

Social Work 699b

Section # 67319

**Advanced Applied Learning in Field Education
4 Units**

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

**Marian Wright Edelman
Founder, Children’s Defense Fund**

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**Field Instructor:
Course Days:N/A
Course Time:N/A**

**Office:
Office hours:**

Course Site:VAC

I. COURSE PREREQUISITES

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

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

This course is the fourth semester direct practice portion of the MSW program. It is a collaborative endeavor between the USC School of Social Work agencies located throughout the world. This

advanced course provides students the opportunity to practice social work skills and apply evidence-based interventions (EBIs) in their work with individuals, families, groups, organizations, communities and businesses with higher competency expectations than the first two semesters of the MSW program. Each student receives continual support provided by a Field Faculty Liaison who serves as an educator, consultant and coach for the field education internship experience to emphasize the Four C's of Field Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. Students utilize critical thinking and creativity through application of EBIs on the micro, mezzo and macro level of practice. Students utilize effective communication techniques in working with clients, agency employees and USC faculty to enhance their professional development as social workers.

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

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

Students are expected to continue to take an active role in their experiences through the use of three core learning processes: self-reflection, interaction, and risk-taking. This teaching method draws on Transformative Learning Theory which asserts that students develop integrative knowledge about self and others in a dynamic, multicultural society from multiple perspectives. A primary goal is to help students understand their own and others' cultural experiences, to challenge their preconceptions and stereotypes, and to develop an attitude of openness and flexibility in cross-cultural interactions.

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

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

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Effectively integrate AMHW, CYF and SCI classroom theories and specialized concepts with micro, mezzo, and macro social work practice in a variety of community settings that address the effects of poverty, discrimination and oppression; influence changes at the individual, family and group level; and bring about organizational and societal change.
2	Connect the developing science of social work to practice by demonstrating specific AMHW, CYF and SCI evidence-based interventions (EBIs) in internship placements.
3	Enhance and extend skills across the spectrum of culturally appropriate social work

	services, may include direct practice skills such as engagement, assessment, goal-setting, intervention, termination, and evaluation; mezzo practice skills such as case management, resource/referral, family work, and support system; and macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation.
4	Cultivate professional use of self through observation of professional social workers, self-reflection, understanding of social work values, and implementation of those values in internship placements.
5	Demonstrate proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation related to departmental (AMHW, CYF and SCI) specialized behaviors.
6	Effectively develop and expand effective communication skills demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the specialized field education internship setting.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Field Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (Brooks, 2010). These competencies are articulated in the CSWE EPAs and make up the 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 Field Faculty and agency Field Instructors.

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

USC Field Faculty Liaisons are assigned to oversee the progress of the students in their field placements, including consultation for students' field education internship assignments. Working on behalf of the Suzanne Dworak-Peck 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 during the week Monday through Friday, although some variations may occur. The number of hours required this semester for 699b are at least 275 hours including at least one full eight-hour day.

VI. STUDENT LEARNING OUTCOMES

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

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

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.