Participation

10: 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.

9: 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.

8: 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.

7: 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.

6: 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.

5: 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.

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 course 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 please 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.

VII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbook:

Watkins, M. & Shulman, H. (2008). *Toward Psychologies of Liberation*. **Palgrave MacMillan: New York.**

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.

Department specific readings can be found on supplemental syllabus

Course Overview
Course Schedule—Detailed Description

Placement support/professional development
In each class students will reflect on their experiences in practicum as well as the content provided in vignettes designed to stimulate learning of the ten competencies.

Working with Vignettes utilizing Problem – Based Learning

In each Module, students will be introduced to vignettes that include a department specific population (i.e. adult, child, non-profit settings, etc), in a practice (i.e. individual, family, group, community, business,) and involving key issues in the core competencies (i.e. ethics, values, safety, risk, social justice, termination, self-care, documentation, legal, informed consent).

Students will be presented with vignettes describing case details that will unfold across each module much as might be experienced in a social service setting. This process will allow students to communicate ideas, apply research using critical thinking, collaborate on existing knowledge and creatively work through client problems. The vignettes will require additional research and group sessions in order to provide a thorough assessment and intervention of the vignette.

Week 1: Introduction to Integrative Learning and the Field Practicum Experience and Problem Based Learning (PBL)

- Introductions
- Fundamentals of PBL
- Overview of semester assignments: <u>Vignettes</u>, <u>Feedback Informed Treatment</u> and <u>Expressive Arts</u>
- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Week 2: "Engagement" Vignette PBL

- Vignette #1 – Part A

> - ○ ***ENGAGEMENT,*** *Assessment*, Intervention, Evaluation
> - ○ What are the facts as we know them? (Whole group)
> - ○ Organize the facts into a framework to help understand the facts e.g. Genogram, ecomap or timeline (Group 1)
> - ○ What are your hypotheses/hunches and what steps can you take to gather information to confirm or refute your hypotheses? (Group 2)
> - ○ What do you know from the readings and your coursework to date that helps inform you at this stage in the case? (Group 3)
> - ○ What would you like to know from the research/literature that will help inform this case? (Group 4)

- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:
Watkins, M. & Shulman, H. (2008). Beyond Universals: Local Regeneration and Beyond Ideology: Dialogue. *Toward Psychologies of Liberation* (pp. 9-31). Palgrave MacMillan: New York.

Savery, J. R. (2006). Overview of Problem-based Learning: Definitions and Distinctions. Interdisciplinary Journal of Problem-Based Learning, (1) 1, 9-20.

Week 3: 'Engagement/Assessment' Vignette PBL

- Vignette #1 – Part B

- o ***ENGAGEMENT***, ***ASSESSMENT***, Intervention, Evaluation
- o What are the facts as we know them? (Whole group)
- o Organize the facts into a framework to help understand the facts e.g. Genogram, ecomap or timeline (Group 1)
- o What are your hypotheses/hunches and what steps can you take to gather information to confirm or refute your hypotheses? (Group 2)
- o What do you know from the readings and your coursework to date that helps inform you at this stage in the case? (Group 3)
- o What would you like to know from the research/literature that will help inform this case? (Group 4)

- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:
Watkins, M. & Shulman, H. (2008). Beyond Development: Liberation. *Toward Psychologies of Liberation* (pp. 32-48). Palgrave MacMillan: New York.

Week 4:   "Engagement/Assessment" Vignette PBL

- Vignette #1 – Part C

- o **ENGAGEMENT**, *ASSESSMENT*, Intervention, Evaluation
- o What are the facts as we know them? (Whole group)
- o Organize the facts into a framework to help understand the facts e.g. Genogram, ecomap or timeline (Group 1)
- o What are your hypotheses/hunches and what steps can you take to gather information to confirm or refute your hypotheses? (Group 2)
- o What do you know from the readings and your coursework to date that helps inform you at this stage in the case? (Group 3)
- o What would you like to know from the research/literature that will help inform this case? (Group 4)

- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:
Watkins, M. & Shulman, H. (2008). Symptoms and Psychologies in Cultural Context. *Toward Psychologies of Liberation* (pp. 49-63). Palgrave MacMillan: New York.

Week 5: Fundamentals of Feedback Informed Treatment (FIT)

- o **Introduction to Feedback Informed Treatment (FIT) utilizing Outcome Rating Scale (ORS) and Session Rating Scale (SRS)**
- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement.

Required Readings:

Watkins, M. & Shulman, H. (2008). From Bystanding toward Engaged Witness. *Toward Psychologies of Liberation* (pp. 64-80). Palgrave MacMillan: New York.

Shaw, S. L. & Murray, K. W. (2014). Monitoring Alliance and Outcome with Client Feedback Measures. Journal of Mental Health Counseling, 36(1), 43-57.

Boswell, J. F., Kraus, D. R., Miller, S. D., & Lambert, M. J. (2015). Implementing routine outcome monitoring in clinical practice: Benefits, challenges, and solutions. Psychotherapy Research, 25(1), 6-19.

Miller, S. D., Duncan, B. L., Brown, J., Sorrel, R., & Chalk, M. B. (2006). Using Formal Client Feedback to Improve Retention and Outcome: Making Ongoing, Real-time Assessment Feasible. *Journal of Brief Therapy*, 5(1), 5–22.

Week 6: Group Presentations of "Assessment/Engagement" Vignette

- **Assignment 1a: Student group presentations of Vignette #1**
- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:

Watkins, M. & Shulman, H. (2008). Pathologies of Perpetration. *Toward Psychologies of Liberation* (pp. 81-104). Palgrave MacMillan: New York.

Week 7: "Intervention" Vignette PBL

- Vignette #2 – Part A

- o Engagement, Assessment, ***INTERVENTION,*** Evaluation
- o What are the facts as we know them? (Whole group)
- o Organize the facts into a framework to help understand the facts e.g. Genogram, ecomap or timeline (Group 1)
- o What are your hypotheses/hunches and what steps can you take to gather information to confirm or refute your hypotheses? (Group 2)
- o What do you know from the readings and your coursework to date that helps inform you at this stage in the case? (Group 3)
- o What would you like to know from the research/literature that will help inform this case? (Group 4)

- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:
Watkins, M. & Shulman, H. (2008). Mourning and Witness after Collective Trauma. *Toward Psychologies of Liberation* (pp. 105-130). Palgrave MacMillan: New York.

Week 8: "Intervention/Evaluation" Vignette PBL

- **Assignment #2: Feedback Informed Treatment (FIT) Reflection Paper due.**
- Vignette #2 – Part B

- o Engagement, Assessment, ***INTERVENTION, EVALUATION***
- o What are the facts as we know them? (Whole group)
- o Organize the facts into a framework to help understand the facts e.g. Genogram, ecomap or timeline (Group 1)
- o What are your hypotheses/hunches and what steps can you take to gather information to confirm or refute your hypotheses? (Group 2)
- o What do you know from the readings and your coursework to date that helps inform you at this stage in the case? (Group 3)
- o What would you like to know from the research/literature that will help inform this case? (Group 4)

- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:
Watkins, M. & Shulman, H. (2008). Springs for Creative Restoration. *Toward Psychologies of Liberation* (pp. 131-157). Palgrave MacMillan: New York.

Week 9: "Intervention/Evaluation" Vignette PBL

- Vignette #2 – Part C

  - o Engagement, Assessment, ***INTERVENTION, EVALUATION***
  - o What are the facts as we know them? (Whole group)
  - o Organize the facts into a framework to help understand the facts e.g. Genogram, ecomap or timeline (Group 1)
  - o What are your hypotheses/hunches and what steps can you take to gather information to confirm or refute your hypotheses? (Group 2)
  - o What do you know from the readings and your coursework to date that helps inform you at this stage in the case? (Group 3)
  - o What would you like to know from the research/literature that will help inform this case? (Group 4)

- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:
Watkins, M. & Shulman, H. (2008). Non-Subjects and Nomadic Consciousness. *Toward Psychologies of Liberation* (pp. 158-175). Palgrave MacMillan: New York.

Week 10: Social Work & Liberation

- Advancing Social Justice through Clinical Practice & Critical Consciousness in Action
- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:
Watkins, M. & Shulman, H. (2008). Dialogue. *Toward Psychologies of Liberation* (pp. 176-205). Palgrave MacMillan: New York.

Week 11: Group Presentation of "Intervention/Evaluation" Vignette & Introduction to the Expressive Arts

- **Assignment 1b: Student group presentations of Vignette #2**
- Introduction to Expressive Arts in Social Work Practice

- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:
Watkins, M. & Shulman, H. (2008). Communities of Resistance: Public Homeplaces and Supportive Sits of Reconciliation. *Toward Psychologies of Liberation* (pp. 207-231). Palgrave MacMillan: New York.

Kossak, M. S. (2009). Therapeutic Attunement: A Transpersonal View of Expressive Arts Therapy. *The Arts in Psychotherapy, 36, 13-18.*

Slayton, S. C., D'Archer, J., & Kaplan, F. (2010). Outcome Studies on the Efficacy of Art Therapy: A Review of the Findings. *Art Therapy: Journal of the American Art Therapy Association,* 27(3), 108-118.

Wilkinson, R. A. & Chilton, G. (2013). Positive Art Therapy: Linking Positive Psychology to Art Therapy Theory, Practice, and Research, *Art Therapy: Journal of the American Art Therapy Association,* 30(1), 4-11.

Week 12: Termination

- Termination in Social Work Practice with Clients, Field Instructor, Preceptor & Stakeholders
  - Rituals and Termination Procedures
- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:
Watkins, M. & Shulman, H. (2008). Liberation Arts: Amnesia, Counter-Memory, Counter-Memorial. *Toward Psychologies of Liberation* (pp. 232-265). Palgrave MacMillan: New York.

Gutheil, I. A. (1993). Rituals and Termination Procedures. *Smith College of Social Work*, 63(2), 163-176.

Week 13: Presentation of Expressvie Arts I: Exhibition & Dialogue

- **Assignment #3: Expressive Arts Exhibition/Dialogue.**
- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:
Watkins, M. & Shulman, H. (2008). Critical Participatory Action Research. *Toward Psychologies of Liberation* (pp. 266-298). Palgrave MacMillan: New York.

Week 14: Presentation of Expressive Arts II: Exhibition & Dialogue

- **Assignment #3: Expressive Arts Exhibition/Dialogue.**
- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement

Required Readings:
Watkins, M. & Shulman, H. (2008). Placing Dialogical Ethics at the Center for Psychological Research. *Toward Psychologies of Liberation* (pp. 299-312). Palgrave MacMillan: New York.

Week 15: Course Wrap Up

- Course wrap up.
- Professional consultation, development, & mindful reflection that allows students to process and reflect on their agency placement.

Required Readings:
Watkins, M. & Shulman, H. (2008). Dreams of Reconciliation and Restoration. *Toward Psychologies of Liberation* (pp. 313-337). Palgrave MacMillan: New York.

STUDY DAYS / NO CLASSES

FINAL EXAMINATIONS   TBD

University Policies and Guidelines

ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the Unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) 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.Statement on Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself

with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

STATEMENT ON SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.htmlprovides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

STATEMENT 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.

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 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
SWC	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.

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."

POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

Service
Social justice
Dignity and worth of the person
Importance of human relationships
Integrity
Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

COMPLAINTS

If you have a complaint or concern about your field 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.

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.