



# USC | School of Social Work

## Social Work 686a Section #67476

**(Add Concentration Name) - Field Practicum  
4 Units**

*"You give but little when you give of your possessions. It is when you give of yourself that you truly give."*

Khalil Gibran  
Lebanese-American Poet (1883-1931)

*Virtual Academic Center  
Spring Semester 2016*

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**Field Instructor:**  
  
**Course Days:**  
  
**Course Time:**  
  
**Course Site:**

### **I. COURSE PREREQUISITES**

This is a Concentration Year (CY) master's level Field Practicum course. Students take this class concurrently with two (2) required first semester CY courses as stipulated at <http://sowkweb.usc.edu/master-social-work/msw-degree/concentrations>. To participate in this course, students must successfully complete all Foundation Year (FY) courses (including SOWK 586a and SOWK 586b, the Field Practicum courses).

### **II. CATALOGUE DESCRIPTION**

Supervised field placement to develop depth of skill and practice in area of concentration. Graded CR/NC/IP/INC.

### **III. COURSE DESCRIPTION**

#### **Course Description**

Field Practicum is the direct practice portion of the MSW program. It is a collaborative endeavor between the USC School of Social Work and urban and rural agencies located throughout the country with a high concentration in Southern California. It provides students the opportunity to practice social work skills under the supervision of a professional social worker and apply evidence-based practices in their work with individuals, families, groups, organizations, and communities.

SOWK 686a represents an increased level of expectations for the quality of micro, mezzo, and macro social work services that CY students will provide compared to FY. The School of Social Work prepares students for their CY Field Practicum by engaging them in the following activities: Concentration Field Orientation, Concentration Immersion, and evidence-based intervention (EBI) training. Continuing

support is provided to students by Field Faculty Liaisons who serve as educators and consultants for the CY internship experience. At semester end, the Field Faculty Liaison is responsible for assigning students a grade of Credit, In Progress, or No Credit based on recommendations from agency Field Instructors.

In collaboration with the School, agencies provide learning opportunities and resources for an effective educational experience for students. Field Instructors are professional social workers who guide and teach students how to apply social work practice, values and ethics in a professional setting. Field Instructors also collaborate with students to create and approve learning plans, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is finished on time.

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

Professional social work has developed core practice principles around several foundational concepts. Person-in-environment (P-I-E) teaches that client behavior "cannot be understood adequately without consideration of the various aspects of that individual's environment (social, political, familial, temporal, spiritual, economic, and physical)" (Kondrat, 2011). Ecological systems theory suggests clients should be viewed "...contextually within the system of relationships that forms his or her environment" (Bronfenbrenner, 1968). This includes a "person's maturing biology, his (*sic*) immediate family/community environment, and the societal landscape (that) fuels and steers his development" (Paquette & Ryan, 2001). Both P-I-E and systems theory provide context for more holistic bio-psychosocial assessments and EBIs than those that focus only on "changing an individual's behavior or psyche..." (Kondrat, 2011).

The modern framework of Intersectionality urges practitioners to recognize and validate the intersection of numerous factors within a client's life experiences, including "age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion sex, and sexual orientation" (Crenshaw, 1989; CSWE, 2008). Seen primarily through the lens of ethnicity, gender identity, race and sexual orientation, Intersectionality as a framework can help students validate client narratives of trauma, oppression, and discrimination (Crenshaw, 1989). EBIs such as Motivational Interviewing, Cognitive Behavior Therapy (CBT), Problem-Solving Therapy and other client-centered approaches provide congruence with Intersectionality by focusing on affirming client narratives, practicing reflective listening, and eliciting change talk. These empowering theories and frameworks not only help students at the individual and group client level, but also set the stage for understanding how their work is linked to organizational and societal systems change.

Field Education in micro, mezzo, and macro settings contributes to the advancement of translational science: taking research from the experimental to the applicable with a macro goal of influencing policy (Tufts University Clinical and Translational Science Institute, 2011). Each year, students in Field Practicum have the opportunity to implement research-influenced practices in multidisciplinary settings, thereby contributing to the direct application of EBIs and influencing the capacity of organizations to provide EBIs. Infusing USC School of Social Work Field Practicum with EBIs provides a translational link between research and practice, further solidifies a developing science of social work, and underscores Field Education as the "signature pedagogy" of social work.

At the USC School of Social Work, students are offered an array of CY choices, including five Concentrations and five Sub-Concentrations that allow students to focus in specified areas of interest. Concentrations include COPA (Community Organization, Planning and Administration), Families & Children, Health, Mental Health, and Work & Life. Sub-Concentrations are Military Social Work and Veterans Services, Older Adults, Public Child Welfare, School Settings, and Systems of Recovery from Mental Illness. These Concentrations and Sub-Concentrations range in focus from micro to mezzo to macro and provide students with opportunities to advance their skills, knowledge, and abilities to succeed as professional social workers. CY field placements reflect these various areas of focus.

**IV. COURSE OBJECTIVES**

Objective #	Objectives
1	Integrate classroom theories and concepts with micro, mezzo, and macro social work practice in a variety of community settings that address the effects of poverty, discrimination and oppression; influence changes at the individual, family and group level; and bring about organizational and societal change
2	Connect the developing science of social work to practice by learning and applying evidence-based interventions (EBIs) such as Problem-Solving Therapy in internship placements
3	Enhance skills across the spectrum of culturally appropriate social work services, including direct practice skills such as engagement, assessment, goal-setting, intervention, evaluation, and termination; mezzo practice skills such as case management, resource/referral, family work, and support system engagement; and macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation
4	Develop professional use of self through observation of professional social workers, self-reflection, understanding of social work values, and implementation of those values in internship placements
5	Increase proficiency in the required Council on Social Work Education's (CSWE) Nine Core Competencies as indicated in the Comprehensive Skills Evaluation

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

Field Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (Brooks, 2010). These competencies are articulated in the CSWE EPAs and make up the Comprehensive Skills Evaluation for Field Practicum. To prepare students for successfully achieving those competencies, a variety of instructional methods are utilized by both USC Field Faculty and agency Field Instructors.

Instructional methods consist of university-led trainings, activities, and guidance combined with community agency activities under the supervision of a designated Field Instructor, including hands-on interactions with clients, shadowing opportunities, trainings, individual supervision, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. Students may also develop a working relationship with site-based employees, known as Preceptors, who help guide them in day-to-day operations and many of the activities listed above. In addition, all incoming students will be trained in an EBI such as Problem Solving Therapy. The process of training students on EBIs will include the use of:

- Case vignettes
- Videos
- Role plays
- Structured small group exercises

USC Field Faculty Liaisons are assigned to oversee the progress of the students in their field placements, including consultation for students' Field Practicum assignments. Working on behalf of the School of Social Work, the Liaisons meet with students as needed to facilitate their placement experiences and schedule Field Instructor and student contacts each semester to ensure the quality of students' learning opportunities. The Liaisons also clarify School expectations and serve as consultant and mediator for student and internship-related conflicts.

Reflective Learning Tools are teaching tools that reflect student interactions with clients, systems that impact clients, and agency or community decision-makers. They also provide opportunities for Field Instructors' input and can influence future interventions. A teaching plan known as the Learning Agreement will be developed collaboratively between students and their Field Instructors. At the end of the semester, Field Instructors will complete the Comprehensive Skills Evaluation and recommend a grade to the Field Faculty Liaison.

As discussion and participation are an integral part of the learning process, students are expected to prepare for supervision and to come to internship ready to apply the best practices of social work with clients and systems. Internship days are generally on Monday through Friday, although some variations may occur. The number of hours required in the field (20 hrs/week) includes at least one eight-hour day.

**VI. STUDENT LEARNING OUTCOMES**

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

	<b>Social Work Core Competencies</b>	<b>SOWK 686a</b>	<b>Course Objectives</b>
1	<b>Demonstrate Ethical and Professional Behavior</b>	*	<b>4,5</b>
2	<b>Engage Diversity and Difference in Practice</b>		
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>		
4	<b>Engage in Practice-informed Research and Research-informed Practice</b>		
5	<b>Engage in Policy Practice</b>		
6	<b>Engage with Individuals, Families, Groups, Organizations and Communities</b>	*	<b>1,3,5</b>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1,3,5</b>
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1,2-3,5</b>
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>	*	<b>1,4-5</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>Demonstrate Ethical and Professional Behavior:</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</li> <li>▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior</li> <li>▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession</li> <li>▪ Understand the role of other professions when engaged in inter-professional teams</li> <li>▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</li> <li>▪ Understand emerging forms of technology and the ethical use of technology in social work practice</li> </ul>	<ol style="list-style-type: none"> <li>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</li> <li>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</li> <li>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>4. Use technology ethically and appropriately to facilitate practice outcomes;</li> <li>5. Use supervision and consultation to guide professional judgment and behavior.</li> </ol>	<p><b>Field Instructor:</b> Student Observation and Regular Communication (includes <b>Preceptor</b> assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation</p> <p><b>Field Liaison:</b> Field Liaison Contacts (may include on-campus, virtual, and at placement site)</p>

<p><b>Engage with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Value the importance of human relationships.</li> <li>▪ 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.</li> <li>▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</li> <li>▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</li> </ul>	<p>6. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p><b>Field Instructor:</b>          Student Observation and Regular Communication (includes <b>Preceptor</b> assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation</p> <p><b>Field Liaison:</b>          Field Liaison Contacts (may include on-campus, virtual, and at placement site)</p>
<p>7. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>		

<p><b>Assess Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</li> <li>▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making.</li> </ul>	<p>8. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p><b>Field Instructor:</b>                  Student Observation and Regular Communication (includes <b>Preceptor</b> assessments also),                  Progress Notes,                  Reflective Learning Tools,                  Weekly Supervision,                  Learning Agreement,                  and                  End of Semester Evaluation</p> <p><b>Field Liaison:</b>                  Field Liaison Contacts (may include on-campus, virtual, and at placement site)</p> <p><b>School of Social Work:</b>                  EBI Training</p>
	<p>9. 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>10. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	
	<p>11. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	

<p><b>Intervene with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.</li> <li>▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</li> </ul>	<p>12. Critically choose and implement Interventions to achieve practice goals and enhance capacities of clients and constituencies.</p> <hr/> <p>13. Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p> <hr/> <p>14. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p> <hr/> <p>15. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p> <hr/> <p>16. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p><b>Field Instructor:</b>          Student Observation and Regular Communication (includes <b>Preceptor</b> assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation</p> <p><b>Field Liaison:</b>          Field Liaison Contacts (may include on-campus, virtual, and at placement site)</p> <p><b>School of Social Work:</b>          Concentration Immersion</p>
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<p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</li> <li>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</li> </ul>	17. Select and use appropriate methods for evaluation of outcomes.	<p><b>Field Instructor:</b> Student Observation and Regular Communication (includes <b>Preceptor</b> assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation</p> <p><b>Field Liaison:</b> Field Liaison Contacts (may include on-campus, virtual, and at placement site)</p> <p><b>School of Social Work:</b> Concentration Immersion</p>
	18. Apply knowledge of human behavior and the social environment, person in-environment and other multidisciplinary theoretical frameworks in the evaluation outcomes.	
	19. Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.	
	20. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

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

Assignment	Due Date	% of Final Grade
1. Social Work Professional Development	First Semester	20%
2. Weekly Reflective Learning Tools & Field Practicum Log	Units 1-15	30%
3. Review Learning Agreement	Unit 4	10%
4. Development of Competencies	Unit 15	40%

All field practicum hours must be completed to pass this course. In order for students to receive credit they need to receive a minimum of 83% on assignments and must complete a minimum of 275 hours of internship. (Partial credit for this requirement will not be given.)

Each of the major assignments is described below.

**Assignment 1: Social Work Professional Development**

For this assignment on social work professional development, students have two options: (1) participate in at least three field faculty-sponsored activities or (2) complete six hours of field faculty-led trainings. *Please note: An EBI training organized by field faculty and held during the first CY semester for CY students who have not already participated in all three EBI trainings, meets this requirement. Trainings and seminars conducted by your 686a Field Faculty Liaison also meet this requirement.* To verify attendance, students must submit the certificates of completion to their assigned 686a Field Faculty Liaison. These professional development opportunities are to be completed during the first CY semester and will equip students to apply their learning to their Field Practicum site.

**Due:** Students must present the certificates of completion to their Concentration Field Liaison.

*This assignment relates to student learning outcomes 1-5, 8-11 & 12-16*

### **Assignment 2: Reflective Learning Tools**

Complete and submit weekly Reflective Learning Tools (a minimum of 10/semester) to the Field Instructor. The Field Practicum Log needs to be completed on a regular basis and signed by the Field Instructor as verification that the requirements have been met. There are multiple Reflective Learning Tool forms listed under "Concentration Placement" that are available at the following link:

<http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>.

- Individual
- Group
- Educational Meeting (maximum of two)
- Community Organizing, Planning & Administration (macro-focused recording listed under "COPA")

**Due:** Reflective Learning Tools are due weekly to the Field Instructor and the signed Field Practicum Log is due the beginning of each month as well as the last day of field for the semester. Field Liaison will do a monthly check-in with student reviewing Field Practicum Log.

*This assignment relates to student learning outcomes 2-8, 11, & 14*

### **Assignment 3: Review Learning Agreement**

Review Learning Agreement to update learning goals with field instructor as needed. Advanced Standing Students will complete and submit the Learning Agreement portion of the CY Learning Agreement and Comprehensive Skills Evaluation form and ensure it is submitted electronically to the Field Liaison.

Completed in collaboration with the Field Instructor, the Learning Agreement requires the student to:

- Describe the agency and the community
- Develop a time management plan
- Clarify Field Education assignments
- Assess self-awareness
- Address expectations for supervision with Field Instructor
- Ensure that the Field Instructor teaching plan is filled out by Field Instructor
- Complete, sign and date the Orientation Checklist
- Develop learning activities for the Core Competencies (in collaboration with Field Instructor)
- Sign and date the agreement

**Due:** Unit 4

*This assignment relates to student learning outcomes 2-5, 10, 14 & 16*

### **Assignment 4: Development of Competencies**

For Credit in this assignment, students will:

- Demonstrate advanced skills in the CSWE Nine Core Competencies as listed in the Comprehensive Skills Evaluation portion of the CY Learning Agreement and Comprehensive Skills Evaluation. The form is available at the following link: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>.
- Complete a self-assessment (suggested activity) by rating themselves on the first CY semester Comprehensive Skills Evaluation and submitting it to the Field Instructor.
- Review and discuss the first CY semester Evaluation completed by the Field Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, students sign in the space indicated.\*
- Ensure that the completed Evaluation is submitted electronically to the Field Liaison.
- Complete required number of Field placement hours (20/week). \*\*

**Due:** Student and Field Instructor will complete the Mid-Year Evaluation and submit electronically along with the signed Reflective Learning Tool Log to Field Liaison by Unit 15

*This assignment relates to student learning outcomes 1-20.*

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

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

Course grades will be based on the following:

**All field practicum hours must be completed to pass this course. In order for students to receive credit they need to receive a minimum of 83% on assignments and must complete a minimum of 275 hours of internship. (Partial credit for this requirement will not be given.)**

Assignment Grades		Final Grade	
Credit	83% or above	Credit	83% or above
No Credit	82% or below	No Credit	82% or below

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

**Recommended Textbook**

Recommended readings are available online through electronic reserve (ARES) or through the links provided in the unit descriptions.

**References**

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## Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> <li>■ Concentration Immersion                             <ul style="list-style-type: none"> <li>▼ Participate in activities designed to prepare students for Concentration-specific Field Practicum                                     <ul style="list-style-type: none"> <li>➤ Attend Immersion run by Concentration Faculty</li> </ul> </li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Evidence-Based Intervention (EBI) Training &amp; Professional Development                             <ul style="list-style-type: none"> <li>➤ Participate in Professional Development Meetings or EBI Trainings with Field Liaison</li> </ul> </li> </ul>	
3	<ul style="list-style-type: none"> <li>■ Connecting to Community, Placement, and Field Instructor                             <ul style="list-style-type: none"> <li>▼ Advanced Standing students will participate in MSW intern orientation at placement site. Continuing students will meet with field instructor to review learning goals.                                     <ul style="list-style-type: none"> <li>➤ Begin completing Orientation Checklist in Learning Agreement or update Learning Agreement as needed</li> </ul> </li> </ul> </li> </ul>	
4	<ul style="list-style-type: none"> <li>■ Observing Agency Professionals in Action                             <ul style="list-style-type: none"> <li>▼ Identify and observe social work professionals in their roles as macro, mezzo, and micro practitioners                                     <ul style="list-style-type: none"> <li>➤ Learning Agreement, including Orientation Checklist and learning activities due for Advanced Standing Students.</li> <li>➤ Returning students complete update to Learning Goals as needed.</li> <li>➤ First Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
5	<ul style="list-style-type: none"> <li>■ Direct Practice                             <ul style="list-style-type: none"> <li>▼ Practice intake and assessment skills with clients and organizations, depending on focus of Field Practicum</li> <li>▼ Apply mandated reporting knowledge, when applicable, and develop consultation protocols with Field Instructor                                     <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
6	<ul style="list-style-type: none"> <li>■ Engagement Skills and Planning Interventions                             <ul style="list-style-type: none"> <li>▼ Apply EBIs and other innovative strategies to identified areas of need in collaboration with Field Instructor</li> <li>▼ Understand confidentiality parameters in internship                                     <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
7	<ul style="list-style-type: none"> <li>■ Strengthening a Professional Social Work Identity                             <ul style="list-style-type: none"> <li>▼ Continue to gain competence in EBIs, apply social work values to ethical dilemmas, and seek consultation in decision-making process                                     <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	

Unit	Topics	Assignments
8	<ul style="list-style-type: none"> <li>■ Exploring Clinical and Organizational Complexities                             <ul style="list-style-type: none"> <li>▼ Incorporate middle-phase skills in clinical interactions and/or explore agency funding base as part of ongoing organizational assessment                                     <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
9	<ul style="list-style-type: none"> <li>■ Expanding Linkage with Community Resources and Partners                             <ul style="list-style-type: none"> <li>▼ Build resource/referral contacts, reinforce importance of community support systems, and/or enhance agency relationships with community partners                                     <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> <li>➤ Field Liaison contacts take place through Unit 15</li> </ul> </li> </ul> </li> </ul>	
10	<ul style="list-style-type: none"> <li>■ Change-Oriented Work with Clients, Organizations, and Communities                             <ul style="list-style-type: none"> <li>▼ Incorporate middle phase skills in micro, case advocacy in mezzo, and policy advocacy in macro settings                                     <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
11	<ul style="list-style-type: none"> <li>■ Increasing Participation with Agency and Field Instructor                             <ul style="list-style-type: none"> <li>▼ Expand involvement in supervision, increase knowledge of agency programs and functions and/or complete analysis of programmatic needs assessment</li> <li>▼ Find angle of repose and reflect on lessons learned                                     <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
12	<ul style="list-style-type: none"> <li>■ Advocating for Economic and Social Justice                             <ul style="list-style-type: none"> <li>▼ Take action with clients, support systems, and/or the community to increase economic and social justice efforts at the agency/organization                                     <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
13	<ul style="list-style-type: none"> <li>■ Enhancing Micro, Mezzo, and Macro Change-Oriented Skills                             <ul style="list-style-type: none"> <li>▼ Expand diversity of caseload and treatment modalities; link case advocacy to policy advocacy; and/or formulate program development ideas impacting organizational change                                     <ul style="list-style-type: none"> <li>➤ Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
14	<ul style="list-style-type: none"> <li>■ Preparation for Semester Break and Self-Assessment                             <ul style="list-style-type: none"> <li>▼ Ensure Field Instructor, clients, teams, and community partners are prepared for planned absence                                     <ul style="list-style-type: none"> <li>➤ Complete Comprehensive Skills self-assessment</li> <li>➤ Field Practicum Log due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
15	<ul style="list-style-type: none"> <li>■ Completion of Semester and Comprehensive Skills Evaluation                             <ul style="list-style-type: none"> <li>▼ Confirm coverage during planned absence, set learning goals for next semester, and/or develop timeline for deliverables by the end of the internship                                     <ul style="list-style-type: none"> <li>➤ Comprehensive Skills Evaluation due to Field Liaison</li> <li>➤ If needed, Reflective Learning Tool due to Field Instructor</li> </ul> </li> </ul> </li> </ul>	
<b>NO INTERNSHIP DURING STUDY DAYS OR FINAL EXAMINATIONS</b>		

## Course Schedule—Detailed Description

### Guidelines for Field Practicum

The USC School of Social Work places MSW students in thousands of internships nationally and internationally in a variety of different settings: health, mental health, military, public child welfare, schools, etc. This syllabus serves as a general set of expectations for our students and their Field Instructors in these internships. However, given the challenges of standardizing direct social work practice, a variety of experiences within these guidelines is expected. Therefore, it is recommended that all stakeholders involved in SOWK 686a Field Practicum utilize the following units as best practice guidelines.

#### **Unit 1: Concentration Immersion**

##### Topics

- Participate in activities designed to prepare students for CY Field Practicum
- For Advanced Standing Students, verify that pre-placement requirements have been met in order to begin internship on time
- Tasks:
  - ▼ Attend Concentration Immersion and, if applicable, Sub-Concentration Immersion to better understand roles, expectations, and responsibilities

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

##### Recommended Readings

University of Southern California. Academic Calendar. Retrieved on 8-21-2013 from [http://www.usc.edu/academics/classes/term\\_20141/calendar.html](http://www.usc.edu/academics/classes/term_20141/calendar.html)

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

#### **Unit 2: Evidence-Based Intervention (EBI) Training & Professional Development**

##### Topics

- Participate in EBI training or Professional Development Meetings during CY first semester to be applied during internship experiences
- For Advanced Standing Students, confirm names and identities of Field Practicum support network: Academic Advisor, Field Instructor, Field Faculty Liaison, and Preceptor (if applicable)
- Tasks:
  - ▼ Following EBI training, submit Certificate of Completion to Field Faculty Liaison

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

##### Recommended Readings

D’Zurilla, T. J. & Nezu, A. M. (2007) Problem-Solving Therapy: A Positive Approach to Clinical Intervention. “A Five Dimensional Model to Social Problem Solving.” New York: Springer Publishing Company, pp. 21-31.

University of Southern California School of Social Work Field Calendar. Retrieved from: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>, pp. 1-4

University of Southern California School of Social Work Field Manual. Retrieved on 1-27-2012 from: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>, pp. 15-25

**Unit 3: Connecting to Community, Placement and Field Instructor****Topics**

- For Advanced Standing Students - participate in agency-run MSW intern orientation, gain exposure to policies, protocols, and procedures, and establish relationship with Preceptor, if applicable.
- Review confidentiality standards and their specific application to the field placement
- Review skills as described in CSWE's Nine Core Competencies
- Explore the surrounding neighborhood and how the agency interacts with the community
- Learn the micro to mezzo to macro social work roles in agency
- Develop educational relationship with Field Instructor by exploring expectations, discussing teaching and learning styles, and setting field instruction schedule for one (1) hour per week
- Tasks:
  - ▼ For Advanced Standing Students, attend agency orientation and learn about agency's mission, service, structure, community served, and role in the community. Continue development of learning agreement.
  - ▼ Returning students should review learning goals with field instructor.

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

**Recommended Reading**

Mertz, L.; Fortune, A.E.; & Zendell A.L. (2007): Promoting Leadership Skills in Field Education. *Journal of Gerontological Social Work*, 50(1-2), 173-186.

(Concentration-specific readings should be included here)

**Unit 4: Observing Agency Professionals in Action****Topics**

- Identify quantifiable projects or services to be completed by the end of the internship (deliverables)
- Observe social work professionals and/or Preceptors interacting with clients, colleagues, administration, and/or community partners
- Understand key roles and agency hierarchy based on formal organizational chart and informal power structures within placement site
- Recognize the interplay between agency needs, client needs, and community resources including how information flows into and out of the organization
- Understand risk factors and strategies for minimizing risks in carrying out agency functions both in agency and community settings
- Tasks:
  - ▼ Advanced Standing Students submit Learning Agreement
  - ▼ Create Reflective Learning Tool based on observations and/or interactions in the agency and submit to Field Instructor

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

**Recommended Readings**

(Concentration-specific readings should be included here)



**Unit 5: Direct Practice****Topics**

- Begin or continue direct practice with an emphasis on enhancing intake, assessment and interviewing skills in cross cultural contexts
- Refine psychosocial assessment skills such as gathering data and personal history, identifying concrete needs, recognizing psychosocial stressors, and assessing strengths and problems in individual, group, family, community and environmental milieus
- Continue to develop relationship with Field Instructor in weekly supervision times and, if applicable, the Preceptor by sharing information, discussing concerns, and exploring learning experiences
- Review agency guidelines, legal standards, and ethical issues regarding child abuse and neglect, dependent adult abuse and neglect, danger to self, and danger to others
- Apply mandated reporting knowledge to moderate-to-high risk situations in consultation with Field Instructor
- Incorporate self-care strategies to maintain emotional and physical well-being and balance competing demands on time inherent in the MSW program
- Tasks:
  - ▼ Create Reflective Learning Tool and submit to Field Instructor

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

**Recommended Readings**

(Concentration-specific readings should be included here)

**Unit 6: Engagement Skills and Planning Interventions****Topics**

- For macro placements, begin to develop intervention strategies, including application of appropriate organizational theory, selection of target system, and establishment of project goals and timelines
- Utilize understanding of EBI principles and techniques to develop treatment plans with clients
- Continue building relationships with clients through use of engagement skills:
  - Validate clients' cultural contexts through use of cross-cultural communication
  - Utilize authentic and empathic communication
  - Employ eco-systems and strengths-based models
  - Mutually set goals and create collaborative contracts with clients (Hepworth, et al, 2010)
- Increase proficiency in the following skill areas: interviewing clients, creating collaborative written contracts, developing client-identified goals, and involving clients in selecting appropriate interventions
- Continue direct and/or macro practice assignments (continues weekly throughout Field Practicum)
- Tasks:
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

(Concentration-specific readings should be included here)

**Unit 7: Strengthening a Professional Social Work Identity****Topics**

- Assess levels of commitment from key stakeholders, determine approaches to address resistance, and set short-term and long-term objectives
- Strengthen professional role and relationships, apply social work values to ethical dilemmas, and seek consultation in decision-making process
- Continue to utilize EBI principles and techniques in carrying out intervention plans
- Continue to develop relationship with Field Instructor by clarifying expectations for student's learning and Field Instructor's teaching
- Tasks:
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

(Concentration-specific readings should be included here)

**Unit 8: Exploring Clinical and/or Organizational Complexities****Topics**

- Explore funding base of agency, including the relationships between finance, budget, and development departments as part of continual organizational assessment
- Continue incorporating middle phase (change-oriented) skills in work with clients and/or systems:
  - Plan and implement EBI and goal attainment strategies
  - In consultation with Field Instructor, integrate advanced skills such as additive empathy, interpretation, and confrontation as appropriate
  - Utilize and enhance support systems (i.e., family, peer, school or work networks) (Hepworth, et al, 2010)
- Maintain accurate, timely, and well-written case notes and other agency paperwork
- Participate in bi-weekly group supervision, if applicable, for a minimum of one (1) hour to include case conferencing, discussions, role plays, and didactic presentations
- During field instruction, discuss current experiences of transference or countertransference, building on past experiences with clients and how those issues were managed
- Tasks:
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

Council on Social Work Education. (2008) Educational Policy & Accreditation Standards and Handbook. Retrieved on 12/14/2011: <http://www.CSWE.org/Accreditation/2008EPASDescription.aspx>.

(Concentration-specific readings should be included here)

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

**Unit 9: Expanding Linkage with Community Resources and Partners****Topics**

- Recognize the importance of community partnerships as they relate to funding, in-kind services, collaborations, client referral systems, and overall community goodwill
- Build resource/referral contacts benefiting clients, reinforce importance of community support systems, and/or enhance agency relationships with community partners
- Apply clinical case management skills as appropriate:
  - Identify strengths and resources sensitive to clients' geographic living areas, cultures and ethnicities, and intersectional factors
  - Link or refer clients to resources and monitor progress (Deweese, 2006)
  - Infuse confidentiality throughout process
  - Follow-up on referrals, assess outcomes, and re-evaluate if necessary
- Utilizing consultation, feedback loops, and client self-reporting, evaluate the effectiveness of interventions with clients and make appropriate modifications
- Task:
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

(Concentration-specific readings should be included here)

**Unit 10: Change-Oriented Work with Clients, Organization and/or Community****Topics**

- Apply direct or indirect methods to build intra-agency, inter-agency, and community coalitions, establish negotiating guidelines, and confront as necessary to influence outcome of macro assignments
- Continue incorporating middle phase skills in micro work with clients, mezzo work with client systems, and macro work, including policy advocacy, within the organization and/or the community
- Expand direct practice experiences to include greater caseload diversity in areas such as ethnicity, gender, socio-economic status, age, sexual orientation, religion, and/or treatment issues
- Utilize research-informed tools and techniques at the client, agency, and/or systems level and discuss challenges of implementation fidelity with your Field Instructor
- Begin preparation for coverage of clients during the semester break
- Task:
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

(Concentration-specific readings should be included here)

**Unit 11: Increasing Participation with Agency and Field Instructor****Topics**

- Observe and define roles of manager/supervisor, assess bases of power as they are utilized within systems, and relate these observations to learned models of supervision
- Expand involvement in supervision, increase knowledge of agency programs and functions, and/or complete analysis of programmatic needs assessment
- Actively participate in agency staff meetings, attend professional development activities or trainings, and expand understanding of agency program functions and requirements
- In individual and group supervision sessions, identify boundary conflicts within a professional relationship, discuss transference and countertransference issues, and participate in case presentations, discussions, and role plays
- Find angle of repose and reflect on lessons learned throughout CY first semester
- Tasks:
  - ▼ Create and submit Reflective Learning Tool, expanding its utility by sharing and risking more actively and openly for the purposes of evaluation and learning

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

**Recommended Readings**

(Concentration-specific readings should be included here)

**Unit 12: Advocating for Economic and Social Justice****Topics**

- Find common themes of economic and social justice that connect the organization with the community in order to exert influence on key stakeholders
- Take action with clients, support systems, and/or the community to increase economic and social justice efforts at the agency/organization
- Increase direct practice opportunities that expand understanding of treatment planning and interventions
- Continue to improve communication and interviewing techniques; further develop skills of assessment, treatment planning, and service delivery; and introduce family or group modality
- Review self-care strategies to maintain emotional and physical well-being and balance competing demands on time inherent in the MSW program
- Task:
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

(Concentration-specific readings should be included here)

**Unit 13: Enhancing Micro, Mezzo, & Macro Change-Oriented Skills****Topics**

- Link case advocacy to policy advocacy and/or formulate program development, social action, or policy analysis ideas impacting organizational change (Hepworth, et al, 2010)
- Expand diversity of client caseload and knowledge of appropriate treatment modalities
- Increase proficiency of change-oriented (middle phase) skills in work with clients:
  - Identify patterns and themes within the therapeutic process
  - Differentiate content from process in interviews
  - Explore how to integrate theory with practice
  - Understand the purposeful use of self, engage in honest reflection, and be open to feedback from clients and Field Instructor to improve effectiveness of interventions
- Discuss expectations regarding client outcomes with Field Instructor, re-evaluate treatment approaches, and make necessary changes
- Review termination issues and impact of your planned absence on clients, collaborative partners and the organization, including any issues related to holiday season
- Task:
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

(Concentration-specific readings should be included here)

**Unit 14: Semester Break and Self-Assessment****Date****Topics**

- For macro placements, review process of project development, including in-group and out-group dynamics, resource allocation, and managing barriers to change
- Ensure that Field Instructor, Preceptor, clients, and/or systems are prepared for planned absence
- Continue group supervision with discussion, role play, and didactic presentations
- Discuss absence for semester break with clients if appropriate and its implications, reviewing progress, identifying unresolved issues, and providing referrals if needed
- Tasks:
  - ▼ Prepare for CY first semester Comprehensive Skills Evaluation meeting with Field Instructor by independently completing the Comprehensive Skills Evaluation form
  - ▼ Create and submit Reflective Learning Tool

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

**Recommended Readings**

(Concentration-specific readings should be included here)

**Unit 15-16: Completion of Semester and Comprehensive Skills Evaluation****Topics**

- Finalize preparation for internship recess with Field Instructor, including a review of the impact your planned absence may have on self, clients, systems, and the organization
- Confirm client coverage during planned absence
- Evaluate effectiveness of EBIs by measuring progress of clients toward short-term and long-term goals as identified in their treatment plans
- Set learning goals for next semester and develop timeline for deliverables by the end of the internship
- Tasks:
  - ▼ Complete hours required for CY first semester (20hrs/week)
  - ▼ Review, sign, and submit CY first semester Comprehensive Skills Evaluation and Field Practicum Log to Field Liaison
  - ▼ If needed to finish requirements, create and submit Reflective Learning Tool

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

**Recommended Readings**

(Concentration-specific readings should be included here)

**STUDY DAYS & Final Examinations / NO CLASSES OR INTERNSHIP****Date**

## 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 ([xxx@usc.edu](mailto:xxx@usc.edu)) of any anticipated absence or reason for tardiness.

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

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

### X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

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

### XI. SUPPORT SYSTEMS

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

**XII. STATEMENT ABOUT INCOMPLETES**

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

**XIII. 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.

**XIV. 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.

**XV. 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.

## **XVI. COMPLAINTS**

If you have a complaint or concern about your Field Practicum or your Field Instructor, please discuss it first with your Field Instructor. If you feel you cannot discuss it with your Field Instructor, please contact your Field Liaison. If you do not receive a satisfactory response or solution, contact Kerry Doyle, Lead Instructor at [kerrydoy@usc.edu](mailto:kerrydoy@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Executive 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

## **XVII. 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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