USC Suzanne Dworak-Peck
School of Social Work

Social Work 589a
Section #67116

Applied Learning in Field Education

3 Units

"The best way to find yourself is to lose yourself in the service of others."
Mohandas Gandhi

Summer 2018

Instructor:	Elsa Garcia-Sanda, LCSW		
E-Mail:	elsag@usc.edu	**Course Day:**	Monday & Wednesday
Telephone:	626-695-2738	**Course Time:**	6:30pm to 8:30pm PST
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Office Hours:	M & W @ 8:30pm or by Appt		

I. Course Prerequisites

This course is a Generalist Practice Level Field Education course. Students are required to take this course concurrently with SOWK 544 Social Work Practice with Individuals, Families, and Groups

II. Catalogue Description

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

III. Course Description

This course is the generalist direct practice portion of the MSW program. It provides students the opportunity to practice social work skills under the supervision of professional social workers and apply evidence-informed interventions in their work with individuals and/or families, groups, organizations, and communities. The School of Social Work prepares students to enter their Field Practicum by engaging them in evidence-based intervention (EBI) trainings. Continuing support and simulated practice is provided to students through weekly "Practice Labs" with Field Faculty Instructors who serve as educators, consultants and coaches for the internship experience while emphasizing the Four C's of Field Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. In these two-hour in-class labs, students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role plays and classroom discussion.

For students in the MSW program on the ground (OTG), agencies will provide learning opportunities and resources for an effective educational experience for students. Field Instructors who are professional social workers will guide and teach students how to apply social work practice, values and ethics in a professional setting. Field Instructors also collaborate with students to create and approve learning agreements, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is finished on time. Students in 589A Applied Learning in Field

Education have the opportunity to implement research-influenced practices in multidisciplinary and/or virtual settings, thereby contributing to the direct application of EBIs and influencing the capacity of the social work profession to provide EBIs. Infusing USC School of Social Work Field Education 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 Instructor is responsible for assigning students a grade of Credit, In Progress, or No Credit.

IV. Course Objectives

Objective #	Objectives
1	Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change
2	Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings
3	Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination
4	Develop professional use of self through consultation with professional social workers, self-reflection, understanding of social work values, and creative implementation of those values in internship settings
5	Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation

V. Course format / Instructional Methods

Field Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (Brooks, 2010). These competencies are articulated in the CSWE EPAs and make up the Comprehensive Skill Evaluations for Field Education. 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 in the Practice Lab and field experiences consist of university-led trainings, field activities, and supervision from a designated Field Education Instructor. Field activities could include direct client interactions, observation of professional social workers, shadowing opportunities, trainings, individual field instruction, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. Students in the ground program may also develop a collaborative relationship with site-based employees, known as Preceptors, who help guide them in day-to-day operations with many of the activities listed above.

All incoming students will be trained in Motivational Interviewing at the beginning of 589a. They will also be trained in at least one additional EBI. The process of training students on EBIs will include the use of:

- Case vignettes
- Videos
- Role plays
- Structured small group exercises

USC Field Education instructors are assigned to oversee the progress of the students in their field experiences, including consultation for students' field assignments. The instructors meet in-class with students in weekly Practice Labs to reinforce their developing skills, facilitate feedback and processing of field experiences, and engage students in creative exercises to improve EBI implementation.

For students in the MSW program on the Virtual Academic Center (VAC), the virtual teaching platform will provide learning opportunities and resources for an effective educational experience for students. A combination of videos, interactive virtual media, and written and/or oral assignments will provide students with opportunities to apply social work practice, values and ethics in various virtual practice settings. Field faculty instructors will collaborate with students to create and approve learning agreements, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure assignments are finished on time.

Reflective Learning Tools are used to describe students' client interactions, improve critical thinking skills, provide an opportunity for instructor input, and influence future client contacts. A teaching plan known as the Learning Agreement will be developed collaboratively between students and their instructors. At the end of the first semester, the Comprehensive Skills Evaluation will be completed for each student and a grade will be assigned by the USC instructor.

As discussion and participation are an integral part of the learning process, students are expected to prepare for supervision and fully participate in lab and field activities. The quality of written communication and the professionalism of presentations will be assessed as part of the grade for this course. The number of weekly hours required for 589a is a minimum of 14 hours per week in the field and 2 hours/week in lab.

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:

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
Competency 1: **Demonstrate Ethical and Professional Behavior** Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the	**3.** Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination **4.** Develop professional use of self through consultation with professional social workers, self-reflection, understanding of social work values, and creative implementation of those values in internship settings **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation	**1b.** Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Values, Cognitive and Affective Processes	**Units 2-5:** Orientation to Field Education/Motivational Interviewing and Client Engagement **Units 5-8:** Assessment, DSM-5, & Treatment Planning **Units 9 -11:** Problem Solving Therapy and Self Care **Units 12-15:** Social Justice and Termination **Observation of participation and**

profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	**3.** Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation	**1c.** Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Values, Cognitive and Affective Processes	**engagement in weekly practice lab** **Evaluation of participation in ethics and risk factors vignettes** **Field documentation** **Weekly supervision** **Completion of field hours**
Competency	**Objectives**	**Behaviors**	**Dimensions**	**Content**
Competency 2: **Engage Diversity and Difference in Practice** Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change **4.** Develop professional use of self through consultation with professional social workers, self-reflection, understanding of social work values, and creative implementation of those values in internship settings **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Core	**2c.** Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Cognitive and Affective Processes	**Units 2-5:** Orientation to Field Education/Motivational Interviewing and Client Engagement **Units 5-8:** Assessment, DSM-5, & Treatment Planning **Units 9 -11:** Problem Solving Therapy and Self Care **Units 12-15:** Social Justice and Termination

forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	Competencies as indicated in the Comprehensive Skills Evaluation			**Evaluation of participation in ethics and risk factors vignettes** **Observation of participation and engagement in weekly practice lab** **Field documentation** **Observation of interactions with clients (either with assigned clients or via role play)** **Weekly Supervision**

Competency	Objectives	Behaviors	Dimensions	Content
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person 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 are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change **3.** Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination **4.** Develop professional use of self through consultation with professional social workers, self-reflection, understanding of social work values, and creative implementation of those values in internship settings **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation	3a. Applies principles of social, economic, and environmental justice to advocate for human rights within the scope of the organization's mission.	Values, Cognitive and Affective Processes	**Units 12-15:** Social Justice and termination **Observation of participation and engagement in weekly practice lab** **Evaluation of participation in ethics and risk factors vignettes** **Field documentation** **Weekly supervision** **Completion of field hours**

Competency	Objectives	Behaviors	Dimensions	Content
Competency 4: **Engage in Practice-informed Research and Research-Informed Practice** Social workers 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. They also understand the processes of translating research findings into effective practice.	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change **2.** Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings **3.** Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation	4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and improve practice.	Cognitive and Affective Processes	**Units 2-5:** Orientation to Field Education/Motivational Interviewing and Client Engagement **Units 9 -11:** Problem Solving Therapy and Self Care **Participation in Evidence-Based Intervention (EBI) Trainings** **Observation of participation and engagement in weekly practice lab** **Field documentation** **Observation of interactions with clients (either with assigned clients or via role play)** **Weekly Supervision**

Competency	Objectives	Behaviors	Dimensions	Content
Competency 5: Engage in Policy Practice Social workers 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 understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change **3.** Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation	5a. Demonstrates an understanding of how social welfare and/or agency policy affects the delivery of and access to social services.	Values, Cognitive and Affective Processes	**Units 2-5:** Orientation to Field Education/Motivational Interviewing and Client Engagement **Units 12-15:** Social Justice and Termination **Observation of participation and engagement in weekly practice lab** **Field documentation** **Weekly Supervision**

Competency	Objectives	Behaviors	Dimensions	Content
Competency 6: **Engage with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change **2.** Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings **3.** Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation	6b. Uses knowledge of practice context to inform engagement with clients and constituencies. 6d. Uses interpersonal skills to engage diverse clients and constituencies.	Cognitive and Affective Processes	**Units 1-5:** Orientation to Field Education/Motivational Interviewing and Client Engagement **Units 9 -11:** Problem Solving Therapy and Self Care **Evaluation of participation and engagement in weekly practice lab** **Observation of engagement skills during EBI trainings** **Observation of interactions with clients (either with assigned clients or via role play)** **Field documentation** **Weekly supervision**

Competency	Objectives	Behaviors	Dimensions	Content
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to specialized practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	**2.** Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings **3.** Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation	7a. Applies knowledge of multi-disciplinary theoretical frameworks (i.e., human behavior and the social environment, person-and-environment, among others) in assessing information from clients and constituencies. Constituencies include individuals, families, groups, organizations, and/or communities. 7b. Applies critical thinking in assessing information (e.g., client strengths, needs, and challenges) from clients and constituencies.		**Units 1-5:** Orientation to Field Education/Motivational Interviewing and Client Engagement **Units 5-8:** Assessment, DSM-5, & Treatment Planning **Units 9 -11:** Problem Solving Therapy and Self Care **Evaluation of participation and engagement in weekly practice lab** **Observation of assessment skills during EBI trainings** **Observation of interactions with clients (either with assigned clients or via role play)** **Field documentation** **Weekly supervision**

Competency	Objectives	Behaviors	Dimensions	Content
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	**2.** Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings **3.** Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation	8a. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. Constituencies include individuals, families, groups, organizations, and/or communities.		**Units 1-5:** Orientation to Field Education/Motivational Interviewing and Client Engagement **Units 5-8:** Assessment, DSM-5, & Treatment Planning **Units 9 -11:** Problem Solving Therapy and Self Care **Units 12-15:** Social Justice and Termination **Evaluation of participation and engagement in weekly practice lab** **Observation of intervention skills during EBI trainings** **Observation of interactions with clients (either with assigned clients or via role play)** **Field documentation** **Weekly supervision**

Competency	Objectives	Behaviors	Dimensions	Content
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change **2.** Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings **3.** Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation	9b. Evaluates (e.g., monitors and critically analyses) intervention processes and outcomes.		**Units 5-8:** Assessment, DSM-5, & Treatment Planning **Units 9 -11:** Problem Solving Therapy and Self Care **Evaluation of participation and engagement in weekly practice lab** **Observation of interactions with clients (either with assigned clients or via role play)** **Field documentation** **Weekly supervision**

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

VAC STUDENTS: Please refer to the learning agreement located in the online field evaluation (OLAFE) for clarification regarding the assignments for the Virtual Field Practicum (VFP).

Assignment	Due Date	% of Final Grade
Evidence-Based Intervention Trainings	Multiple Units	30%
Field Documentation	Weekly	20% (15% graded by week 9)
Development of Competencies and Completion of Field Hours	Weekly	40% (20% graded by week 9)
EBI Practice Lab Participation in Assigned Lab Role Plays, Activities, and Oral Presentations	Weekly	10% (5% graded by week 9)

Each of the major assignments is described below.

*****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 a minimum of 210 hours of field activities for the first semester of the first year. (Partial credit for this requirement will not be given.)**

Each of the major assignments are described below.

Assignment 1: Evidence-Based Intervention (EBI) Trainings

Complete training in Motivational Interviewing and at least one additional EBI; complete skill-based assessments upon completion, and submit certificates of attendance to the instructor. These trainings will be completed during the foundation semester and will equip students to apply EBIs in their field activities.

Due: Students must complete skill-based assessments following each training and present certificates of attendance to their instructor.

This assignment relates to student learning outcomes 1, 2, 3, & 5

Assignment 2: Field Documentation (Reflective Learning Tools and the Learning Agreement)

Complete and submit weekly Reflective Learning Tools (RLTs) (a minimum of 10/semester) to the instructor. The RLT Log (OTG only) needs to be completed and submitted on the IPT system. There are multiple RLT forms available at the following link: http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms.

Due: RLTs are due weekly and the signed RLT Log (OTG only) is included in the IPT system and is due the last field day of the first semester. A minimum of 10 RLTs must be completed in order to pass this course.

Complete and ensure that the Learning Agreement portion of the Generalist Practice Learning Agreement and Comprehensive Skills Evaluation form is submitted electronically to the instructor midway through the semester. Completed in collaboration with the instructor, the Learning Agreement is the contract between the student and the agency that specifies the students learning goals, clarifies field assignments, and addresses expectations for supervision.

Due: Within six weeks of beginning 589a

This assignment relates to student learning outcomes 1,2,3,4, & 5

Assignment 3: Development of Competencies and Completion of Field Hours

For Credit in this assignment, students will:

- Demonstrate skills in the CSWE Nine Core Competencies as listed in the Comprehensive Skills Evaluation portion of the Generalist Practice Learning Agreement and Comprehensive Skills Evaluation. The form is available at the following link: http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms.
- Complete a self-assessment by rating themselves on the Generalist Practice Comprehensive Skills Evaluation and submitting it electronically to the Field Instructor.
- Review and discuss the Generalist Practice 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 Liaison.
- Complete required number of Field placement hours (minimum of 14/week in field and 2 hours/week in lab).

Due: Student and Field Instructor will complete the End-of-Semester Evaluation and submit electronically to the Field Liaison by Unit 15 or the last day of field for the semester.

This assignment relates to student learning outcomes 1, 2, 3, 4, & 5

Assignment 4: EBI Practice Lab Participation in Assigned Lab Role Plays, Activities, and Oral Presentations

The weekly two-hour in-class EBI Practice Lab will create a laboratory environment where students will advance their skill and techniques in creatively implementing EBIs. Student participation should be focused on small group collaboration and consist of thoughtful, respectful, and meaningful contributions based on having completed required and independent readings and assignments prior to class. When in class, students are encouraged to ask questions, share thoughts / feelings / experiences appropriately, and apply critical understanding of the material. They are also expected to be active in assigned role plays, activities and oral presentations.

This assignment relates to student learning outcomes 1, 2, 3, 4, & 5

Guidelines for Evaluating EBI Practice Lab Participation and In-Class Assignments

100%: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small-group discussions, and other activities.

90%: Very Good Contributor: Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small-group discussions, and other activities.

80%: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small-group discussions, and other activities.

70%: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small-group discussions, and other activities.

60%: Inadequate: This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

50%: Nonparticipant: Attends class only.

0: Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.

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

***Students will not receive a Credit in this course if they do not complete the required hours. If discussed in advance and arranged with the Field Instructor, OTG 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/Instructor. 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, 589a is a class and students must adhere to the 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. The Field Calendar is available at:* http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/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

Required Textbooks

Garthwait, C. L. (2017). *The social work practicum a guide and workbook for students* (7th ed.). Boston, MA: Pearson Education.

OR

Garthwait, C. L. (2017). *The social work practicum a guide and workbook for students* **eText** (7th ed.). Boston, MA: Can be purchased directly through Pearson Publishing on-line for $42.00

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

Recommended Textbooks

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

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

Course Schedule—Detailed Description

Guidelines for SOWK 589a: Applied 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.

Module One (Units 1-5): Orientation to Field Education/ Motivational Interviewing and Client Engagement

Topics

Field Practicum

- Orientation to Field Education
- Group and/or individual Field Instruction
- Competency of the week: Professionalism
- Motivational Interviewing instruction and modeling
- CSWE EPAS
- EBI Instruction/Practice (e.g. Motivational Interviewing/Screening, Brief Intervention, and Referral to Treatment)
- Ethical Practice
- Tools for Client Engagement and Assessment
- Empathic Communication

Practice Lab

- Introduction to Social Work, Field Education, & Practice Lab
- Professional Development: Collaboration Skills
- Defining the Social Work Profession
- Introduction to NASW Code of Ethics & CSWE Core Competencies
- Motivational Interviewing
- Using Effective Communication Skills
- Using Critical Thinking Skills to Assess Risk Factors
- Personal Risk/Safety Considerations
- Mandated Reporting
- Experiences from field

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

Required Readings

Burry, C. L. (2002). Working with potentially violent clients in their homes: What child welfare professionals need to know. *Clinical Supervisor, 21*, 145-153.

Garthwait, C. L. (2017). Purpose and expectations for practicum. In *The social work practicum a guide and workbook for students* (7th ed., pp. 1-11). Boston, MA: Pearson Education.

Garthwait, C. L. (2017). Implementing a learning plan. In *The social work practicum a guide and workbook for students* (7th ed., pp. 12-27). Boston, MA: Pearson Education.

Garthwait, C. L. (2017). Learning from supervision. In *The* social work *practicum a guide and workbook for students* (7th ed., pp. 28-40). Boston, MA: Pearson Education.

Garthwait, C. L. (2017). Personal safety. In *The social work practicum a guide and workbook for students* (7th ed., pp. 41-50). Boston, MA: Pearson Education

Garthwait, C. L. (2017). Communication. In *The* social work *practicum a guide and workbook for students* (7th ed., pp. 51-64). Boston, MA: Pearson Education.

Garthwait, C. L. (2017). The organizational context of practice. In *The* social work *practicum a guide and workbook for students* (7th ed., pp. 65-75). Boston, MA: Pearson Education

Garthwait, C. L. (2017). The community context of practice. In *The* social work *practicum a guide and workbook for students* (7th ed., pp. 76-86). Boston, MA: Pearson Education

Garthwait, C. L. (2017). Social work ethics. In *The Social Work Practicum A Guide and Workbook For Students* (7h ed., pp. 136-147). Boston, MA: Pearson Education.

Garthwait, C. L. (2017). Legal Issues. In *The Social Work Practicum A Guide and Workbook For Students* (7h ed., pp. 148-158). Boston, MA: Pearson Education.

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

Phillips, B., Brekke, J., O, A., Duke, J., & Lewis, J. (2012). Motivational Interviewing: Training Manual. Unpublished manuscript.

Sweitzer, H.F. & King, M (2009). Chapter 3: Framing the Experience: The Developmental Stages of an Internship. The Successful Internship (3rd ed., pp. 49-61). Belmont, California: Brooks/Cole.

USC Suzanne-Dworak-Peck School of Social Work Field Manual – Department Curriculum. Retrieved from: https://msw.usc.edu/academic/field-experience/field-forms/

Recommended Readings

California Department of Justice. A Citizen's Guide to Preventing and Reporting Elder Abuse: http://www.ag.ca.gov/bmfea/pdfs/citizens_guide.pdf

California Department of Social Services Office of Child Abuse Prevention (2003). The California child abuse and neglect reporting law: Issues and answers for mandated reporters. http://www.ag.ca.gov/bmfea/pdfs/citizens_guide.pdf

De Jong, P., & Berg, I. K. (2001). Co-constructing cooperation with mandated clients. *Social Work, 46*,361–374.

Gelman, C.R., & Lloyd, C.M. (2008). Pre-placement anxiety among foundation-year MSW students: A Follow-Up Study. *Journal of Social Work Education, 44(*1*)*, 173-183.

Mishna, F., Antle, B. Reghr, C. (2002). Social work with clients contemplating suicide: Complexity and ambiguity in the clinical and ethical and legal conversations. *Clinical Social Work 30*(3), 265-279.

Raines, J. (2004). Evidence-based practice: School social work: A process in perspective. *Children and Schools, 26*(2), 71-84.

Sweitzer, H.F. & King, M (2009). Chapter 4: Understanding Yourself. The Successful Internship (3rd ed., pp. 78-88). Belmont, California: Brooks/Cole.

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

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

Wahab S. (2005). Motivational interviewing and social work practice. *Journal of Social Work, 5*, 45-60.

Module Two - Unit 6-8: Assessment, DSM-5, & Treatment Planning

Topics

Field Practicum

- Group and/or individual Field Instruction
- EBI Instruction/Practice (for example Problem-Solving Therapy)
- DSM-5
- Selecting Appropriate Evidence-Based Interventions
- Client Intervention
- Case Management & Community Resources
- Field Documentation
- Create and Submit Reflective Learning Tools

Practice Lab

- Professional Development: Collaboration Skills
- Managing Ethical Dilemmas Using the NASW Code of Ethics
- Conducting Assessments and Selecting Interventions
- Introduction to DSM-5 / MSE
- Experiences from Field

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

Required Readings

Garthwait, C. L. (2017). Planned change process. In *The social work practicum a guide and workbook for students* (7th ed., pp. 159-170). Boston, MA: Pearson Education.

Garthwait, C. L. (2017). Evaluating your practice. In *The social work practicum a guide and workbook for students* (7th ed., pp. 172-183). Boston, MA: Pearson Education.

Recommended Readings

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing. Retrieved from http://www.psychiatryonline.org/

Davis, D. M. and Hayes, J. A. (2011). What are the benefits of mindfulness? A practice review of psychotherapy-related research. *Psychotherapy*, 48: 198–

Ellis, A. (2003). How to deal with your most difficult client-you. Journal of Rational-Emotive & Cognitive-Behavioral Therapy, 21: 203-213

Mishna, F., Antle, B. Reghr, C. (2002). Social work with clients contemplating suicide: Complexity and ambiguity in the clinical and ethical and legal conversations. *Clinical Social Work 30*(3), 265-279.

Mumm, A.M. (2006): Teaching social work students practice skills. *Journal of Teaching in Social Work*, *26* (3-4), 71-89

Stacey, L. & Strozier, A.L. (2001). The relevance of personal therapy in the education of MSW students. *Clinical Social Work Journal*, 29 (2), 181-195

OTG, Field Liaison contacts with the student, Field Instructor and Preceptor (if applicable) together will occur between units 7-15. Students are expected to participate in educational planning, review the Learning Agreement and performance to date, and address practicum issues during this meeting.

Module Three - Units 9-11: Problem Solving Therapy & Self Care

Field Practicum

- Group and/or individual Field Instruction
- EBI Instruction/Practice (for example, Cognitive-Behavioral Therapy)
- Change-Oriented Work with Clients
- Prepare for Termination
- Field documentation
- Create and submit Reflective Learning Tools

Practice Lab

- Professional Development: Collaboration Skills
- Managing Ethical Dilemmas Using the NASW Code of Ethics
- Problem-Solving Therapy Exercises
- Self -Care and Stress Management
- Compassion Fatigue, Burnout, and Compassion Satisfaction
- Experiences from Field

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

Required Readings

Figley, C. (2002). Compassion fatigue: psychotherapists' chronic lack of self- care. Journal of Clinical Psychology, 58 (11): 1433-1441

Gockel, A. (2010). The promise of mindfulness for clinical practice education. *Smith College Studies in Social Work*, 80: 248–268.

Gockel, A., Cain, T., Malove, S., and James, S. (2013). Mindfulness as clinical training: Student perspectives on the utility of mindfulness training in fostering clinical intervention skills. Journal of Religion and Spirituality in Social Work: Social Thought, 32: 36-59

Phillips, B., Brekke, J., & Supranovich, R. (2014). Problem-Solving Therapy: Training Workbook. Unpublished manuscript.

Recommended Readings

Nezu, A.M. & D'Zurilla, T.J. (2007). Problem solving therapy: A positive approach to clinical intervention. New York: Springer Publishing Co.

Nezu, A.M. & Nezu, C.M. (2007). Solving life's problems: A five-step guide to enhanced well-being. New York: Springer Publishing Co.

Module Four - Units 12-15: Social Justice and Termination

Topics

Field Practicum

- Group and/or Individual Field Instruction
- Linking Clients' Experiences to Social Justice Issues
- Concept of Intersectionality
- Managing Termination with Clients
- Field Documentation
- Create and submit Reflective Learning Tools
- Complete Self-Assessment for Comprehensive Skills Evaluation
- Review, Sign and Submit Generalist Practice Comprehensive Skills Evaluation

Practice Lab

- Professional Development: Collaboration Skills
- Managing Ethical Dilemmas Using the NASW Code of Ethics
- Explore Culture: Cultural Object Activity
- Exploring Topics of Culture, Social Justice, and Intersectionality
- Examining Privilege
- Termination: Self-Reflection
- Experiences from Field

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

Required Readings

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

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

Garthwait, C. L. (2017). Cultural competency. In *The social work practicum a guide and workbook for students* (7th ed., pp. 110-124). Boston, MA: Pearson Education

Garthwait, C. L. Leadership for social justice. In *The social work practicum a guide and workbook for students* (7th ed., pp. 193-206). Boston, MA: Pearson Education

Garthwait, C. L. (2017). Merging Self and the Profession. In *The social work practicum a guide and workbook for students* (7th ed., pp. 185-192). Boston, MA: Pearson Education

McIntosh P. (1988). White privilege: Unpacking the invisible knapsack. Retrieved from http://www.nymbp.org/reference/WhitePrivilege

Spencer, M. S. (2008). A social worker's reflections on power, privilege, and oppression. *Social Work, 53*(2), 99-101.

Recommended Readings

Black, J. E., Maki, M. T. & Nunn, J. A. (1997). Does race affect the social work student-Field Instructor relationship? *The Clinical Supervisor, 16*(1), 39-54.

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.

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

Goin, M.K. (2002). What is it about the holidays? Practical Psychotherapy, 53(11), 1369-1370

STUDY DAYS / NO CLASSES OR INTERNSHIP

FINAL EXAMINATIONS (NO INTERNSHIP)

University Policies and Guidelines

IX. ATTENDANCE POLICY

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

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

Similar to the ground program, field practicum on the VAC, which consists of the 589a Virtual Field Practicum (VFP) and the community-based internship, will continue as normal during Spring Break.

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*

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 2017 NASW Delegate Assembly [https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English]

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

XVII. 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 589a Lead Instructor (email vacfield@usc.edu for the Lead Instructor’s contact information). If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean, Dr. Marleen Wong for further guidance.

XVIII. 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.