



USC | School of Social Work

Social Work 686b Section #67512

Field Practicum 4 Units

“If we think we have ours and don’t owe any time or money or effort to help those left behind, then we are a part of the problem rather than the solution to the fraying social fabric that threatens all Americans.”

Marian Wright Edelman
Founder, Children’s Defense Fund

*Virtual Academic Center
Fall Semester 2016*

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Field Instructor:

TBD

Course Days: TBD

Course Time: TBD

Course Site: TBD

I. COURSE PREREQUISITES

This is a Concentration Year (CY) master’s level Field Practicum course. Students take this class concurrently with one or more required second 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) and SOWK 686a.

II. CATALOGUE DESCRIPTION

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

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, suburban, 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 686b is the final semester of Field Practicum for students before graduation and requires an increase in the quality of micro, mezzo, and macro social work services. MSW students entering the second semester of their CY are expected to build on the knowledge, skills, and values learned in their first three semesters of Field Practicum. The same Field Faculty Liaison from their first semester CY will serve as the educator and consultant for the internship experience. At semester end, the Field Faculty Liaison is responsible for assigning students a grade of Credit 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 evidence-based interventions (EBIs).

Professional social work has developed core practice principles around several foundational concepts that students will be exposed to in Field Practicum. 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.

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 EBIs 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, termination, and evaluation; 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 Educational Policy and Accreditation Standards (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.

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. At the end of the second 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 ten Social Work Core Competencies:

	Social Work Core Competencies	SOWK 686b	Course Objectives
1	Demonstrate Ethical and Professional Behavior	*	4,5
2	Engage Diversity and Difference in Practice		
3	Advance Human Rights and Social, Economic, and Environmental Justice		
4	Engage in Practice-informed Research and Research-informed Practice		
5	Engage in Policy Practice		
6	Engage with Individuals, Families, Groups, Organizations, and Communities	*	1,3,5
7	Assess Individuals, Families, Groups, Organizations, and Communities	*	1,3,5
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	*	1,2-3,5
9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	*	1,4-5

* 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
<p>Demonstrate Ethical and Professional Behavior:</p> <ul style="list-style-type: none"> ▪ 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 ▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas ▪ 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 ▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession ▪ Understand the role of other professions when engaged in inter-professional teams ▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective ▪ Understand emerging forms of technology and the ethical use of technology in social work practice 	<ol style="list-style-type: none"> 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; 5. Use supervision and consultation to guide professional judgment and behavior. 	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Final Evaluation</p> <p>Field Liaison: Field Liaison Contacts (may include on-campus, virtual, and at placement site)</p>

<p>Engage with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Value the importance of human relationships. ▪ 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. ▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. ▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. ▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. 	<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>7. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Final Evaluation</p> <p>Field Liaison: Field Liaison Contacts (may include on-campus, virtual, and at placement site)</p>
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<p>Assess Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. ▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. ▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making. 	<p>8. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Final Evaluation</p> <p>Field Liaison: Field Liaison Contacts (may include on-campus, virtual, and at placement site)</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>Intervene with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. ▪ 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. 	<p>12. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Final Evaluation</p> <p>Field Liaison: Field Liaison Contacts (may include on-campus, virtual, and at placement site)</p> <p>School of Social Work: Concentration Immersion</p>
<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>		
<p>14. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p>		
<p>15. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>		
<p>16. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>		

<p>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> 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. Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. 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. 	17. Select and use appropriate methods for evaluation of outcomes.	<p>Field Instructor: Student Observation and Regular Communication (includes Preceptor assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, and Final Evaluation</p> <p>Field Liaison: Field Liaison Contacts (may include on-campus, virtual, and at placement site)</p> <p>School of Social Work: Concentration Immersion</p>
	18. Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of 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. Review Educational Goals in Learning Agreement with Field Instructor	Units 1-15	10%
2. Weekly Reflective Learning Tools & Field Practicum Log	Units 1-15	40%
3. Development of Competencies and Field Hours**	Unit 15	50%

****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: Review Educational Goals in Learning Agreement

Review education goals in the Learning Agreement and revise, if necessary, through collaboration with your Field Instructor to reflect semester internship activities.

Due: Review should occur during first supervision session of semester with Field Instructor.

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

Assignment 2: Reflective Learning Tools

Complete and submit weekly Reflective Learning Tools (a minimum of 10/semester) to the Field Instructor. The Reflective Learning Tool 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 at the beginning of every month as well as the last day of the field for the semester to the Field Liaison. 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: Development of Competencies and Field Hours

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 Comprehensive Skills Evaluation and submit electronically along with the signed Field Practicum 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.*

***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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Brooks, D. (2010). *Field education in the next decade: Setting the stage*. A Presentation to the 25th Annual Joint Field Education Symposium, Feb. 10, 2010. Los Angeles, CA.

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D’Zurilla, T. J. & Nezu, A. M. (2007) *Problem-Solving Therapy: A positive approach to clinical intervention*. New York: Springer Publishing Company.

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work. *Social Service Review*, 69(3), 479-497.

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Mizrahi, T. (2001) The status of community organizing in 2001: Community practice context, complexities, contradictions and contributions. *Research on Social Work Practice*, 11(2), 176-189

Myers Kiser, P. (2008). *The human services internship*. (2nd ed.) Belmont, CA: Thomson Brooks/Cole.

Nezu, A. M., Nezu, C. M., & D'Zurilla, T. J. (2007) *Solving life's problems: A five step guide to Enhanced Well-Being*. New York: Springer Publishing Company.

Paquette, D. & Ryan, R. (2001). *Bronfenbrenner's Ecological System's Theory*. (MS Frontline presentation). Retrieved on 11-20-11 from <http://pt3.nl.edu/paquetteryanwebquest.pdf>. Chicago: National-Louis University

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Schumann, K. P., Southerland, J. A., Haseeb, M. M. & Hills-Briggs, F. (2011) Evidence-based behavioral treatments for diabetes: Problem-solving therapy. *Diabetes Spectrum*, 24(1), 64-69.

Solomon, B.B. (1987) Empowerment: Social work in oppressed communities. *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare and the Community*, 4(2), 79-91.

Tufts University Clinical and Translational Science Institute (2011). *What is Translational Science?* Retrieved on 12-5-2011 from <http://tuftsctsi.org/About-Us/What-is-Translational-Science.aspx?c=129664547171573958>. Boston: Tufts University CTSI.

University of Southern California School of Social Work. Field Education website: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education>

Zvi, D. G. & Kenaley, B. (2008) Problem-solving therapy for depression in adults: A systematic review. *Research on Social Work Practice*, 18(2), 117-131.

Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Re-engage with Placement and Review Educational Goals ▼ Re-establish connection with agency and client, group, organization, and community systems ➤ Review Educational Goals with Field Instructor 	Review Educational Goals

Unit	Topics	Assignments
2	<ul style="list-style-type: none"> ■ Reconnect with Identified Client <ul style="list-style-type: none"> ▼ Review goals with clients, groups, organizations, or communities and make necessary adjustments <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	Reflective Learning Tool
3	<ul style="list-style-type: none"> ■ Integrate Concentration-Specific Coursework into Practice <ul style="list-style-type: none"> ▼ Work with Field Instructor to increase complexity of assignments <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	Reflective Learning Tool
4	<ul style="list-style-type: none"> ■ Identify Client, Agency, and Community Needs and Resources <ul style="list-style-type: none"> ▼ Assess progress on project deliverables and clients' goals; develop a timeline for meeting expectations <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	Reflective Learning Tool
5	<ul style="list-style-type: none"> ■ Expand Knowledge of Clients'/Community's Cultural Contexts <ul style="list-style-type: none"> ▼ Explore how cultural context impacts intervention receptivity and response <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	Reflective Learning Tool
6	<ul style="list-style-type: none"> ■ Strengthen Micro Skills and Understand Linkages Between Agency Programs <ul style="list-style-type: none"> ▼ Increase understanding of agency and ability to transfer skills and knowledge to other programs and assignments <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	Reflective Learning Tool
7	<ul style="list-style-type: none"> ■ Apply Critical-Thinking Skills <ul style="list-style-type: none"> ▼ Apply critical-thinking skills to assessment of clients' progress and agency policies impacting direct service <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	Reflective Learning Tool
8	<ul style="list-style-type: none"> ■ Explore Clinical and Organizational Complexities <ul style="list-style-type: none"> ▼ Provide a holding environment for client's emotional response to trauma and other stressful events ▼ Identify the agency's political relationships at the local, state, and national level <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	Reflective Learning Tool
9	<ul style="list-style-type: none"> ■ Review Performance to Date <ul style="list-style-type: none"> ▼ Assess progress toward internship goals with Field Instructor <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor ➤ Field Liaison contacts take place through Unit 15 	Reflective Learning Tool

Unit	Topics	Assignments
10	<ul style="list-style-type: none"> ■ Refine Micro, Mezzo, and Macro skills ▼ Evaluate effectiveness of evidence-informed tools and techniques <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	Reflective Learning Tool
11	<ul style="list-style-type: none"> ■ Increase Creativity in Client and Project Work ▼ Acquire greater understanding of resources impacting client, group, community, and organizational well-being <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	Reflective Learning Tool
12	<ul style="list-style-type: none"> ■ Begin Active Termination with Identified Client System ▼ Develop termination plan for relationships at the client, agency, organization, and community level <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	Reflective Learning Tool (if needed)
13	<ul style="list-style-type: none"> ■ Develop Plan for Completing Documentation ▼ Meet with treatment teams to discuss client progress <ul style="list-style-type: none"> ➤ Reflective Learning Tool due to Field Instructor 	Reflective Learning Tool (if needed)
14	<ul style="list-style-type: none"> ■ Prepare for Termination and Conduct Self-Assessment ▼ Identify and process feelings with Field Instructor regarding termination <ul style="list-style-type: none"> ➤ Complete Comprehensive Skills self-assessment ➤ Reflective Learning Tool due to Field Instructor 	Evaluation Self-Assessment
15	<ul style="list-style-type: none"> ■ Complete Final Semester and Review Final Evaluation ▼ Review final Comprehensive Skills Evaluation with Field Instructor and, if applicable, Preceptor <ul style="list-style-type: none"> ➤ Comprehensive Skills Evaluation due to Field Liaison ➤ Reflective Learning Tool Log due to Field Instructor 	Comprehensive Skills Evaluation & Field Practicum Log
NO INTERNSHIP DURING STUDY DAYS OR FINAL EXAMINATIONS		

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. 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 686b Field Practicum utilize the following units as best practice guidelines.

Unit 1: Re-engage with Placement and Review Educational Goals

Topics

- Review semester educational goals from Learning Agreement with Field Instructor
- Develop a time management plan with Field Instructor for final semester of Field Practicum
- Reestablish connection with agency and client, group, organization, and community systems
- Task
 - Create and submit Reflective Learning Tool

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

Recommended Readings

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

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

Unit 2: Reconnect with Identified Client

Topics

- Review goals with identified client(s), which could include individuals, groups, organizations, and communities, and make necessary adjustments
- Define new treatment objectives and treatment plans with clients
- Describe how agency interfaces with broader community
- In collaboration with client(s) and Field Instructor, select and apply evidence-informed interventions
- Tasks:
 - ▼ Create and submit Reflective Learning Tool

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

Recommended Readings

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: Integrate Concentration-Specific Coursework into Practice**Topics**

- Incorporate multi-modal practice skills and theories learned in concentration-specific courses
- Examine agency's leadership in the community
- Consult with Field Instructor on ways to manage increased assignments and expectations efficiently
- Continue a minimum of ten (10) hours per week of direct service practice during second semester
- 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 Reading

(Concentration-specific readings should be included here)

Unit 4: Identify Client, Agency and Community Needs and Resources**Topics**

- Assess progress on quantifiable projects or services to be completed by the end of the internship (deliverables) and develop a timeline for their completion
- Develop an understanding of the community's practice models
- Continue to observe the interplay between agency needs, client needs, and community resources including how information flows into and out of the organization
- Anticipate risk factors and apply strategies for minimizing risks in carrying out agency functions both in agency and community settings
- Tasks:
 - ▼ Create and submit Reflective Learning Tool

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

Recommended Readings

(Concentration-specific readings should be included here)

Unit 5: Expand Knowledge of Clients'/Community's Cultural Contexts**Topics**

- Expand knowledge of community culture and how it impacts intervention receptivity and response
- Recognize and validate the intersection of factors making up a client's life experiences, including gender, sexual orientation, age, race, culture, religion, immigration status and political ideology
- Become adept at applying legal and ethical standards on child abuse and neglect, dependent adult abuse and neglect, danger to self, and danger to others 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: Strengthen Micro Skills and Understand Linkages Between Agency Programs

Topics

- Increase understanding of agency system and ability to transfer skills and knowledge to other programs and assignments
- Attend and observe Board meetings and discuss impressions with Field Instructor
- Refine use of direct practice skills, including reflection, interpretation, connecting comments, insight, silence/pauses, confrontation, directive comments, and use of humor in interviews
- In a timely manner, attend to documentation and other paperwork as required by agency
- 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: Apply Critical-Thinking Skills

Topics

- Apply critical-thinking skills in the ongoing assessment of clients' progress
- In collaboration with the client and Field Instructor, evaluate the need to modify interventions
- Increase familiarity with evidence-based intervention clearinghouses such as SAMSHA and the California Evidence-Based Clearinghouse for Child Welfare
- Attend EBI training at field placement when offered
- Increase awareness of how current agency policies impact direct service
- 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: Explore Clinical and/or Organizational Complexities

Topics

- Provide safe holding environment for client's emotional responses to trauma and stressful events
- Continue to be aware of client's ambivalence toward change
- Deepen the exploration of transference and countertransference issues in work with client systems, and discuss feelings and observations candidly with Field Instructor
- Identify the agency's complex political relationships at the local, state, and national level, and how these impact the well-being of individuals
- When appropriate, involve members of client's support system in long-term treatment planning
- Revisit treatment timeline with clients and client systems, and begin preparing for termination
- 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)

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

Unit 9: Review Performance to Date**Topics**

- Demonstrate advocacy skills at individual, group, organizational, and community levels
- Strategize ways to enhance community partnerships to benefit clients and the organization
- Participate in an educational review with Field Instructor, identify growth challenges, and develop plan to address these concerns by end of internship
- 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: Refine Micro, Mezzo & Macro Skills**Topics**

- Review current organizational policies that impact service delivery and discuss with Field Instructor
- Incubate ideas for developing community programs to meet unmet needs.
- Incorporate advanced skills in micro work with clients, mezzo work with client systems, and macro work within the organization and/or the community
- Reflect on cumulative caseload diversity and the impact that ethnicity, gender, socio-economic status, age, sexual orientation, religion, and/or treatment issues have had on skill development
- Evaluate effectiveness of evidence-informed tools and techniques at the client, agency, and/or systems level and discuss with Field Instructor
- Continue termination preparation with clients at all intervention levels
- 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: Increase Creativity in Client and Project Work**Topics**

- Utilize understanding of agency's political relationships at the local, state, and national level to inform activities during optional NASW-CA Legislative Lobby Days
- Identify agency marketing plan, including specific outreach efforts to potential clients, communities, volunteers, donors, and other stakeholders
- Acquire a greater understanding of community resources available to impact client, family, group, community, and organizational well-being

- Continue defining tasks and services to clients, groups, organizations and communities prior to conferences with Field Instructor
- Discuss creative and meaningful termination rituals with Field Instructor for both individual and group clients
- 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 12: Begin Active Termination with Clients and Client Systems

Topics

- Begin active planning of termination with clients and client systems
- Assist client and client systems in identifying and processing feelings regarding termination
- As appropriate, disclose own feelings regarding termination with clients
- Engage in termination discussion with Field Instructor regarding the ending of the student learner phase with the Field Instructor
- Make plans for effective ways to terminate with other internship support systems, including Preceptors, agency staff, community members, and fellow interns
- 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 (if needed)

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

Recommended Readings

(Concentration-specific readings should be included here)

Unit 13: Develop Plan for Completing Documentation

Topics

- Attend to agency-required documentation; make a plan to complete all necessary paperwork by end of placement
- Meet with clients and client treatment teams to discuss progress and next steps, ensuring that clients and client systems are referred to appropriate supports
- Analyze organization's public relations strategy, including activities and publicity materials designed to represent the organization to external stakeholders
- As appropriate, assist with the development of public relations products and marketing packets
- Task:
 - ▼ Create and submit Reflective Learning Tool (if needed)

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

Recommended Readings

(Concentration-specific readings should be included here)

Unit 14: Prepare for Termination and Conduct Self-Assessment**Topics**

- Complete termination process with clients, families, groups, organizations, and community stakeholders, facilitating transfers and referrals as appropriate
- Map out plan for continuation of macro work activities as appropriate
- Identify and process feelings with Field Instructor regarding termination
- Prepare for final evaluation meeting with Field Instructor by reflecting on strengths, growth opportunities, learning needs and the internship experience as a whole
- Reflect on ability to use humor appropriately, share personal information selectively, and tolerate painful material or experiences
- Tasks:
 - ▼ Prepare for CY final Comprehensive Skills Evaluation meeting with Field Instructor by independently completing the Comprehensive Skills Evaluation form
 - ▼ Create and submit Reflective Learning Tool (if needed)

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

Recommended Readings

Baum, N. (2011). Social Work Students' Feelings and Concerns about the Ending of their Fieldwork Supervision. *Social Work Education*, 30(1), 83-97.

(Concentration-specific readings should be included here)

Unit 15: Complete Final Semester and Review Final Evaluation**Topics**

- Evaluate effectiveness of EBIs by measuring progress toward goals as identified in client treatment plans
- Evaluate progress toward achieving learning objectives as outlined in the Learning Agreement
- Review final Comprehensive Skills Evaluation with Field Instructor and, if applicable, Preceptor
- Engage in termination process with Field Instructor
- Ensure documentation, including client case file paperwork, and all agency-required items are successfully completed
- Tasks:
 - ▼ Complete hours required for CY second semester (20hrs/week)
 - ▼ Review, sign, and submit CY second semester Final 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)

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (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 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 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. 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 rmaiden@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 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.

Don't procrastinate or postpone working on assignments.
