

**Social Work 587B  
Section #67370**

**Integrative Learning for Social Work Practice**

**2 Units**

*“Forget your perfect offering. There is a crack in everything. That’s  
how the light gets in...” Leonard Cohen*

*Fall Semester, 2017*

**Instructor:**  
**Karen Tinsley**  
**E-Mail:**  
**karentin@usc.**  
**edu**  
**Telephone:**  
**3109220044**

**Course Day:**  
**Tuesday**

**Course Time:**

**8:45am to**  
**10:00AM PST**

**Course Location:** VAC

**Office Hours:**  
**30 minutes**  
**before class**

**I. COURSE PREREQUISITES**

Concurrent enrollment: SOWK 586b and SOWK 545.

**II. CATALOGUE DESCRIPTION**

Integrative content from Policy, Research, Human Behavior, Social Work Practice and Field Practicum. Graded CR/NC.

**III. COURSE DESCRIPTION**

The Integrative Learning Seminar is organized as a small group educational experience intended to last two semesters (587A and 587B). This course provides students an opportunity to engage in

critical thinking, discussion, and exploration of theory, practice, policy and field practicum experiences. Throughout the course, students have an opportunity to integrate the academic knowledge and values taught in generalist courses with their field placement experiences. In addition, the seminar provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises. As a part of the regularly scheduled seminars, students can keep their seminar instructor apprised of their field experience. This format provides a vehicle for socialization into the field and offers early intervention and support for issues and challenges. Finally, the seminar purposely moves from one modality to the next in almost linear fashion with the understanding that social work practice involves working with multiple systems at the same time.

#### IV. COURSE OBJECTIVES

Objective #	Objectives
1	Prepare students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker, the values and mission of the profession, the profession's history alongside the vision and mission of the agency for a more sustainable community
2	Provide the student with an opportunity for discussion and critical analysis of the professional values that underlie social work practice and the ethical standards of professional social work as they are applied in the students' fieldwork experiences with clients, agency staff, and various other stakeholders. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients, agency staff and various other stakeholders.
3	Provide opportunities for students to increase awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.
4	Apply the generalist course materials (practice, human behavior, policy, and research) with emphasis on a systems paradigm and person-in-environment framework, both of which show the interaction between the biological, psychological, social, and cultural systems as they support the varied tasks and roles that social workers undertake as effective change agents especially in group, community, and organizational settings.
5	Offer opportunities for students to develop core practice skills underlying social work service to individuals, families, groups, communities, and organizations. The course will also demonstrate major concepts to support the treatment process (engagement, assessment, planning and contracting, implementation and termination/evaluation phases), evidence-based practice protocols and procedures, and integrating and applying the knowledge and values taught in generalist year with field experience.

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role-plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

## VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

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

\* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student-learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.



Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b> Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Prepare students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker, the values and mission of the profession, the profession's history alongside the vision and mission of the agency for a more sustainable community.</p>	<p><b>1b.</b> Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<p>Values skills</p>	<p>Unit 1 : Field Practicum Experience &amp; Intro to Family Work</p> <p>Unit 3: EVP &amp; Develop Clinical Interv. Toolbox</p> <p>Unit 12: Examination of Termination Process</p>
	<p>Prepare students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker, the values and mission of the profession, the profession's history alongside the vision and mission of the agency for a more sustainable community.</p>	<p><b>1e.</b> Uses supervision and consultation to guide professional judgment and behavior.</p>	<p>Skills</p>	<p>Unit 1 : Field Practicum Experience &amp; Intro to Family Work</p> <p>Unit 3: EVP &amp; Develop Clinical Interv. Toolbox</p> <p>Unit 12: Examination of Termination Process</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 2: Engage Diversity and Difference in Practice.</b> Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Provide the student with an opportunity for discussion and critical analysis of the professional values that underlie social work practice and the ethical standards of professional social work as they are applied in the students' fieldwork experiences with clients, agency staff, and various other stakeholders. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients, agency staff and various other stakeholders.</p>	<p><b>2c.</b> Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Values Cognitive and affective processes</p>	<p>Unit 3: EVP &amp; Develop Clinical Interv. Toolbox</p> <p>Unit 5-6: Psychoeducation</p> <p>Unit 7: Group Stages</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b> Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>Apply the generalist course materials (practice, human behavior, policy, and research) with emphasis on a systems paradigm and person-in-environment framework, both of which show the interaction between the biological, psychological, social, and cultural systems as they support the varied tasks and roles that social workers undertake as effective change agents especially in group, community, and organizational settings.</p>	<p><b>6a.</b> Applies knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituents.</p>	<p>Knowledge, Cognitive and affective processes</p>	<p>Unit 1 : Field Practicum Experience &amp; Intro to Family Work</p> <p>Unit 2: Overview of Family Systems</p> <p>Unit 5-6: Psychoeducation</p> <p>Unit 7: Group Stages</p> <p>Units 9-11: Community, and Organizational Structures</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.</b> Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Offer opportunities for students to develop core practice skills underlying social work service to individuals, families, groups, communities, and organizations. The course will also demonstrate major concepts to support the treatment process (engagement, assessment, planning and contracting, implementation and termination/evaluation phases), evidence-based practice protocols and procedures, and integrating and applying the knowledge and values taught in generalist year with field experience.</p>	<p><b>7c.</b> Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	<p>Skills, Cognitive and affective processes</p>	<p>Unit 1 : Field Practicum Experience &amp; Intro to Family Work Unit 2: Overview of Family Systems Unit 3-4: EVP &amp; Develop Clinical Interv. Toolbox Unit 5-6: Psychoeducation Unit 7: Group Stages Units 9-11: Community, and Organizational Structures Unit 12: Examination of Termination Process</p>
	<p>Provide opportunities for students to increase awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.</p>	<p><b>7d.</b> Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>Knowledge, Cognitive and affective processes</p>	<p>Unit 3-4: EVP &amp; Develop Clinical Interv. Toolbox Unit 5-6: Psychoeducation Unit 7: Group Stages Units 9-11: Community, and Organizational Structures</p>



Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b> Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>	<p>Provide opportunities for students to increase awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.</p> <p>Offer opportunities for students to develop core practice skills underlying social work service to individuals, families, groups, communities, and organizations. The course will also demonstrate major concepts to support the treatment process (engagement, assessment, planning and contracting, implementation and termination/evaluation phases), evidence-based practice protocols and procedures, and integrating and applying the knowledge and values taught in generalist year with field experience.</p>	<p><b>8d.</b> Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.</p>	<p>skills</p>	<p>Unit 1 : Field Practicum Experience &amp; Intro to Family Work</p> <p>Unit 2: Overview of Family Systems</p> <p>Unit 3-4: EVP &amp; Develop Clinical Interv. Toolbox</p> <p>Unit 5-6: Psychoeducation</p> <p>Unit 7: Group Stages</p> <p>Units 9-11: Community, and Organizational Structures</p> <p>Unit 12: Examination of Termination Process</p>

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
1. Demonstration of Clinical Interventions	Unit 4	30
2. Psycho-educational / Group Presentation	Unit 8	30
3. Macro Project Oral Presentations	Unit 13 - 14	30
4. Class Participation and Discussion	ongoing	10

Each of the major assignments is described below.

### Assignment 1: Demonstration of Clinical Interventions

Assignment #1 requires the student and a class partner to present ONE clinical intervention utilizing their dyad as the social worker and client respectively. This assignment requires the dyad to research and demonstrate an intervention in a “mock session” and assess the effectiveness of intervention using a Hierarchy of Evidence model. **Each dyad will submit a 2-page paper.**

**Due:** Demonstrated on the 4th class Unit.

### Assignment 2: Psycho-educational/Group Presentation

Assignment #2 is the formation, development, and demonstration of a psycho-educational group which incorporates purpose, outreach, selection process, structure, group roles, facilitator interventions, and assessment of effectiveness. The class will be divided into two group. The interventions selected by each group will examine best practices suitable for a particular group setting. In class, students will present a brief statement supporting the interventions that they selected and then demonstrate the implementation of the group intervention and its subsequent group challenges and dynamics. Please see the instructor to discuss your selection by week #3. **Each group is to submit a brief 3-5 page written description** of the purpose, formation, member selection process, structure, rationale of best practices intervention, and an assessment of how effectiveness would be measured.

**Due:** Demonstrated on the 8<sup>th</sup> class Unit.

### Assignment 3: Macro Project Oral Presentations

Assignment #3 requires the student to present an analysis of an unmet need within their agency along with a plan for how they might meet this need in the agency or the community served by the agency. This might be a macro intervention, i.e., change in policy, community intervention, or a micro intervention that addresses the unmet need. Students will present their analysis of the unmet need and their strategy for meeting it to the class, as though the class was the Agency Board of Directors, who have the power to implement the student’s plan if they see it as important and feasible. Students will be evaluated by each other, based on professional presentation skills and evaluation of their effectiveness in presenting the issues and the planned solution.

**Due:** Demonstrated on the 13<sup>th</sup> and 14<sup>th</sup> class Units.

### Class Participation (10% of Course Grade)

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed required and independent readings and assignments prior to class. When in class, students are encouraged to ask questions, share thoughts / feelings / experiences appropriately, and demonstrate understanding of the material.

**Grades:**

Class is graded Credit/No Credit (CR/NC): Students must earn at least 83 out of a possible 100 points in the course in order to receive a CR.

**Additional Expectations and Guidelines:**

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation.

**Expectations:**

1. Students are expected to do the assigned readings, be prepared to discuss them in class, and complete all written and other assignments on time.
2. Students are encouraged to share readings gleaned from their field placement, as well as from other class assignments.
3. Students are expected to respect the confidentiality of clients: Use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the seminar.
4. Active participation is required of all students and will be considered in your final evaluation.
5. Problem solving, identification of issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the seminar experience will be conducted. Students will be asked to complete a written evaluation at the end of the semester.

**Guidelines:**

Much of the seminar content will center on critical issues that may be controversial. The following guidelines have been adopted. It is hoped that these guidelines will create an environment in which we can learn from one another and enrich our experience in the field seminar.

1. Every person participating in the program is of equal worth and value.
2. All opinions are valued and needed, even those with which you do not agree!
3. Please speak in "I" terms: "I think," "I believe," "It's been my experience that," etc.
4. Listen. We will be speaking from our experiences; it is important to understand and appreciate that we will be talking about what is true for us. We agree to listen to one another with respect. We also understand that points may arise on which we do not agree
5. We want you to take home whatever you learn here. However, personal and client information shared in seminar is confidential.
6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, work at increasing your contribution—we're here to learn from each other. On the other hand, avoid monopolizing discussion by talking too much, too long, or too loudly.
7. This seminar's content is shared by each member's contributions to the class discussion.
8. This is a setting where social work values need to be implemented including respect and tolerance of differences.

## VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Required Textbooks

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). *Direct social work practice: Theory and skills* (10th ed.). Pacific Grove, CA: Thomson Brooks/Cole.

ISBN-13 978-1-305-63380-3

### On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES). The textbooks have also been placed on reserve at Leavey Library.

The online teaching and learning environment provided by the VAC LMS, will support and facilitate student-to-student communication and interaction outside of class as well as access to instructor support. For student support with technology contact 1-877-455-4679.

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

## Course Schedule—Detailed Description

### Unit 1: Welcome back to Integrative Seminar, Field Practicum Experience, and Introduce Family Work

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

#### Topics

Welcome back and check-in

Integrative seminar 587b overview: Individual, family, group, community and organization.

Assignment #1: **Clinical Toolbox Intervention** Demonstration

Assignment #2: **Psycho-educational Group Role Play**

Assignment #3: **Macro Project Assignment** and begin discussion of macro 'needs assessment' in current practicum.

Current field practicum issues

Discussion of the three 587b assignments

**Family Work:** Defining/discussing Family systems, compositions, functions, assessment and various challenges of family in social work practice.

**Homework:** Prepare your Coat of Arms for Unit 2 next week.

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

#### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). Assessing Family Functioning in Diverse Family and Cultural Contexts. In *Direct social work practice: Theory and skills* (10th ed., pp. 251-269). Pacific Grove, CA: Thomson Brooks/Cole.

### Unit 2: Overview of Family Systems

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

#### Topics

Professional development and consultation

The family as a group: The eco gram and genogram as an assessment and intervention tool.

Relationships of Family members: culture, strengths, boundaries, communication styles, structure, roles, myths, and decision making processes

Activities: Group exercise Coat of Arms

This Unit relates to course objectives 4 and 5.

#### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). Assessing Family Functioning in Diverse Family and Cultural Contexts. In *Direct social work practice: Theory and skills* (10th ed., pp. 270-278). Pacific Grove, CA: Thomson Brooks/Cole.

### Unit 3: Evidence Based Practice & Introduce and Develop Clinical Intervention Toolbox

Individual - Family - Group - Community - Organization

#### Topics

Professional Development and consultation  
What comes first: relationship or intervention?  
Review intervention definition and trans-theoretical stages of change  
Can I utilize an intervention that is not evidence-based?  
Critical analysis  
What is evidence-based practice and how can we integrate it into our individual and group work practice. Scientific inquiry as a reliable way to arrive at valid knowledge.  
Client informed practice vs. evidence based practice  
Students work in dyads in preparation for Clinical Toolbox Interventions Role Play Demonstration

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

#### Required Readings

Gibbs, L., & Gambrill, E. (2002). Evidence-based practice: Counterarguments to objections. *Research on Social Work Practice, 12*(3), 452-476.

Gilgun, J. F. (2005). The four cornerstones of evidence-based practice in social work. *Research on Social Work Practice, 15*(1), 52-61.

Miller, S. D., Duncan, B. L., Hubble, M. A. (2004). Beyond integration: The triumph of outcome over process in clinical practice. *Psychotherapy in Australia, 10*(2), 2-19.

### Unit 4: EBP Clinical Toolbox Interventions Role Play Demonstrations in Class

Individual - Family - Group - Community - Organization

#### Topics

Professional Development and consultation  
EBP Clinical Toolbox Interventions role play demonstrations in class as dyads to their fellow students.  
Discussion  
Dyad to submit ONE 2 page paper.

This Unit relates to course objectives 3 and 5.

#### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). Planning and implementing change-oriented strategies. In *Direct social work practice: Theory and skills* (10th ed., pp. 364-422). Pacific Grove, CA: Thomson Brooks/Cole.

## Unit 5: Introduction of Psycho-Educational Groups

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

### Topics

Professional development and consultation

Definition and conceptualization of psycho-educational group

Role of facilitator and co-facilitator

Motivational Interviewing Principles (DEARS), Skills (AROSE) and Strategies in Groups

Relationship: Connecting with the group as a whole, with each member, and using the group to facilitate change

Activities: Group exercises as a way to facilitate the work of the group

In-class examples of activities to facilitate work in groups with different populations, problems, and purposes

This Unit relates to course objectives 4 and 5.

### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). Intervening in social work groups. In *Direct social work practice: Theory and skills* (10th ed., pp. 484-511). Pacific Grove, CA: Thomson Brooks/Cole..

## Unit 6: Development of Psycho-Educational Group Role Play – Facilitators, Roles, and Activities

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

### Topics

- Professional development and consultation

Students divide into 2-3 different groups and each will develop their own psycho-educational group for demonstration in week 8 through dialogue, research and practice. Identify the following:

Group target population

Group purpose

Evidence Based Intervention to be used and rationale

Outreach for group membership

Describe selection process and recruitment strategies

Define group structure, session or phase of group

Identify and assign group roles to members

Identify an activity that will further your group's work on purpose/goals

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

### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). Forming and Assessing Social Work Groups (10th ed., pp. 279-311). Pacific Grove, CA: Thomson Brooks/Cole.

## Unit 7: Group Stages and Discussion in Class

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

### Topics

Professional development and consultation  
Group stages  
If time permits, work in groups

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

## Unit 8: Presentation of Group Role Play

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

### Topics

Professional development and consultation  
Each group will have 30-45 minutes for their role-play presentation and discussion  
5 minute introduction (hand out group elements outlines)  
25 minute role play  
15 minute feedback/discussion  
Each group will submit a 3-5 page paper.

This Unit relates to course objectives 3 and 4.

## Unit 9: The Community as Local Support

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

### Topics

Professional development and consultation  
View film prior to class: **Connected Families, Strong Kids**  
Communities as the context for help  
Asset Mapping: Assessing assets/needs of the community  
Discussion in class of film related to group and community  
Sign Up for in-class macro assignment presentations Units 13 and 14

This Unit relates to course objectives 3 and 4.

### Required Readings

Diers, J. (2010). From the Ground Up: Community's Role in Addressing Street Level Social Issues. *Social Policy*, Spring 23-34.



## Unit 10: The *Community* Context of Practice

Individual - Family - Group - Community - Organization

### Topics

Professional development and consultation  
Community Practice and advocacy  
Direct vs. Macro: The Parallel Process  
Theories of Macro Practice: Empowerment, Participation and Systems Theory

This Unit relates to course objectives 4 and 5.

### Required Readings

Austin, M. J., Coombs, M., & Barr, B. (2005). Community-Centered Clinical Practice: Is the Integration of Micro and Macro Social Work Possible? *Journal of Community Practice*, 13(4), 9-30.

Pippard, J. L & Bjorklund, R. W. (2003). Identifying Essential Techniques for Social Work Community Practice, *Journal of Community Practice*, 11(4), 101-116

Defillipis, J., Fisher, R, & Shragge, E. (2010). Radicalizing Community. *Social Policy*, Summer, 13-20.

## Unit 11: The *Organization* Context of Practice

Individual - Family - Group - Community - Organization

### Topics

Professional development and consultation  
Organization as Client  
Developing Effective/Evidence Informed Programs and Services  
Students discuss agency programs at field placements and client outcomes/benefits.

This Unit relates to course objectives 4 and 5.

### Required Readings

Kluger, M. P. (2006). The Program Evaluation Grid: A Planning and Assessment Tool for Nonprofit Organizations. *Administration in Social Work*, 30(1), 33-44.

Hardina, D. (2005). Ten Characteristics of Empowerment-Oriented Social Service Organizations. *Administration in Social Work*, 29(3), 23-42.

**Unit 12: Examination of Termination Process and the Therapeutic Potential in All Endings and Systems**

Individual - Family - Group - Community - Organization

**Topics**

Professional development and consultation  
The Process I: Termination with individuals, families, and groups  
How to facilitate endings  
Client reaction—Social worker reaction  
Gifts  
The Process II: Termination with Field Instructor and Agency

This Unit relates to course objectives 1 and 5.

**Required Readings**

Baum, N. (2007). Field supervisors' feelings and concerns at the termination of the supervisory relationship. *British Journal of Social Work, 37*, 1095-1112.

Gelman, C. R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW Interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal, 35*, 79-90.

Kramer, S. A. (1986). The termination process in open-ended psychotherapy: Guidelines for clinical practice. *Psychotherapy, 23*, 526-531.

**Unit 13: Presentation of Macro Assignment In Class**

Individual - Family - Group - Community - Organization

**Topics**

Professional development and consultation

Students will evaluate each other to assess both macro project and presentation skills utilizing Macro Project Presentation Evaluation Instrument

This Unit relates to course objectives 1 and 5.

**Recommended Readings**

Weinschenk, Susan M. (2012). 100 Things Every Presenter Needs To Know About People. Berkley, CA: New Riders, 50-83.

**Unit 14: Presentation of Macro Assignment In Class**

Individual - Family - Group - Community - Organization

## Topics

Professional development and consultation

Students will evaluate each other to assess both macro project and presentation skills utilizing Macro Project Presentation Evaluation Instrument

This Unit relates to course objectives 1 and 5.

### Required Viewing:

*How to Avoid Death by PowerPoint*

[https://urldefense.proofpoint.com/v2/url?u=https-3A\\_www.youtube.com\\_watch-3Fv-3Dlwpi1Lm6dFo&d=DwICAw&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc\\_gI&r=JJZetTOzSLYxxrcNszaHow&m=cy8pYGHFFs1FhxicZR3L2AB8PTXyCzBX3L8lzOCEFIM&s=jfNJmh\\_n-fcw\\_dpC\\_v242n3kU217IOVvLjPjonmisfw&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A_www.youtube.com_watch-3Fv-3Dlwpi1Lm6dFo&d=DwICAw&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=JJZetTOzSLYxxrcNszaHow&m=cy8pYGHFFs1FhxicZR3L2AB8PTXyCzBX3L8lzOCEFIM&s=jfNJmh_n-fcw_dpC_v242n3kU217IOVvLjPjonmisfw&e=)

## Unit 15: Course Reflection and Wrap Up: Our Termination as a Group

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

## STUDY DAYS / NO CLASSES

## FINAL EXAMINATIONS

## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([xxx@usc.edu](mailto:xxx@usc.edu)) of any anticipated absence or reason for tardiness.

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

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

### X. ACADEMIC CONDUCT

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

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

### XI. SUPPORT SYSTEMS

*Student Counseling Services (SCS)* - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

- *Virtual Academic Center (VAC)* Students can access counseling services through *Perspectives* – (800)456-6327 – 24/7 on call. [www.perspectivesltd.com](http://www.perspectivesltd.com)

*National Suicide Prevention Lifeline* - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP)* - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.  
<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations.  
<http://dsp.usc.edu>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC*

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>

## **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 (OPTIONAL)**

*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 Field Instructor, please discuss it first with your Field Instructor and Field Liaison. If you feel you cannot discuss it with your Field Instructor or Field Liaison, please contact the Lead Instructor for 587b, Susan Hess at [susan.hess@usc.edu](mailto:susan.hess@usc.edu). If you do not receive a satisfactory response or solution, contact Marleen Wong, Assistant Dean of Field Education, at [marleenw@usc.edu](mailto:marleenw@usc.edu). If you are a student of the VAC, you may also contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:june.wiley@usc.edu) for further guidance.

## **XVII. Tips for Maximizing Your Learning Experience in this Course (Optional)**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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

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