

**Social Work 589b – CYF  
Section #67658**

**Applied Learning in Field Education**

**3 Units**

*“Many persons have the wrong idea of what constitutes true happiness. It is not attained through self-gratification, but through fidelity to a worthy purpose.”*

Helen Keller

*Fall 2017*

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**I. COURSE PREREQUISITES**

This course is a master’s level applied learning course. Students are required to take this course concurrently with SOWK 588 - Integrative Learning for Social Work Practice.

**II. CATALOGUE DESCRIPTION**

Supervised field placement to develop practice skills in working with individuals, families, groups, communities and/or organizations. Graded CR/IP/NC.

**III. COURSE DESCRIPTION**

This course is the second semester, department specific, direct practice portion of the MSW program. CYF students will begin to learn how to 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. This course provides students the opportunity to apply evidence-based interventions (EBIs) in their work with individuals, families, groups, organizations, and communities.

Each student receives continual support provided by a Field Faculty Liaison who serves as an educator, consultant and coach for the practicum experience to emphasize the Four C’s of Field Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. Students utilize critical thinking and creativity through application of EBIs on the micro, mezzo and macro level of practice. Students utilize effective communication techniques in working with clients, agency employees and USC faculty to enhance their professional development as social workers.

Students are expected to take an active role in their experiences through the use of three core learning processes: self-reflection, interaction, and risk-taking. This teaching method draws on Transformative Learning Theory, which asserts that students develop integrative knowledge about self and others in a dynamic, multicultural society from multiple perspectives. The 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. Additionally, students will apply Person-In-Environment and Ecological Systems Theory along with EBIs learned and practiced during the first semester: Motivational Interviewing (MI), Cognitive Behavioral Therapy (CBT) and Problem Solving Therapy (PST). 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 societal systems and organizational change.

Due to its direct practice component, Field Education is a natural setting for 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 placement have the opportunity to implement research-based practices in multidisciplinary settings, thereby contributing to the direct application of EBIs and enhancing the capacity of organizations to provide EBIs. Infusing USC School of Social Work applied learning experiences 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 semester end, the Field Faculty Liaison is responsible for assigning students a grade of Credit, In Progress, or No Credit.

#### **IV. COURSE OBJECTIVES**

<b>Objective #</b>	<b>Objectives</b>
1	Begin to integrate classroom theories and specialized practice concepts with social work practice in vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.
2	Connect behavioral science to practice by learning how to apply specific CYF evidence-based interventions (EBIs) in internship placements.
3	Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination in the specialized area of practice.
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	Begin to increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation related to departmental CYF specialized behaviors.
6	Begin to develop and expand effective communication skills, demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the specialized field practicum setting.

## V. COURSE FORMAT / INSTRUCTIONAL METHODS

Field Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (Brooks, 2010). These competencies are articulated in the CSWE Educational Policy and Accreditation Standards (EPAs) and make up the Comprehensive Skills Evaluation, which is completed at the end of each semester. 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 presentations, activities, and guidance combined with community agency activities under the supervision of a designated Field Instructor, including hands-on interactions with clients, shadowing opportunities, trainings, individual supervision, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. Students may also develop a working relationship with site-based employees, known as Preceptors, who help guide them in day-to-day operations and many of the activities listed above.

USC Field Faculty Liaisons are assigned to oversee the progress of the students in their field placements, including consultation for students' field assignments. Working on behalf of the School of Social Work, the Field Liaisons meet with students as needed to facilitate their placement experiences and schedule Field Instructor, Preceptor (if applicable) and student contacts each semester to ensure the students' progress in meeting CSWE Core Competencies and NASW Code of Ethics. The Field Liaisons also clarify School policy/expectations and serve as consultant and mediator for student and agency-related conflicts.

Reflective Learning Tools are used to describe and analyze student communication with clients in individual, group and meeting settings, provide an opportunity for Field Instructor input, and plan for future interactions. A teaching plan, known as the Learning Agreement, is developed collaboratively between students and their Field Instructors. At the end of the second semester, the Comprehensive Skills Evaluation will be completed for each student and a grade will be assigned by the USC Field 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 agency clients and systems. The number of hours required in the field placement is 16 hours per week.

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

## 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>

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>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 impact children, youth, and families at the micro, mezzo, and macro levels. Social workers employ ethical decision-making and critical thinking when working with children, youth, and families. Social workers understand the distinctions between personal and professional values and apply rigorous self-reflection to monitor the influence of personal experiences and affective reactions as they make professional judgments and decisions in their work with children, youth, and families. Social workers understand social work roles and the roles of other professionals involved in the lives of children and families, and use collaboration to positively impact the lives of their clients in a variety of contexts. Social workers specializing in work with children, youth, and families recognize the importance of life-long learning and continual updating of knowledge and skills for effective and responsible practice. Social workers use technology ethically and responsibly in their work with children, youth, and families.</p>	<p>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.</p>	<p>a. Demonstrate understanding of social work role and interdisciplinary team roles within and across family service sectors.</p>	Knowledge	Units 1-14
	<p>5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.</p>	<p>b. Consistently employ critical appraisal of the influence of their own personal experiences as part of decision-making in their practice with children, youth, families, groups, organizations, and communities.</p>	Reflection	<p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>
	<p>6. Develop and expand effective communication skills, demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the field practicum setting.</p>	<p>c. Apply judgment and strategies of ethical reasoning to arrive at decisions in intervening with children and families.</p>	Knowledge	

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>2. Engage in Diversity and Difference in Practice</b></p> <p>Social workers seek to further their comprehension as to how diversity and difference characterize and shape the human experience in relation to the critical formation of identity as families develop and children grow physically and emotionally. 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 are aware of their own intersectionality of differences and how this may impact their practice with the children, youth and families they serve. Social workers who work with children, youth, and families seek to understand how life experiences arising from oppression, poverty, marginalization, or privilege and power, can affect family culture and identity, as well as individual growth and development. Social workers recognize the extent to which social structures, social service delivery systems, values and cultural systems may oppress, marginalize, alienate, exclude, or create or enhance privilege and power among children youth, and families.</p>	<p>1. Integrate classroom theories and concepts with social work practice in vulnerable community settings where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.</p> <p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p> <p>5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.</p>	<p>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences of children and families when practicing at the micro, mezzo, and macro levels.</p> <p>b. Demonstrate understanding of the impact and influence of culture on identity development of children, youth, and families</p>	<p>Values</p> <p>Knowledge</p>	<p>Units 5-14</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b> Social workers understand that every child, young person, and family member, 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 and employ social justice strategies promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.</p>	<p>1. Integrate classroom theories and concepts with social work practice in vulnerable community settings where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.</p> <p>5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.</p>	<p>a. Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.</p> <p>b. Analyze and consider the human rights and social justice aspects of interventions with children, youth, and families.</p> <p>c. Identify opportunities to advocate for children, youth, and families when they experience violations to human rights and barriers to social economic justice.</p>	<p>Values</p> <p>Values, Exercise of Judgment</p> <p>Knowledge</p>	<p>Units 5-14</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>4. Engage in Practice-informed Research and Research-informed Practice</b> Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge related to practice and evaluation of practice with children, youth, and families. Social workers use scientific, ethical, and culturally informed approaches to building knowledge related to practice with children, youth, and families. Social workers utilize various forms of data such as agency administrative data, public data and empirical data sources, to inform their practice within the field of children, youth and families. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and use the knowledge to inform research inquiry through clinical analysis. Social workers utilize data to inform and evaluate practice with this population and understand how to measure outcomes as part of the evaluation process.</p>	<p>2. Connect behavioral science to practice by learning and applying evidence-based interventions (EBIs) in internship placements.</p>	<p>a. Critically appraise research evidence in order to improve service delivery with regards to child, youth and family services.</p> <p>b. Apply various forms of data to inform practice with children, youth, and families.</p>	<p>Critical Thinking</p> <p>Exercise of Judgment</p>	<p>Units 8-14</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>



Competency	Objectives	Behaviors	Dimensions	Content
<p><b>5. Engage in Policy Practice</b></p> <p>Social workers understand that human rights, social justice and social welfare of children, youth and families are mediated in the larger social environments particularly by policy and its implementation at the federal, state, and local levels. Social workers understand how the history and current structures of social policies and services affect service delivery to children, youth, and families, specifically focused on vulnerable, oppressed and those living in poverty. They understand their role in policy development, implementation and evaluation within child and family practice settings at micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation, implementation, and evaluation.</p>	<p>5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.</p> <p>6. Develop and expand effective communication skills, demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the field practicum setting.</p>	<p>a. Identify policy and resource contexts of child, youth and family services at the local, state, and federal levels.</p> <p>b. Evaluate social policies with regard to their impact on the well-being of children, youth, and families at micro, mezzo, and macro levels.</p>	<p>Critical Thinking</p> <p>Knowledge, Critical Thinking</p>	<p>Unit 1-14</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>            Child and family 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 children, youth, and families. They understand the importance of significant relationships and development from an ecological perspective with an understanding of risk and protective factors and how these interact within the larger social environment. Social workers utilize theories of human behavior and the social environment to facilitate engagement with their clients and the groups, organizations, institutions, and communities that impact them. Social workers understand and utilize varied engagement strategies to advance practice effectiveness with diverse children, youth, and families and thus advance social, economic and environmental justice within marginalized communities. Social workers understand that their personal experiences and affective reactions may have an impact on their ability to effectively engage with diverse families and children. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with children, youth, and families.</p>	<p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p>	<p>a. Apply knowledge of human behavior and the social environment and development to engage with children, youth, and families in a culturally and developmentally appropriate manner.</p> <p>b. Utilize empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationships within and across family service sectors.</p>	<p>Knowledge</p> <p>Affective Reactions, Reflection</p>	<p>Units 2-4</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b> Social workers use their knowledge of theories of human behavior and the social environment to inform ongoing assessment as they work with diverse children, youth, and families, as well as with the groups, organizations, and institutions that play important parts in their lives. Social workers use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of children, youth and families, which in turn advances the effectiveness of their practice. Social workers work collaboratively with other service providers involved in the family's life in order to obtain a comprehensive understanding of the family system to enhance the assessment process. Social workers are mindful of the potential influence of their personal experiences and affective reactions on the processes of assessment with children, youth, and families.</p>	<p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p>	<p>a. Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth and families.</p> <p>b. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of children, youth and families and the communities in which they live.</p> <p>c. Considers the interaction among risk and protective factors, impact of trauma, patterns of attachment, brain development and resiliency.</p>	<p>Knowledge</p> <p>Exercise of Judgment</p> <p>Knowledge, Exercise of Judgment</p>	<p>Units 5-7</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b> Social workers are knowledgeable about the evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients. Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve family and agency goals. Social workers understand the importance of inter- professional teamwork and communication in interventions, and employ strategies of interdisciplinary, inter- professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families.</p>	<p>2. Connect behavioral science to practice by learning and applying evidence-based interventions (EBIs) in internship placements.</p> <p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p>	<p>a. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p> <p>b. Critically select and apply interventions for their practice with children, youth, and families, based on thoughtful assessment of needs and the quality of available evidence.</p>	<p>Skills</p> <p>Knowledge, Skills, Exercise of Judgment</p>	<p>Units 8-11</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b> - Social workers recognize that evaluation must be an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse children, youth, and families, and the groups, organizations and communities that play important parts in their lives. Social workers use their knowledge of qualitative and quantitative methods, and theories of human behavior in their evaluation of practice processes and outcomes of their work with children, youth, and families. Social workers engage in self-reflection to evaluate how their personal and professional experiences may have impacted their work. These formal and informal methods of evaluation advance the effectiveness of practice, policy, and service delivery to children, youth, and families.</p>	<p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p>	<p>a. Critically analyze, monitor, and evaluate intervention and program processes and outcomes when working with children, youth, families and communities.</p> <p>b. Use evaluation of their interventions in child, youth, and family settings to identify gaps in skills or in intervention methods in order to increase future practice effectiveness</p>	<p>Critical Thinking</p> <p>Critical Thinking</p>	<p>Units 12-14</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Learning Agreement	Unit 4	30%
Reflective Learning Tools	Weekly	30% (20% graded by week 9)
Development of Competencies and Completion of Field Practicum Hours	Weekly	40% (20% graded by week 9)

Each of the major assignments is described below.

### Assignment 1: Learning Agreement that reflects current internship activities.

On the ground (OTG) students: Review education goals in the Learning Agreement and revise to incorporate department-specific competencies through collaboration with your Field Instructor and Preceptor (if applicable). Submit confirmation of review form to the Field Faculty Liaison.

VAC students: Complete and ensure that the Learning Agreement portion of the Three Semester Learning Agreement and Comprehensive Skills Evaluation form is submitted to the Field Faculty Instructor/ Field Liaison. Completed in collaboration with the Field Instructor/ Preceptor (if applicable)/Field Liaison, 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
- 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 and Preceptor (if applicable)
- Sign and date the agreement

**Due:** All Learning Agreements, both new and revised, should be completed during Module 1. Review of the Learning Agreement should also be ongoing.

*This assignment relates to student learning outcomes 1c, 8b, 9a*

### Assignment 2: Reflective Learning Tools

Complete and submit weekly Reflective Learning Tools (RLTs) (a minimum of 10/semester) to the Field Instructor.

**Due:** RLTs should be reviewed, discussed and the log signed weekly and turned into the Field Instructor. The Field Faculty Liaison may request copies of RLTs and logs at any time for purposes of additional review and monitoring.

For OTG students, the RLT Log needs to be completed on a regular basis and signed as verification that the requirements have been met. The log is due on the last date of field.

For VAC students, the Field Practicum Log needs to be signed by the agency field instructor or preceptor (if applicable) during weekly supervision to document the number of field hours completed and to verify that RLTs were completed and reviewed. The log is due weekly and uploaded to the LMS platform.

*This assignment relates to student learning outcomes 1a, 1b, 2a, 2b, 3c, 4a, 6b, 6c, 7a, 8a, 9a, 9b*

**Assignment 3: Development of Competencies and Completion of Field Placement Hours**

To earn credit, students will:

- Demonstrate skill development in the CSWE Ten Core Competencies as listed in the Comprehensive Skills Evaluation.
- Complete a self-assessment on the Comprehensive Skills Evaluation and submit it to the Field Instructor.
- Review and discuss the end of semester Comprehensive Skills 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 Practicum Instructor/Field Liaison.
- Complete required number of Field Placement hours (minimum 16/week). \*\*

**Due:** Submit a copy of the completed Comprehensive Skills Evaluation, signed by both the student and the Field Instructor, to the Field Faculty Liaison on the last class day of the semester (Unit 15), along with the signed Field Practicum Log.

*This assignment relates to student learning outcomes 1a – 9b.*

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

*\*\*Students will not receive a Credit in this course if they do not complete the required hours. If discussed in advance and arranged with the Field Instructor, students are allowed eight (8) hours per semester for religious holidays. Students may take the equivalent of one eight (8) hour sick day per semester as long as they notify the Field Instructor in a timely manner. Make-up hours for time missed must also be discussed with the Field Instructor. Any attendance issues that arise should be addressed with the student’s Field Liaison. Record keeping of required field hours is a joint responsibility of the student and the Field Instructor. To the fullest extent possible, students are expected to observe the agency attendance and time schedule policies. However, Applied Learning in Field Education is a class and students must adhere to the internship start and end dates as well as important Field Education activities and events in the USC Field Calendar. If the agency is closed on a non-University holiday, the student is expected to make up this time.*

OTG students: All field forms and information including the calendar can be found here:

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

VAC students: All field forms and information including the calendar can be found in your Toolbox and here:

<http://msw.usc.edu/field-forms/>

Class grades will be based on the following:

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 Textbooks

Hepworth, D.H., Rooney, R.H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J.A. (2010). *Direct social work practice: Theory and skills*. (8th ed). Belmont, CA: Brooks/Cole, Cengage Learning.

Garthwait, C. L. (2011). *The social work practicum a guide and workbook for students* (5th ed.). Boston, MA: Pearson Education.

(Instructor Note: With MySocialWorkLab package. The custom ISBN#: 1256342122.)

Additional recommended readings are available online through electronic reserve (ARES) or through the links provided in the unit descriptions. The textbook has also been placed on reserve at Leavey Library.

### References

Brooks, D. (2010). *Field Education in the Next Decade: Setting the Stage*. A Presentation to the 25<sup>th</sup> Annual Joint Field Education Symposium, Feb. 10, 2010. Los Angeles, CA.

Lee, Y. M, & Greene, G. J. (2003) A teaching framework for transformative learning in social work education. *Journal of Ethnic and Cultural Diversity in Social Work*, 12(3) 1-28.

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

University of Southern California School of Social Work. Field Education website: Retrieved on 12-5-2011 from <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education>

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

## Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> <li>■ Orientation to Field Practicum               <ul style="list-style-type: none"> <li>▼ Orientation to Field Placement</li> <li>▼ Group and/or individual Field Instruction</li> <li>▼ Review of CSWE EPAS</li> <li>▼ Review of NASW Code of Ethics</li> <li>▼ Introduction to 589b assignments</li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Module One, Re-Engagement               <ul style="list-style-type: none"> <li>▼ Re/engage with placement and discuss/review educational goals</li> <li>▼ Re/connect with clients and review client goals (if applicable)</li> </ul> </li> </ul>	
3	<ul style="list-style-type: none"> <li>▼ Review stages of development</li> </ul>	
4		
5	<ul style="list-style-type: none"> <li>■ Module Two, Assessment               <ul style="list-style-type: none"> <li>▼ Strengthen assessment skills</li> <li>▼ Develop collaborative skills</li> </ul> </li> </ul>	
6	<ul style="list-style-type: none"> <li>▼ Broaden practice to include diverse populations</li> <li>▼ Understand the formation and working stages of groups (task, educational, clinical, meeting, interdisciplinary, community)</li> </ul>	
7		
8	<ul style="list-style-type: none"> <li>■ Module Three, Intervention               <ul style="list-style-type: none"> <li>▼ Connect theory to practice</li> <li>▼ Refine intervention skills</li> </ul> </li> </ul>	
9	<ul style="list-style-type: none"> <li>▼ Apply EBIs and client informed practice relevant to client population and service delivery modality</li> </ul>	
10	<ul style="list-style-type: none"> <li>▼ Apply intermediate and advanced communication skills</li> <li>▼ Increase autonomy</li> </ul>	
11		
12	<ul style="list-style-type: none"> <li>■ Module Four, Evaluation               <ul style="list-style-type: none"> <li>▼ Define program evaluation and agency needs assessment</li> <li>▼ Review termination with individuals, groups, families, projects</li> </ul> </li> </ul>	
13	<ul style="list-style-type: none"> <li>▼ Conduct self-assessment and complete Comprehensive Skills Evaluation with Field Instructor</li> </ul>	
14		
15		
<b>STUDY DAYS / NO CLASSES</b>		



FINAL EXAMINATIONS

**Introduction- Orientation to Field Practicum (Unit 1)**

**Topics**

- Orientation to Field Placement
- Group and/or individual Field Instruction
- Review of CSWE EPAS
- Review of NASW Code of Ethics
- Introduction to 589b assignments

This Unit relates to course objectives 1-6.

**Recommended Readings**

NASW Code of Ethics. (n.d.). Retrieved from: <http://www.socialworkers.org/pubs/code/code.asp>  
(crossover reading)

University of Southern California. Academic Calendar.

University of Southern California School of Social Work Field Manual.

**Module One – Re/Engagement (Units 2-4)**

**Topics**

- Re/engage with placement and discuss/review educational goals
- Re/connect with clients and review client goals (if applicable)
- Review stages of development

This Module relates to course objectives 1-6.

**Recommended Readings**

Dyche, L., & Zayas, L. H. (1995). The value of curiosity and naiveté for the cross-cultural psychotherapist. *Family Process, 35*, 389-400. (Crossover Reading)

Dyche, L., & Zayas, L. H. (2001). Cross-cultural empathy and training the contemporary psychotherapist. *Clinical Social Work Journal, 29*, 245-258. (Crossover Reading)

Sweitzer, H. F., & King, M (2009). Framing the experience: The developmental stages of an internship. In *The successful internship* (3<sup>rd</sup> ed., pp. 49-61). Belmont, CA: Brooks/Cole. (Crossover Reading)

Sweitzer, H. F., & King, M (2009). Understanding yourself. In *The successful internship* (3<sup>rd</sup> ed., pp. 78-88). Belmont, CA: Brooks/Cole. (Crossover Reading)

## Module Two – Assessment (Units 5-7)

### Topics

- Strengthen assessment skills
- Develop collaborative skills
- Broaden practice to include diverse populations
- Understand the formation and working stages of groups (task, educational, clinical, meeting, interdisciplinary, community)

This Module relates to course objectives 1-6.

### Recommended Readings

- Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society: The Journal of Contemporary Human Services*, 82, 296–304. (Crossover Reading)
- Kisthardt, W. E. (2006). The opportunities and challenges of strengths-based, person-centered practice. In D. Saleebey (Ed.), *The strengths perspective in social work practice* (4th ed., pp. 171-182 & 186-190). Boston, MA: Allyn & Bacon. (Crossover Reading)
- Rebmann, H. (2006). Warning—there's a lot of yelling in knitting: The impact of parallel process on empowerment in a group setting. *Social Work With Groups*, 29(4), p. 5-24.
- Saleebey, D. (2000). Power in the people: Strengths and hope. *Advances in Social Work*, 1(2), 127-136. (Crossover Reading)

## Module Three – Intervention (Units 8-11)

### Topics

- Connect theory to practice
- Refine intervention skills
- Apply EBIs and client informed practice relevant to client population and service delivery modality
- Apply intermediate and advanced communication skills
- Increase autonomy

This Module relates to course objectives 1-6.

### Recommended Readings

- Adams, K. B., LeCroy, C. W., & Matto, H. C. (2009) Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education*, 45(2)165-186.
- Chernack, K.B. (2010). Professional boundaries in a virtually boundary-less e-environment. *NASW-Illinois Chapter Networker Magazine* (Jan. 4, 2010). Retrieved on 10/2/2012 from: <http://naswil.org/news/networker/featured/professional-boundaries-in-a-virtually-boundary-less-e-environment/> .
- Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006) Integrating evidence-based practice and social work field education. *Journal of Social Work Education*, 42(2) 377-396.
- Wahab, S. (2005) Motivational Interviewing and social work practice. *Journal of Social Work*, 5(1) 45-60.

## Module Four – Evaluation (Units 12-15)

### Topics

- Define program evaluation and agency needs assessment
- Review termination with individuals, groups, families, projects
- Conduct self-assessment and complete Comprehensive Skills Evaluation with Field Instructor

This Module relates to course objectives 1-6.

### Recommended Readings

Baum, N. (2006). End-of-year treatment termination: Responses of social work student trainees. *British Journal of Social Work, 36*(4), p. 639-656.

Bogo, M. (2006). Field instruction in social work. *The Clinical Supervisor, 24*(1-2), p. 163-193. Retrieved on 9/27/2012 from [http://dx.doi.org/10.1300/J001v24n01\\_09](http://dx.doi.org/10.1300/J001v24n01_09) .

Gelman, C.R. (2009). MSW Students' Experience with Termination: Implications and Suggestions for Classroom and Field Instruction. *Journal of Teaching in Social Work, 29*(2), 169-187. (Crossover Reading)

Homonoff, E. (2008). The heart of social work: Best practitioners rise to challenges in field instruction. *The Clinical Supervisor, (27)*2, p. 135-169.

Kazi, M. (2003). Realist Evaluation for Practice. *British Journal of Social Work, 33*, 803-818. (Crossover Reading)

Vinton, L., & Wilke, D.J. (2011). Leniency bias in evaluating clinical social work student interns *Clinical Social Work Journal, 39*(3), p. 288-295. DOI: 10.1007/s10615-009-0221-5.

## STUDY DAYS / NO CLASSES OR INTERNSHIP

## FINAL EXAMINATIONS (NO INTERNSHIP)

## 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 Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. 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>.

### 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 and 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 and 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*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

*USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.*

Provides overall safety to USC community. <http://dps.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 the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the 589b Lead Instructor (VAC students contact [vacfield@usc.edu](mailto:vacfield@usc.edu) and Ground students contact [sswfield@usc.edu](mailto:sswfield@usc.edu) for the Lead Instructor's contact information). If you do not receive a satisfactory response or solution, contact Senior Associate Dean Dr. Marleen Wong and MSW Chair Dr. Leslie Wind 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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