

**Social Work 699a
Section #60818D**

Advanced Applied Learning in Field Education

4 Units

“You give but little when you give of your possessions. It is when you give of yourself that you truly give.”

Khalil Gibran
Lebanese-American Poet (1883-1931)

Fall Semester, 2018

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Field Instructor:
Course Days:
Thursday
Course Time:
11:am to 12:50am
Course Site: SOS
B47

I. COURSE PREREQUISITES

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

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 third semester direct practice portion of the MSW program. It is a collaborative endeavor between the USC Suzanne Dworak-Peck School of Social Work School of Social Work and 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 Suzanne Dworak-Peck School of Social Work: 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 collaboration with the School, agencies 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 completed on time.

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

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. 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 internships 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 end, the Field Faculty Liaison is responsible for assigning students a grade of Credit, In Progress, or No Credit.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Intentionally 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 intentionally applying specific AMHW, CYF and SCI Evidence-Based Interventions (EBIs) through internship placements.
3	Enhance skills across the spectrum of culturally appropriate social work services, may include direct practice skills such as engagement, assessment, goal-setting, intervention, evaluation, and termination; mezzo practice skills such as case management, resource/referral, family work, and support system engagement; and macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation.

4	Develop professional use of self through observation of professional social workers, self-reflection, understanding of social work values, and implementation of those values in internship placements.
5	Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation related to departmental (AMHW, CYF and SCI) specialized behaviors.
6	Intentionally 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 end of semester evaluation for field education internship. To prepare students for successfully achieving those competencies, a variety of instructional methods are utilized by both USC Suzanne Dworak-Peck School of Social Work 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 Suzanne Dworak-Peck School of Social Work 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 end of semester evaluation and recommend a grade to the Field Faculty Liaison.

As discussion and participation are an integral part of the learning process, students are expected to prepare for supervision and to come to internship ready to apply the best practices of social work with clients and systems. Internship days are generally on Monday through Friday. 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 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

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
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 impact children, youth, and families at the micro, mezzo, and macro levels. Social workers employ ethical decision-making and critical thinking when working with children, youth, and families. Social workers understand the distinctions between personal and professional values and apply rigorous self-reflection to monitor the influence of personal experiences and affective reactions as they make professional judgments and decisions in their work with children, youth, and families. Social workers understand social work roles and the roles of other professionals involved in the lives of children and families, and use collaboration to positively impact the lives of their clients in a variety of contexts. Social workers specializing in work with children, youth, and families recognize the importance of lifelong learning and continual updating of knowledge and skills for effective and responsible practice. Social workers use technology ethically and responsibly in their work with children, youth, and families.	<p>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. Demonstrate understanding of social work role and interdisciplinary team roles within and across family service sectors.</p> <p>b. Consistently employ critical appraisal of the influence of their own personal experiences as part of decision-making in their practice with children, youth, families, groups, organizations, and communities.</p> <p>c. Apply judgment and strategies of ethical reasoning to arrive at decisions in intervening with children and families.</p>	<p>Knowledge</p> <p>Reflection</p> <p>Knowledge</p>	<p>Units 1-2 Module 1: Orientation</p> <p>Units 3-6 Module 2: Engagement</p> <p>Units 7-9 Module 3: Assessment</p> <p>Units 10-13 Module 4: Intervention</p> <p>Units 14-15 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>Social workers seek to further their comprehension as to how diversity and difference characterize and shape the human experience in relation to the critical formation of identity as families develop and children grow physically and emotionally. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers are aware of their own intersectionality of differences and how this may impact their practice with the children, youth and families they serve. Social workers who work with children, youth, and families seek to understand how life experiences arising from oppression, poverty, marginalization, or privilege and power, can affect family culture and identity, as well as individual growth and development. Social workers recognize the extent to which social structures, social service delivery systems, values and cultural systems may oppress, marginalize, alienate, exclude, or create or enhance privilege and power among children youth, and families.</p>	<p>1. Integrate classroom theories and concepts with social work practice in vulnerable community settings where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.</p> <p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p> <p>5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.</p>	<p>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences of children and families when practicing at the micro, mezzo, and macro levels.</p> <p>b. Demonstrate understanding of the impact and influence of culture on identity development of children, youth, and families</p>	<p>Values</p> <p>Knowledge</p>	<p>Units 3-6 Module 2: Engagement</p> <p>Units 7-9 Module 3: Assessment</p> <p>Units 10-13 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
3. Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every child, young person, and family member, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and employ social justice strategies to promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.	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. 5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.	a. Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families. b. Analyze and consider the human rights and social justice aspects of interventions with children, youth, and families. c. Identify opportunities to advocate for children, youth, and families when they experience violations to human rights and barriers to social economic justice.	Values Values, Exercise of Judgment Knowledge	Units 7-9 Module 3: Assessment Units 10-13 Module 4: Intervention Assignment #2 Reflective Learning Tools and Field Documentation Assignment #3 Development of Competencies and Field Hours

[illegible]

Competency	Objectives	Behaviors	Dimensions	Content
5. Engage in Policy Practice Social workers understand that human rights, social justice and social welfare of children, youth and families are mediated in the larger social environment and particularly by policy and its implementation at the federal, state, and local levels. Social workers understand how the history and current structures of social policies and services affect service delivery to children, youth, and families, specifically focused on vulnerable, oppressed and those living in poverty. They understand their role in policy development, implementation and evaluation within child and family practice settings at micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation, implementation, and evaluation.	5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation. 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.	a. Identify policy and resource contexts of child, youth and family services at the local, state, and federal levels. b. Evaluate social policies with regard to their impact on the well-being of children, youth, and families at micro, mezzo, and macro levels.	Critical Thinking Knowledge, Critical Thinking	Units 10-13 Module 4: Intervention Assignment #3 Development of Competencies and Field Hours

[illegible]

Competency	Objectives	Behaviors	Dimensions	Content
7. Assess Individuals, Families, Groups, Organizations, and Communities Social workers use their knowledge of theories of human behavior and the social environment to inform ongoing assessment as they work with diverse children, youth, and families, as well as with the groups, organizations, and institutions that play important parts in their lives. Social workers use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of children, youth and families, which in turn advances the effectiveness of their practice. Social workers work collaboratively with other service providers involved in the family's life in order to obtain a comprehensive understanding of the family system to enhance the assessment process. Social workers are mindful of the potential influence of their personal experiences and affective reactions on the processes of assessment with children, youth, and families.	3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.	a. Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth and families. b. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of children, youth and families and the communities in which they live. c. Considers the interaction among risk and protective factors, impact of trauma, patterns of attachment, brain development and resiliency.	Knowledge Exercise of Judgment Knowledge, Exercise of Judgment	Units 7-9 Module 3: Assessment Assignment #2 Reflective Learning Tools and Field Documentation Assignment #3 Development of Competencies and Field Hours

Competency	Objectives	Behaviors	Dimensions	Content
8. Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers are knowledgeable about the evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients. Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve family and agency goals. Social workers understand the importance of inter-professional teamwork and communication in interventions, and employ strategies of interdisciplinary, inter-professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families.	2. Connect behavioral science to practice by learning and applying evidence-based interventions (EBIs) in internship placements. 3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.	a. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. b. Critically select and apply interventions for their practice with children, youth, and families, based on thoughtful assessment of needs and the quality of available evidence.	Skills Knowledge, Skills, Exercise of Judgment	Units 10-13 Module 4: Intervention Assignment #2 Reflective Learning Tools and Field Documentation Assignment #3 Development of Competencies and Field Hours

[illegible]

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
1. Learning Agreement	Unit 5 (10/18)	35%
2a. Reflective Learning Tools (Minimum of 8)	Weekly	30% (4RLTs submitted by 10/18)
2b. Field Documentation	Unit 15	
3. Development of Competencies and Field Hours*	Unit 15	35%

***All field hours and documentation 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 the minimum required hours of field activities for the semester. (Partial credit for these requirements will not be given.)**

Each of the major assignments is described below.

Assignment 1: Learning Agreement

Virtual Academic Center: No changes to your existing Learning Agreement needed unless you have major agency changes in placement, Field Instructor, or learning opportunities. Please log into your OLAFE and update the original copy as needed.

On Campus Program: Complete and ensure that the Learning Agreement portion of the Learning Agreement and Comprehensive Skills Evaluation form is completed and submitted electronically to the Field Faculty Instructor/Field Faculty Liaison for their feedback and review through the Intern Placement Tracking (IPT) system - <https://www.alceasoftware.com/web/login.php>.

Completed in collaboration with the Field Instructor/ Preceptor (if applicable)/Field Liaison, the Learning Agreement requires the student to:

- Describe the agency and the community
- Develop a time management plan
- Clarify Field Education assignments
- Assess self-awareness
- Address expectations for supervision with Field Instructor
- Ensure that the Field Instructor teaching plan is filled out by Field Instructor
- Complete, sign and date the Orientation Checklist
- Develop learning activities for the Core Competencies (in collaboration with Field Instructor)
- Sign and date the agreement

Due: Unit 5

This assignment relates to student learning outcome 6.

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

Complete and submit Reflective Learning Tool (RLT) (a minimum of 8/semester) to the Field Instructor. There are multiple Reflective Learning Tool forms to choose from based on the setting type:

- *Individual (Micro)*
 - Shadowing other social workers, individual interactions with assigned clients
- *Group (Mezzo)*

- Psychoeducational groups, processing groups, co-facilitating groups
- *Community (Macro)*
 - Events, agency orientation, meetings, assigned projects, activities, trainings

On Campus Program: the RLT Log is accessible through the IPT system and needs to be completed electronically on a regular basis (approximately 2 RLTs per month). The log is due on the last date of field. Samples of RLTs are available through the USC Suzanne Dworak-Peck School of Social Work website at <https://dworakpeck.usc.edu/msw-on-campus/field-education/students-forms>.

Virtual Academic Center: the Field Practicum Log needs to be signed by the agency field instructor to verify hours, RLT, and weekly supervision ideally during weekly supervision. The preceptor can also sign to document to verify the number of field hours completed. The completed log is due monthly and uploaded to the platform.

Due 2a: Reflective Learning Tools are due bi-weekly (2-3 each month) to the Field Instructor. Your Field Liaison will do a monthly check-in on your documentation.

Due 2b: Unit 15 – Final Reflective Learning Tool Log/Field Practicum Log is due to the 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 end of semester evaluation portion of the Learning Agreement and Comprehensive Skills Evaluation.
- Complete a self-assessment (suggested activity) by rating themselves on the end of semester evaluation.
- Review and discuss the end of semester evaluation completed by the Field Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, student and Field Instructor sign as instructed.*
- Ensure that the completed evaluation is received by the Field Liaison.
- Complete required number of Field placement hours (20/week). **

Due: Student and Field Instructor will complete the Mid-Year Evaluation and submit electronically along with the signed Reflective Learning Tool Log to Field Liaison by Unit 15. **A minimum of 50% of field hours should be completed by Unit 9.**

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.*

***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:

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 Textbook:

OTP 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/>

Course Overview

Course Schedule—Detailed Description

Guidelines for SOWK 699a: Advanced Applied Learning in Field Education

The USC Suzanne Dworak-Peck School of Social Work 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 with individuals, groups, or communities, 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 1-2:	Module 1: Orientation	
Units 3-6:	Module 2: Engagement	Weekly RLTs On Ground Learning Agreement VAC- Field Practicum Log
Units 7-9:	Module 3: Assessment	Weekly RLT's VAC- Field Practicum Log
Units 10-13:	Module 4: Intervention	Weekly RLT's VAC- Field Practicum Log
Units 14-15:	Module 5: Evaluation	Weekly RLTs Semester Evaluation On Ground- RLT Log VAC- Field Practicum Log

Unit 1-2:	Module 1: Orientation	Date
Topics <ul style="list-style-type: none"> Meet with agency and complete all required background checks and paperwork Participate in agency-run MSW intern orientation, <ul style="list-style-type: none"> Gain exposure to policies, protocols, and procedures, Establish relationship with Preceptor and other agency staff Review confidentiality standards and their specific application to the field placement Review skills as described in CSWE's Core Competencies Develop educational relationship with Field Instructor by exploring expectations, discussing teaching and learning styles, and setting field instruction schedule for one (1) hour per week Explore the surrounding neighborhood and how the agency interacts with the community Participate in agency focused trainings to include Evidence Based Interventions (EBI) specific to field education internship Tasks: 		

- Attend agency orientation and learn about agency's mission, service, structure, community served, and role in the community

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

Recommended Reading:

Mertz, L.; Fortune, A.E.; & Zendell A.L. (2007): Promoting Leadership Skills in Field Education. *Journal of Gerontological Social Work*, 50(1-2), 173-186.

Unit 3-6: Module 2: Engagement

Date

Topics

- Observation of Field Placement
 - Observe social work professionals and/or Preceptors interacting with clients, colleagues, administration, and/or community partners
 - Understand key roles and agency hierarchy based on formal organizational chart and informal power structures within placement site
 - Recognize the interplay between agency needs, client needs, and community resources including how information flows into and out of the organization
 - Understand risk factors and strategies for minimizing risks in carrying out agency functions both in agency and community settings
- Direct Service and/or Macro Assignments Begin
 - Begin direct practice and/or macro practice assignments with an emphasis on enhancing interviewing skills in cross cultural contexts
 - Continue to develop relationship with Field Instructor in weekly supervision times and, if applicable, the Preceptor by sharing information, discussing concerns, and exploring learning experiences
 - Incorporate self-care strategies to maintain emotional and physical well-being and balance competing demands on time inherent in the MSW program
- Utilize engagement and rapport building skills with individuals, groups, communities/organizations
 - Refine psychosocial assessment skills such as gathering data and personal history, identifying concrete needs, recognizing psychosocial stressors, and assessing strengths and problems in individual, group, family, community and environmental milieus
- Apply mandated reporting knowledge to moderate-to-high risk situations in consultation with Field Instructor
 - Review agency guidelines, legal standards, and ethical issues regarding child abuse and neglect, dependent adult abuse and neglect, danger to self, and danger to others
- Understand confidentiality parameters within internship placement
- Tasks:
 - Complete Learning Agreement
 - Create Reflective Learning Tool based on observations and/or interactions in the agency and submit to Field Instructor

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

Unit 7-9: Module 3: Assessment	Date
Topics <ul style="list-style-type: none"> Practice intake and assessment skills with clients and organizations, depending on focus of field education internship <ul style="list-style-type: none"> ➤ Utilize and learn effective methods and protocols of assessing clients, programs and/or organizations Strengthening a Professional Social Work Identity <ul style="list-style-type: none"> ➤ Assess levels of commitment from key stakeholders, determine approaches to address resistance, and set short-term and long-term objectives ➤ Strengthen professional role and relationships, apply social work values to ethical dilemmas, and seek consultation in decision-making process ➤ Continue to utilize EBI principles and techniques in carrying out intervention plans ➤ Continue to develop relationship with Field Instructor by clarifying expectations for student's learning and Field Instructor's teaching Utilize consultation protocols with Field Instructor when working with an assessing individuals, groups, and communities/organizations Tasks: <ul style="list-style-type: none"> • Create and submit weekly Reflective Learning Tools • FOUR Reflective Learning Tools submitted by Week 9 	

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

Unit 10-13: Module 4: Intervention	Date
Topics <ul style="list-style-type: none"> Connect theory to practice <ul style="list-style-type: none"> ➤ Explore and begin to apply theoretical frameworks, concepts and approaches at field placement in relationship to working with individuals, groups and/or communities/organizations Apply EBI's and other innovative strategies in working at all levels of practice: micro, mezzo, and macro Exploring Clinical and Organization Complexities <ul style="list-style-type: none"> ➤ Explore funding base of agency, including the relationships between finance, budget, and development departments as part of continual organizational assessment ➤ Incorporate middle-phase skills in work with clients and/or systems: Plan and implement EBI and goal attainment strategies; integrate advanced skills such as additive empathy interpretation, and confrontation as appropriate; and utilize and enhance support systems (Hepworth, et al, 2010) ➤ Maintain accurate, timely, and well-written case notes and other agency paperwork ➤ Participate in bi-weekly group supervision, if applicable, for a minimum of one (1) hour to include case conferencing, discussions, role plays, and didactic presentations ➤ During field instruction, discuss current experiences of transference or countertransference, building on past experiences with clients and how those issues were managed Expanding Linkage with Community Resources and Partners 	

- Recognize the importance of community partnerships as they relate to funding, in-kind services, collaborations, client referral systems, and overall community goodwill
- Build resource/referral contacts benefiting clients, reinforce importance of community support systems, and/or enhance agency relationships with community partners
- Apply clinical case management skills as appropriate
- Utilizing consultation, feedback loops, and client self-reporting, evaluate the effectiveness of interventions with clients and make appropriate modifications
- Advocating for Economic and Social Justice
 - Find common themes of economic and social justice that connect the organization with the community in order to exert influence on key stakeholders
 - Take action with clients, support systems, and/or the community to increase economic and social justice efforts at the agency/organization
 - Increase direct practice opportunities that expand understanding of treatment planning and interventions
 - Continue to improve communication and interviewing techniques; further develop skills of assessment, treatment planning, and service delivery; and introduce family or group modality
 - Review self-care strategies to maintain emotional and physical well-being and balance competing demands on time inherent in the MSW program
- Tasks:
 - Create and submit weekly Reflective Learning Tools

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

Recommended Readings:

Council on Social Work Education. (2008) Educational Policy & Accreditation Standards and Handbook. Retrieved on 12/14/2011: <http://www.CSWE.org/Accreditation/2008EPASDescription.aspx>.

Unit 14-15: Module 5: Evaluation

Date

Topics

- Exploring Clinical, Program and/or Organizational Evaluation processes
 - What are the current methods of evaluating services, programs and the organization
 - Utilizing 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 Preparation and Self-Assessment
 - For macro placements, review process of project development, including in-group and out-group dynamics, resource allocation, and managing barriers to change
 - For clinical placements, apply ending phase skills to appropriate cases, including addressing termination and its implications, reviewing progress, identifying unresolved issues, and providing referrals
 - Ensure that Field Instructor, Preceptor, clients, and/or systems are prepared for planned absence
 - Continue group supervision with discussion, role play, and didactic presentations (if applicable)
- Completion of 699a Semester and end of semester evaluation
 - Finalize preparation for internship recess with Field Instructor, including a review of the impact your planned absence may have on self, clients, systems, and the organization
 - Confirm client and/or project coverage during planned absence
 - Evaluate effectiveness of EBIs by measuring progress of clients toward short-term and long-term goals as identified in their treatment plans
 - Set learning goals for second semester and develop timeline for deliverables by the end of the internship
- Tasks:
 - Create and submit Reflective Learning Tool
 - Complete hours required for first semester
 - Review, sign, and submit semester end of semester valuation and Reflective Learning Tool Log/Field Practicum Log to Field Liaison (Unit 15)

This Unit relates to student learning outcomes 1 and 9.

STUDY DAYS / NO CLASSES OR INTERNSHIP

Date

Final Examinations / NO INTERNSHIP

Date

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (alex.lee.1@usc.edu) of any anticipated absence or reason for tardiness.

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

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

X. ACADEMIC CONDUCT

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

XI. SUPPORT SYSTEMS

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

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

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. 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. 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: 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. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. 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. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. 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. 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. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. 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 well-being 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 well-being in a social context and the well-being 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. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the Assistant Dean of VAC Field Education, Dr. Tory Cox (VAC students) or Dr. Suh Chen Hsiao (UPC students). If you do not receive a satisfactory response or solution, contact your advisor and/or Senior Vice Dean of Field Education, 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.
