

Social Work 699b – AMHW

Section # 60806

Advanced Applied Learning in Field Education

4 Units

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

Marian Wright Edelman
Founder, Children’s Defense Fund

Spring Semester, 2018

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Field Instructor: TBD
Course Days: P/T or F/T Schedule
Course Time: 20 hours/week
Course Site: Placement Agency

I. COURSE PREREQUISITES

This is an advanced master’s level Field Education course. Students take this class concurrently with 698b. To participate in this course, students must successfully complete SOWK 589a, SOWK 588, 589b, 698a, and 699a.

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

This course is the fourth semester direct practice portion of the MSW program. It is a collaborative endeavor between the USC School of Social Work agencies located throughout the world. This advanced course provides students the opportunity to practice social work skills and apply evidence-based interventions (EBIs) in their work with individuals, families, groups, organizations, communities and businesses with higher competency expectations than the first two semesters of the MSW program. Each student receives continual support provided by a Field Faculty Liaison who serves as an educator, consultant and coach for the field education internship 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.

In the final semester of field education, students will demonstrate an increase in the quality of micro, mezzo, and macro social work services. MSW students are expected to build on their knowledge, skills, and values learned in their first three semesters of field education internships. Through continued collaboration with the School, agencies will continue to provide learning opportunities and resources for an effective educational experience for students. Field Instructors are professional masters' level social workers who guide and teach students how to apply social work practice, values, and ethics in a professional setting. Field Instructors also collaborate with students and preceptors, if applicable, to create and approve learning agreements, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is finished on time.

SCI students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in organizations, business and community settings. AMHW students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies serving adults. CYF students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies serving children, youth and families.

Students are expected to continue 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. 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.

This course provides an opportunity for School departments to implement research-influenced practices in multidisciplinary settings, thereby, contributing to the direct application of EBIs and influencing the capacity of organizations to provide EBIs. Infusing field education internship with EBIs provides a translational link between research and practice, further solidifying a developing science of social work, and underscores Field Education as the "signature pedagogy" of social work.

At semester ends, the Field Faculty Liaison is responsible for assigning students a grade of Credit, In Progress, or No Credit.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Effectively integrate AMHW, CYF and SCI classroom theories and specialized concepts with micro, mezzo, and macro social work practice in a variety of community settings that address the effects of poverty, discrimination and oppression; influence changes at the individual, family and group level; and bring about organizational and societal change.
2	Connect the developing science of social work to practice by demonstrating specific AMHW, CYF and SCI evidence-based interventions (EBIs) in internship placements.
3	Enhance and extend skills across the spectrum of culturally appropriate social work services, may include direct practice skills such as engagement, assessment, goal-setting, intervention, termination, and evaluation; mezzo practice skills such as case management, resource/referral, family work, and support system; and macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation.
4	Cultivate 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	Demonstrate proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation related to departmental (AMHW, CYF and SCI) specialized behaviors.
6	Effectively 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 education internship 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 EPAs and make up the Comprehensive Skills Evaluation for field education internship. To prepare students for successfully achieving those competencies, a variety of instructional methods are utilized by both USC Field Faculty and agency Field Instructors.

Instructional methods consist of university-led trainings, activities, and guidance combined with community agency activities under the supervision of a designated Field Instructor, including hands-on interactions with clients, shadowing opportunities, trainings, individual supervision, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. Students may also develop a working relationship with site-based employees, known as Preceptors, who help guide them in day-to-day operations and many of the activities listed above.

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

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

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

VI. STUDENT LEARNING OUTCOMES

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:

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

* Highlighted in this course

The following table 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>1. Demonstrate Ethical and Professional Behavior Social workers practicing in health, behavioral health and integrated care settings understand the value base of the profession and its ethical standards, as well as relevant laws and regulations and shifting societal mores that may affect the therapeutic relationship. Social workers understand frameworks of ethical decision-making and routinely apply strategies of ethical reasoning to arrive at principled decisions. Social workers are able to tolerate ambiguity in resolving ethical conflict. Social workers who work with adults and older adults apply ethical principles to decisions on behalf of all clients with special attention to those who have limited decisional capacity. Social workers recognize and manage personal values and biases as they affect the therapeutic relationship in the service of the client's well-being. They identify and use knowledge of relationship dynamics, including power differentials. Social workers who work with adults and older adults understand the profession's history, its mission, and the roles and responsibilities and readily identify as social workers. They also understand the role of other professionals when engaged in inter-professional teams. Social workers working with adults and older adults recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers incorporate ethical approaches to the use of technology in meeting the needs of their clients in health, behavioral health, integrated care, and other settings serving adults and older adults.</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>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. Understand the value base and ethical standards of the profession, as well as relevant laws and regulations and shifting societal mores that may affect the social worker/client relationship when addressing the mental and physical health and well-being of adults of all ages and their families within agencies, institutions, and communities across various contexts.</p> <p>b. Recognize and manage personal values and biases as they affect the social worker/client relationship in the service of client and family well-being when addressing the mental and physical health and well-being of adults of all ages adults and their families within agencies, institutions, and communities across various contexts.</p> <p>c. Select and use formal or informal written and oral communication as appropriate to clients, families, instructors, interdisciplinary team members, organizations, and community stakeholders.</p> <p>d. Consult and incorporate feedback from clients, instructors, interdisciplinary team members and other stakeholders to enhance practice outcomes that address the mental and physical health and well-being of adults of all ages and their families within agencies, institutions, and communities across various contexts.</p>	<p>Values and Reflection</p>	<p>Unit 1 Module 1: Course Introduction</p> <p>Units 2-4 Module 2: Re-Engagement</p> <p>Units 5-7 Module 3: Assessment</p> <p>Units 8-11 Module 4: Intervention</p> <p>Units 12-15 Module 5: Evaluation</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>2. Engage in Diversity and Difference in Practice</p> <p>Using research, social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity and are able to apply this knowledge to work empathically and effectively with diverse populations. 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 which a culture's structures and values, including social, economic, political and cultural exclusions may oppress, marginalize, and/or alienate adults and older adults or create privilege and power. Social workers through self-reflection, continue to assess and address their ageist values, building knowledge to dispel myths regarding aging and stereotyping of older persons. Social workers are able to consistently identify and use practitioner/client differences from a strengths perspective. Social workers view themselves as learners and engage those with whom they work as informants.</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. Recognize and communicate understanding of how diversity and difference characterize and shape human experience and identity for adults of all ages when addressing the mental and physical health and well-being.</p> <p>b. Evaluate the strengths and weaknesses of multiple theoretical perspectives through an intersectionality framework.</p> <p>c. Consistently apply an intersectional framework with individuals, groups and families that considers multiple factors, including 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 when addressing the mental and physical health and well-being of adults of all ages and their families.</p>	<p>Values and Exercise of Judgement</p>	<p>Units 2-4 Module 2: Re-Engagement</p> <p>Units 5-7 Module 3: Assessment</p> <p>Units 8-11 Module 4: Intervention</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every individual, regardless of position in society, has fundamental rights such as freedom, safety, privacy, an adequate standard of living, healthcare and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need, social justice and strategies to promote social and economic justice and human rights. Social workers practicing in health, behavioral health and integrated care settings understand the potentially challenging effects of economic, social and cultural factors in the lives of clients and client systems. They also understand stigma and shame on an individual, community and society-wide basis. Social workers use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and advocate at multiple levels for mental and physical healthcare parity and reduction of disparities for diverse populations.</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. Integrate theory, research, and economic, social and cultural factors when engaging in advocacy strategies to promote social justice, economic justice, and human rights for adults of all ages and their families.</p> <p>b. Use advocacy and policy analysis skills to inform advocacy efforts at multiple levels for mental and physical healthcare parity and reduction of parity and disparities for diverse populations.</p> <p>c. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to advocate at multiple levels for mental and physical healthcare parity.</p>	<p>Knowledge and Skills</p>	<p>Units 5-7 Module 3: Assessment</p> <p>Units 8-11 Module 4: Intervention</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>4. Engage in Practice-informed Research and Research-informed Practice Social workers practicing in health, behavioral health, and integrated care settings understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. Social workers use the evidence-based practice process in clinical assessment and intervention with clients. Social workers use research methodology to evaluate practice effectiveness and/or outcomes. They also understand the processes for translating research findings into effective practice and participate in the generation of new clinical knowledge through research and practice.</p>	<p>2. Connect behavioral science to practice by learning and applying evidence-based interventions (EBIs) in internship placements.</p>	<p>a. Critically assess the range of information and research regarding effective practices with individuals, groups and families in when addressing the mental and physical health and well-being of adults of all ages and their families.</p> <p>b. Critically assess the range of information based on research for the development of evidence informed decision-making for effective clinical practice.</p> <p>c. Gather, translate and utilize existing research evidence to bridge the gap between research and practice.</p> <p>d. Identify and apply relevant evidence informed practices when on addressing the mental and physical health and well-being of adults of all ages and their families.</p>	<p>Critical Thinking and Skills</p>	<p>Units 5-7 Module 3: Assessment</p> <p>Units 8-11 Module 4: Intervention</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>5. Engage in Policy Practice</p> <p>Social workers practicing in health, behavioral health and integrated care settings recognize the connection between clients, practice, and both public and organizational policy. They understand that human rights and social justice, as well as social welfare and services are mediated by policy and its implementation at the federal, state, and local levels. Social workers have knowledge of advocacy methods that contribute to the development, implementation and improvement of social policies that support persons throughout the lifespan. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy as well as have knowledge about factors that influence the development of legislation, policies, program services, and funding at all system 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>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. Use their understanding of how policy informs practice and how practice informs policy at organizational, community and legislative levels to engage in advocacy when developing, implementing and improving social policies that support persons throughout the lifespan.</p> <p>b. Demonstrate an understanding of how agencies and social welfare policies affect access to and delivery of services related to the mental and physical health and well-being of adults of all ages and their families.</p> <p>c. Use policy advocacy strategies and actions to engage in policy analysis and policy proposal writing in health, behavioral health, and integrated care contexts.</p> <p>d. Advocate for adults of all ages and their families within agencies, institutions, and communities for social welfare policies that positively impact mental and physical health and overall well-being.</p>	<p>Knowledge and Skills</p>	<p>Units 8-11 Module 4: Intervention</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>6. Engage with Individuals, Families, Groups, Organizations, and Communities Social workers in health, behavioral health and integrated care settings value and understand the primacy of relationships in the engagement process. Social workers practicing with adults and older adults understand that engagement involves the dynamic, interactive, and reciprocal processes. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge along with knowledge of practice theories (models, strategies, techniques, and approaches) to facilitate engagement with individuals, families and groups. 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.</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. Recognize the primacy of the relationship when engaging with others adults of all ages and their families integrated care settings related to their mental and physical health and well-being.</p> <p>b. Use empathy and other interpersonal skills to engage and intervene with adults of all ages and their families using evidence-based interventions that address mental and physical health and well-being.</p>	<p>Values and Affective Reaction</p>	<p>Units 2-4 Module 2: Engagement</p> <p>Assignment #1 Review of Learning Agreement and Goals with Field Instructor</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>7. Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers in health, behavioral health and integrated care settings understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, and groups. Social workers understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups. Social workers collect, organize, and interpret client data with a primary focus of assessing client's strengths. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</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. Understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups.</p> <p>b. Understand how personal experiences and affective reactions may affect assessment and decision-making in addressing the mental and physical health and well-being of adults of all ages and their families and seek guidance through supervision and consultation.</p>	<p>Knowledge and Reflection</p>	<p>Units 5-7 Module 3: Assessment</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>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 and groups in health, behavioral health and integrated care settings. Social workers working with adults and older adults identify issues related to losses, changes, and transitions over their life cycle in designing intervention. Social workers understand methods of identifying, analyzing, modifying and implementing evidence-informed interventions to achieve client goals, taking into account influences such as cultural preferences, strengths and desires. Social workers in working with adults and older adults value and readily negotiate, mediate, and advocate for clients. Social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<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. Skillfully choose and implement culturally competent interventions to achieve practice goals and enhance capacities of clients.</p> <p>b. Are self-reflective in understanding transference and countertransference in client interactions as well as practice self-care in the face of disturbing personal reactions.</p> <p>c. Utilize self-reflection in order to enhance the working relationship with adults of all ages, families, groups, organizations, and communities to address mental and physical health and well-being.</p> <p>d. Practice self-care to enhance the applications of interventions with adults of all ages, families, groups, organizations, and communities that address mental and physical health and well-being. Utilize inter-professional and inter-organizational collaboration to improve client outcomes for adults of all ages and their families.</p>	<p>Exercise of Judgment and Reflection</p>	<p>Units 8-11 Module 4: Intervention</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Social workers practicing in health, behavioral health and integrated care settings understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, and groups. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers continually use clinical evaluation of their processes and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions. Social workers working with adults and older adults strive to contribute to the theoretical knowledge base of the social work profession through practice-based research.</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. Choose appropriate prevention targets for their clients and provide education on how clients can integrate prevention into their lifestyles.</p> <p>b. Use clinical evaluation in monitoring outcomes of intervention.</p> <p>c. Consistently monitor intervention outcomes to improve mental and physical health and well-being of adults of all ages, families and groups.</p> <p>d. Critically evaluate and use intervention outcomes data to guide further practice related to the mental and physical health and well-being of adults of all ages and their families within agencies, institutions, and communities across various contexts.</p>	<p>Critical Thinking and Skills</p>	<p>Units 12-15 Module 5: Evaluation</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
1. Review Educational Goals in Learning Agreement with Field Instructor	Unit 5	30%
2a. Ten Reflective Learning Tools	Weekly	35%
2b. Field Documentation	Unit 15	(50% completed by week 9)
3. Development of Competencies and Field Hours**	Unit 15	35%

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

Each of the major assignments is described below.

Assignment 1: Review Educational Goals in Learning Agreement with Field Instructor

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.

Due: Unit 5

This assignment relates to student learning outcome 6.

Assignment 2a/b: Reflective Learning Tools and Field Documentation

Complete and submit weekly Reflective Learning Tools (a minimum of 10/semester) to the Field Instructor. The Reflective Learning Tool Log needs to be completed on a regular basis and signed by the Field Instructor as verification that the requirements have been met. There are multiple Reflective Learning Tool forms to include:

- Individual
- Group
- Educational Meeting
- Macro Focused

The Reflective Learning Tool Log needs to be completed on a regular basis and signed by the Field Instructor as verification that the requirements have been met. Upon completion Reflective Learning Tool Log will be turned into the Field Liaison.

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.

Due 2a: Reflective Learning Tools are due weekly to the Field Instructor and the signed Reflective Learning Tool Log. Field Liaison will do a monthly check-in with student reviewing Reflective Learning Tool Log.

Due 2b: Unit 15 – Reflective Learning Tool Log is due Field Liaison

This assignment relates to student learning outcomes 1-4 and 6-9.

Assignment 3: Development of Competencies and Field Hours

For Credit in this assignment, students will:

- Demonstrate advanced skills in the CSWE Core Competencies as listed in the Comprehensive Skills Evaluation portion of the Learning Agreement and Comprehensive Skills Evaluation.
- Complete a self-assessment (suggested activity) by rating themselves on the Comprehensive Skills Evaluation and submitting it to the Field Instructor.
- Review and discuss the semester Evaluation completed by the Field Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, students sign in the space indicated. *
- Ensure that the completed Evaluation is submitted electronically to the Field Liaison.
- Complete required number of Field placement hours (20/week). **

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

This assignment relates to student learning outcomes 1-9.

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

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

Course grades will be based on the following:

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

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

XIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbook

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/>

(Departments can choose a text and put it here as well as recommended readings.)

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

Course Overview Course Schedule—Detailed Description

Guidelines for SOWK 699b: Advanced Learning in Field Education

The USC School of Social Work places MSW students in thousands of internships nationally and internationally in a variety of different settings: health, mental health, public child welfare, schools, in-person or virtual, etc. This syllabus serves as a general set of expectations for our students and their instructors. However, given the challenges of standardizing direct social work practice, a variety of experiences within these guidelines is expected. Therefore, all stakeholders involved in field education activities should view this document as best practice guidelines.

Unit	Topics	Assignments
Units 1:	Module 1: Course Introduction	Weekly RLT Review Learning Agreement
Units 2-4:	Module 2: Re-Engagement	Weekly RLT's Review Learning Agreement
Units 5-7:	Module 3: Assessment	Weekly RLT's
Units 8-11:	Module 4: Intervention	Weekly RLT's
Units 12-15:	Module 5: Evaluation	Weekly RLT's Semester Evaluation RLT Log

Unit 1: Module 1: Course Introduction

Topics

- Review second semester educational goals from Learning Agreement with Field Instructor
- Develop a time management plan with Field Instructor for final semester of Advance Applied Learning in Field Education
- Re-establish connection with agency and client, group, organization, and community systems
- Task
 - Create and submit Reflective Learning Tool

This Unit relates to student learning outcome 1.

Required Readings

University of Southern California. Academic Calendar

University of Southern California School of Social Work Field Manual

Unit 2-4: Module 2: Re-Engagement

Topics

- Reconnect and review goals with clients, groups, organizations, or communities and make adjustments
 - Define new treatment objectives and treatment plans with clients
 - Describe how agency interfaces with broader community
 - In collaboration with client(s) and Field Instructor, select and apply evidence-informed interventions
- Integrate department specific coursework into practice
 - Incorporate multi-modal practice skills and theories learned in department-specific courses
 - Examine agency's leadership in the community
 - Consult with Field Instructor on ways to manage increased assignments and expectations efficiently
- Tasks:
 - ▼ Create and submit Reflective Learning Tools

This Unit relates to student learning outcomes 1, 2 and 6.

Recommended Readings

(Department-specific readings should be included here)

Unit 5-7: Module 3: Assessment

Topics

- Assess progress on project deliverables and/or clients' goals and develop timeline for meeting expectations
 - Assess progress on quantifiable projects or services to be completed by the end of the internship (deliverables) and develop a timeline for their completion
 - Develop an understanding of the community's practice models
 - Continue to observe the interplay between agency needs, client needs, and community resources including how information flows into and out of the organization
 - Anticipate risk factors and apply strategies for minimizing risks in carrying out agency functions both in agency and community settings
- Apply critical-thinking skills in the ongoing assessment of projects and/or clients' progress
 - In collaboration with the client and Field Instructor, evaluate the need to modify interventions
 - Increase familiarity with evidence-based intervention clearinghouses (such as SAMSHA and the California Evidence-Based Clearinghouse for Child Welfare)
 - Attend EBI training at field placement when offered
 - Increase awareness of how current agency policies impact direct service
- Expand knowledge of clients' and/or community's cultural contexts
 - Expand knowledge of community culture and how it impacts intervention receptivity and response
 - Recognize and validate the intersection of factors making up a client's life experiences, including gender, sexual orientation, age, race, culture, religion, immigration status and political ideology
 - Become adept at applying legal and ethical standards on child abuse and neglect, dependent adult abuse and neglect, danger to self, and danger to others in consultation with Field Instructor
 - Incorporate self-care strategies to maintain emotional and physical well-being, and balance competing demands on time inherent in the MSW program
- Tasks:
 - ▼ Create and submit Reflective Learning Tools

This Unit relates to student learning outcomes 1-4 and 7.

Recommended Reading

(Department-specific readings should be included here)

Unit 8-11: Module 4: Intervention

Topics

- Strengthen micro, mezzo and macro skills
 - Continue to utilize a variety of level of skills sets in working with individuals, groups and communities/organizations
 - Utilize individual and/or group supervision as a time to discuss and enhance skills in working with specific populations
- Review current organizational policies that impact service delivery and discuss with Field Instructor
 - Incubate ideas for developing community programs to meet unmet needs
 - Incorporate advanced skills in micro work with clients, mezzo work with client systems, and macro work within the organization and/or the community
 - Reflect on cumulative caseload diversity and the impact that ethnicity, gender, socio-economic status, age, sexual orientation, religion, and/or treatment issues have had on skill development
 - Evaluate effectiveness of evidence-informed tools and techniques at the client, agency, and/or systems level and discuss with Field Instructor
 - Continue termination preparation with clients at all intervention levels
- Increase creativity in client and project work
 - Utilize understanding of agency's political relationships at the local, state, and national level to inform activities during optional NASW-CA Legislative Lobby Days
 - Identify agency marketing plan, including specific outreach efforts to potential clients, communities, volunteers, donors, and other stakeholders
 - Acquire a greater understanding of community resources available to impact client, family, group, community, and organizational well-being
 - Continue defining tasks and services to clients, groups, organizations and communities prior to conferences with Field Instructor
 - Discuss creative and meaningful termination rituals with Field Instructor for both individual and group clients
- Understand linkages between agency and programs
 - Explore these linkages with Field Instructor in individual supervision
 - Explore how the linkages impact services that are provided to client population, funding sources, and collaborative relationships in the community
- Continue to explore clinical and organizational complexities
 - Provide safe holding environment for client's emotional responses to trauma and stressful events
 - Continue to be aware of client's ambivalence toward change
 - Deepen the exploration of transference and countertransference issues in work with client systems, and discuss feelings and observations candidly with Field Instructor
 - Identify the agency's complex political relationships at the local, state, and national level, and how these impact the well-being of individuals
 - When appropriate, involve members of client's support system in long-term treatment planning
 - Revisit treatment timeline with clients and client systems, and begin preparing for termination
- Tasks:
 - ▼ Create and submit Reflective Learning Tools

This Unit relates to student learning outcomes 1-5 and 8.

Recommended Readings

(Department-specific readings should be included here)

Unit 12-15: Module 5: Evaluation

Topics

- Utilize and enhance clinical, program, and/or organizational evaluation processes
 - Continue to utilize critical thinking and judgment skills in evaluating clinical, program and/or organizational processes
 - Apply effective communication skills in discussing key evaluation processes with Field Instructor and/or other individuals at field placement
- Termination with identified client system, groups, organizations and community
 - Assist client and client systems in identifying and processing feelings regarding termination
 - As appropriate, disclose own feelings regarding termination with clients
 - Engage in termination discussion with Field Instructor regarding the ending of the student learner phase with the Field Instructor
 - Make plans for effective ways to terminate with other internship support systems, including Preceptors, agency staff, community members, and fellow interns
 - Review self-care strategies to maintain emotional and physical well-being and balance competing demands on time inherent in the MSW program
- Develop plan for completing documentation
 - Attend to agency-required documentation; make a plan to complete all necessary paperwork by end of placement
 - Meet with clients and client treatment teams to discuss progress and next steps, ensuring that clients and client systems are referred to appropriate supports
 - Analyze organization's public relations strategy, including activities and publicity materials designed to represent the organization to external stakeholders
 - As appropriate, assist with the development of public relations products and marketing packets
- Self-assessment and completion of 699b semester evaluation
 - Evaluate effectiveness of EBIs by measuring progress toward goals as identified in client treatment plans
 - Evaluate progress toward achieving learning objectives as outlined in the Learning Agreement
 - Review final Comprehensive Skills Evaluation with Field Instructor and, if applicable, Preceptor
 - Engage in termination process with Field Instructor
 - Ensure documentation, including client case file paperwork, and all agency-required items are successfully completed
- Tasks:
 - ▼ Create and submit Reflective Learning Tools
 - ▼ Complete hours required for second semester
 - ▼ Review, sign, and submit semester Final Comprehensive Skills Evaluation and Reflective Learning Tool Log to Field Liaison (Unit 15)

This Unit relates to student learning outcomes 1 and 9.

Recommended Readings

(Department-specific readings should be included here)

STUDY DAYS / NO CLASSES OR INTERNSHIP

Final Examinations / NO INTERNSHIP

University Policies and Guidelines

VI. 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 (djacob@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.

VII. 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>.

VIII. 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*

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>

IX. 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.”

X. 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.

XI. 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.

XII. 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.

XIII. 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 699b Lead Instructor (VAC students contact vacfield@usc.edu and Ground students contact sswfield@usc.edu for the Lead Instructor's contact information). If you do not receive a satisfactory response or solution, contact Vice Dean Dr. Marleen Wong and MSW Chair Dr. Leslie Wind for further guidance.

XIV. 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.

Don't procrastinate or postpone working on assignments.
