USC Suzanne Dworak-Peck
School of Social Work

Social Work 686a
Section # 67405

Families and Children - 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
Summer Semester 2017

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Field Instructor:
Course Days: TBA
Course Time: TBA

Course Site: VAC

I. Course Prerequisites
This is a specialized practice master's level Field Practicum course. Students take this class concurrently with two (2) required first semester specialized practice courses as stipulated at http://sowkweb.usc.edu/master-social-work/msw-degree/concentrations. To participate in this course, students must successfully complete all generalist practice 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 specialized practice. 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 Suzanne Dworak-Peck 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 students will provide compared to Generalist Year. The School of Social Work prepares students for their specialized Field Practicum by engaging them in the following activities: Specialization Field Orientation, Specialization Immersion, and Professional Development meetings. Continuing support is provided to students by Field Faculty Liaisons who serve as educators and consultants for the specialization 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 that 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 Suzanne Dworak- Peck 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 Suzanne Dworak-Peck School of Social Work, students are offered an array of specialization 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 BIGs. 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. Specializations field placements reflect these various areas of focus.

COPA and BIGs students will intentionally apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in organizations, business and community settings. MH students will intentionally apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies

serving clients with mental health concerns. Health students will intentionally apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies serving clients with health related issues. FC students will intentionally apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies serving children, youth and families.

IV. Course Objectives

Objective #	Objectives
1	Intentionally integrate COPA, BIGS, MH, FC, and Health classroom theories and specialized 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 intentionally applying specific COPA, BIGS, MH, FC and Health evidence-based interventions (EBIs) through 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 related to the specializations (COPA, BIGS, FC, MH & Health) specialized behaviors.

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 students will have the opportunity to be trained in an EBI such as Problem Solving Therapy prior to starting the 686a semester. 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:

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

* 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.

Competency	Objectives	Behaviors	Dimen-sions	Content
1. Demonstrate Ethical and Professional Behavior: Social workers understand how the value base of the profession and its ethical standards, as well as relevant policies and regulations, may impact practice in community, organization, and business environments. Social workers apply their understanding of ethical decision-making and principles of critical thinking to workplace, community and organizational settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences, affective reactions, and biases influence their professional judgment and behavior. Social workers understand social work roles and the roles of other professionals involved in community, organizational, and business environments. Social workers use collaboration and advocacy skills to have a positive impact in a variety of contexts.	**1.** Intentionally integrate COPA, BIGS, MH, FC & Health classroom theories and specialized 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	**1a.** Apply judgment and strategies of ethical reasoning to arrive at decisions in intervening with children and families	Evidence of judgment	**Unit 2:** Professional Development **Unit 4:** Observing Agency Professionals **Unit 7:** Professional Social Work Identity **Assessment: Field Instructor:** Student Observation and Regular Communication (includes **Preceptor** assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation **Field Liaison:** Field Liaison Contacts (may
		1b. Consistently employ critical appraisal of the influence of their own personal experiences as part of decision-making in their practice with children, families, groups, organizations, and communities	Reflection	
	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	**1c.** Demonstrate knowledge of agency policies as it relates to intervention with children and families.	Skills	
		1d. Apply judgment and strategies of ethical reasoning to arrive at decisions in intervening with children and families.	Knowledge	
	5. Increase proficiency in the required Council on Social Work Education's (CSWE) Nine Core Competencies as indicated in the Comprehensive Skills Evaluation	**1e.** Utilize supervision in development of professional self, specifically focusing on interactions with children and families.	Knowledge	

	related to Specializations (COPA, BIGS, MH, FC, & health) specialized behaviors.	**1f.** Effectively utilize professional judgment, critical thinking, knowledge of social work values and self-awareness to manage personal values with children, families, groups, communities and organizations.	Critical Thinking	include on-campus, virtual, and at placement site)

Competency	Objectives	Behaviors	Dimen-sions	Content
2. Engage Diversity and Difference Social workers understand how diversity and difference characterize and shape the human experience and are critical to identity formation across one's life span and in a variety of settings. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and perspectives, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand how life experiences arising from oppression, poverty, marginalization, or privilege and power, can affect community and organizational culture and well-being. Social workers recognize the extent to which social structures, values and cultural systems, including those within communities, organizations, and businesses, may oppress, marginalize, alienate, exclude, or create or enhance privilege and power in arenas of intervention.	**1.** Intentionally integrate COPA, BIGS, MH, FC & Health classroom theories and specialized 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	**2a.** Recognize and communicate understanding of the role of life experiences, religion & spirituality, immigration, poverty, oppression, marginalization or privilege in the formation of family culture and identity.	Reflection	**Unit 5:** Direct Practice **Unit 6:** Engagement Skills & Planning Interventions **Unit 10:** Change-Oriented Skills **Unit 12:** Economic and Social Justice **Unit 13:** Expand Diversity of Caseload **Assessment:** **Field Instructor:** Student Observation and Regular communication (includes **Preceptor** assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation **Field Liaison:** Field Liaison Contacts (may include on-campus, virtual, and at placement site)
	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	**2b.** Continuously use self-regulation in managing personal biases and values when working with children and families from diverse backgrounds	Affective Reaction	
		2c. Incorporate cultural, race, religion, sexual orientation etc into interventions with children and families within the agency/community setting.	Know-ledge	
	5. Increase proficiency in the required Council on Social Work Education's (CSWE) Nine Core Competencies as indicated in the Comprehensive Skills Evaluation related to Specializations (COPA, BIGS, MH, FC, & health) specialized behaviors.	**2d.** Take initiative to learn about client's world view and how it impacts child and family functioning.	Know-ledge	
		2e. Use supervision to explore personal biases and values when working with children and families from diverse backgrounds.	Reflection	

Competency	Objectives	Behaviors	Dimen-sions	Content
3. Enhance human rights, social, economic and environmental justice Social workers understand that every individual, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of resources, access to opportunities, social goods, and services. Social workers recognize their responsibility to protect the human rights and well-being of individuals in communities, organizations, and businesses across the globe.	**1.** Intentionally integrate COPA, BIGS, MH, FC & Health classroom theories and specialized 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	**3a.** Identify violations and barriers that families and children experience in the educational, juvenile, workplace, health and other settings as human rights and social and economic (Knowledge)	Knowledge	**Unit 1:** Community Immersion **Unit 2:** Professional Development **Unit 12:** Economic and Social Justice **Assessment: Field Instructor:** Student Observation and Regular Communication (includes **Preceptor** assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, and End of Semester Evaluation **Field Liaison:** Field Liaison Contacts (may include on-campus, virtual, and at placement site)
		3b. Analyze and consider the human rights and social justice aspects of interventions with children, youth, and families (values, exercise of judgment)	Exercise of judgment	
	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	**3c.** Utilize supervision to explore how to advocate for vulnerable children and families within the agency setting.	Skills	
		3d. Understand and can articulate how children and families can be marginalized or discriminated against based on their diversity.	Knowledge	
		3e. Identify violations and barriers that families and children experience in the educational, juvenile, workplace, health and other settings and intervene appropriately within the agency/community setting.	Abilities	
	5. Increase proficiency in the required Council on Social Work Education's (CSWE) Nine Core Competencies as indicated in the Comprehensive Skills Evaluation	**3f.** Identify and advocate for human rights and social justice aspects of interventions with children and families.	Skills	

Competency	Objectives	Behaviors	Dimen-sions	Content
6. Engage With Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of practice with, and on behalf of, diverse communities, their constituencies, and the organizations that serve them. Social workers understand and utilize varied strategies to facilitate engagement with individuals, groups, organizations, institutions, and communities. Social workers understand that their personal experiences, affective reactions, and biases may have an impact on their ability to effectively engage with diverse individuals, groups and communities. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with individuals, groups, organizations, institutions, communities and other professionals, as appropriate.	**2.** Connect the developing science of social work to practice by intentionally applying specific COPA, BIGS, MH, FC, and Health evidence-based interventions (EBIs) in internship placements.	**6a.** Understand the complex and interactive nature of engagement and use reflections, empathy and other interpersonal skills to effectively engage with children and families	Knowledge	**Unit 2:** Professional Development **Unit 5:** Direct Practice **Unit 6:** Engagement Skills & Planning Interventions **Assessment:** **Field Instructor:** Student Observation and Regular Communication (includes Preceptor assessments also), Reflective Learning Tools, Weekly Supervision, Learning Agreement, And of Semester Evaluation **Field Liaison:** Field Liaison Contacts (may include on-campus, virtual, and at placement site)
	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	**6b.** Use their knowledge of the shaping influence of culture and socioeconomic structure and statuses on the diverse ways children and families engage with others and with institutions and organizations (Knowledge)	Knowledge	
		6c. Utilize reflections, empathy and other interpersonal skills to effectively engage with diverse children and family groups.	Skills	
	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	**6d.** Demonstrate the ability to apply various theoretical approaches to facilitate engagement with children and families.	Knowledge	

Competency	Objectives	Behaviors	Dimen-sions	Content
7. Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse communities, organizations, and businesses. Social workers understand and utilize theoretical and culturally relevant frameworks in the assessment of diverse community, organization, and business environments. Social workers recognize and value the importance of inter-professional collaboration in this process. Social workers are mindful of how their personal experiences, affective reactions, and biases may affect their assessment and decision-making.	**2.** Connect the developing science of social work to practice by intentionally applying specific COPA, BIGS, MH, FC, and Health evidence-based interventions (EBIs) in internship placements.	**7a.** Identify the child, family, and their environmental set of challenges and strengths in creating a comprehensive and balanced assessment.	Critical Thinking	**Unit 5:** Direct Practice **Unit 6:** Engagement Skills & Planning Interventions **Unit 7:** Strengthening A Professional Social Work Identity **Assessment:** **Field Instructor:** Student Observation and Regular Communication (includes Preceptor assessments also), Progress Notes, Reflective Learning Tools, Weekly Supervision, Learning Agreement, And End of Semester Evaluation **Field Liaison:** Field Liaison Contacts (may include on-campus, virtual, and at placement site)
	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	**7b.** Use developmental, person-in-environment, and other relevant theoretical frameworks in the collection and analysis of data when assessing children and families.	Know-ledge	
		7c. Complete a comprehensive and balances assessment of the child, family, and their environmental set of challenges and strengths.	Skills	
	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	**7d.** Demonstrate knowledge and practice skills needed to collect, organize, analyze, and interpret data.	Know-ledge	
		7e. Utilize relevant theoretical frameworks in the collection and analysis of data when assessing children and families.	Critical Thinking	

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 are required to participate in at least three field faculty-led trainings totaling at least 6 hours. *Trainings and seminars conducted by your 686a Field Faculty Liaison meets this requirement.* These professional development opportunities are to be completed during the first Specialization semester and will equip students to apply their learning to their Field Practicum site.

Due: Students must present the certificates of completion to their Specialization Year Field Liaison.

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

Assignment 2: Reflective Learning Tools & Field Practicum Log

Complete and submit Reflective Learning Tools (RLTs) weekly to the Field Instructor (10 RLTs per semester are required). RLTs need to be uploaded to the LMS weekly for Field Faculty Liaison review. Students should consult with their Field Faculty Liaison regarding the types of RLTs (Client Centered, Group, Meeting) that should be completed for their concentration. 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. Students are required to upload the Field Practicum Log on the first day of every month for their Field Faculty Liaison's review.

Due: Reflective Learning Tools are due weekly to the Field Instructor and are required to be uploaded to the LMS weekly for Field Faculty Liaison review. The signed Field Practicum Log is due the beginning of each month as well as the last day of field for the semester. The Field Faculty 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 Specialization Year 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 Learning Agreement and Field Evaluation.
- Complete a self-assessment by rating themselves on the first Specialization Year semester Comprehensive Skills Evaluation and submitting it to the Field Instructor.
- Review and discuss the first Specialization Year 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 Semester Evaluation and submit electronically along with the signed completed 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.*

***Required hours in Field Practicum for the first Specialization Year semester student who is Advanced Standing can include a minimum of four hours of Specialization Immersion 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 or for illness. 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 Faculty 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. Similar to the ground program, field practicum on the VAC, which consists of Virtual Field Practicum (VFP) and community-based internship, will continue as normal during Spring Break. Field Seminar classes will not meet during Spring break. 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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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), p. 79-91.

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

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Course Overview

Unit	Topics	Assignments
1	■ Specialization Immersion ▼ Participate in activities designed to prepare students for Specialization-specific Field Practicum ➢ Attend Immersion run by Specialization Faculty	
2	■ Professional Development ➢ Participate in Professional Development Meetings with Faculty Field Liaison	
3	■ Connecting to Community, Placement, and Field Instructor ▼ Advanced Standing students will participate in MSW intern orientation at placement site. Continuing students will meet with field instructor to review learning goals. ➢ Begin completing Orientation Checklist in Learning Agreement or update Learning Agreement as needed	
4	■ Observing Agency Professionals in Action ▼ Identify and observe social work professionals in their roles as macro, mezzo, and micro practitioners ➢ Learning Agreement, including Orientation Checklist and learning activities due for Advanced Standing Students. ➢ Returning students complete update to Learning Goals as needed. ➢ First Reflective Learning Tool due to Field Instructor	
5	■ Direct Practice ▼ Practice intake and assessment skills with clients and organizations, depending on focus of Field Practicum ▼ Apply mandated reporting knowledge, when applicable, and develop consultation protocols with Field Instructor ➢ Reflective Learning Tool due to Field Instructor	
6	■ Engagement Skills and Planning Interventions ▼ Apply EBIs and other innovative strategies to identified areas of need in collaboration with Field Instructor ▼ Understand confidentiality parameters in internship ➢ Reflective Learning Tool due to Field Instructor	
7	■ Strengthening a Professional Social Work Identity ▼ Continue to gain competence in EBIs, apply social work values to ethical dilemmas, and seek consultation in decision-making process ➢ Reflective Learning Tool due to Field Instructor	
8	■ Exploring Clinical and Organizational Complexities ▼ Incorporate middle-phase skills in clinical interactions and/or explore agency funding base as part of ongoing organizational assessment ➢ Reflective Learning Tool due to Field Instructor	

Unit	Topics	Assignments
9	■ Expanding Linkage with Community Resources and Partners ▼ Build resource/referral contacts, reinforce importance of community support systems, and/or enhance agency relationships with community partners ➢ Reflective Learning Tool due to Field Instructor ➢ Field Liaison contacts take place through Unit 15	
10	■ Change-Oriented Work with Clients, Organizations, and Communities ▼ Incorporate middle phase skills in micro, case advocacy in mezzo, and policy advocacy in macro settings ➢ Reflective Learning Tool due to Field Instructor	
11	■ Increasing Participation with Agency and Field Instructor ▼ Expand involvement in supervision, increase knowledge of agency programs and functions and/or complete analysis of programmatic needs assessment ▼ Find angle of repose and reflect on lessons learned ➢ Reflective Learning Tool due to Field Instructor	
12	■ Advocating for Economic and Social Justice ▼ Take action with clients, support systems, and/or the community to increase economic and social justice efforts at the agency/organization ➢ Reflective Learning Tool due to Field Instructor	
13	■ Enhancing Micro, Mezzo, and Macro Change-Oriented Skills ▼ Expand diversity of caseload and treatment modalities; link case advocacy to policy advocacy; and/or formulate program development ideas impacting organizational change ➢ Reflective Learning Tool due to Field Instructor	
14	■ Preparation for Semester Break and Self-Assessment ▼ Ensure Field Instructor, clients, teams, and community partners are prepared for planned absence ➢ Complete Comprehensive Skills self-assessment ➢ Field Practicum Log due to Field Instructor	
15	■ Completion of Semester and Comprehensive Skills Evaluation ▼ Confirm coverage during planned absence, set learning goals for next semester, and/or develop timeline for deliverables by the end of the internship ➢ Comprehensive Skills Evaluation due to Field Liaison ➢ If needed, Reflective Learning Tool due to Field Instructor	
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. 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: Specialization Immersion

Topics

- Participate in activities designed to prepare students for Specialization Year Field Practicum
- For Advanced Standing Students, verify that pre-placement requirements have been met in order to begin internship on time
- Tasks:
  - Attend Specialization Immersion and, if applicable, Sub-Specialization 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

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: Professional Development

Topics

- Participate in Professional Development Meetings during Specialization Year 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)

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.

(Specialization-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

(Specialization-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

(Specialization-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

(Specialization 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.

(Specialization-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 (Dewees, 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

(Specialization-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

(Specialization-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 Specialization Year 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

(Specialization-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

(Specialization-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

(Specialization-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 Specialization Year 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

(Specialization-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 Specialization Year first semester (20hrs/week)
  - Review, sign, and submit Specialization Year 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

(Specialization-specific readings should be included here)

STUDY DAYS & Final Examinations / NO CLASSES OR INTERNSHIP Date

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 (brittanm@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 be 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. Leslie Wind, Chair MSW Program at wind@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.