USC Suzanne Dworak-Peck
School of Social Work

Social Work 589b

Section 67183

Applied Learning in Field Education

3 Units

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

Helen Keller

Term Year

Instructor: Louis Heit MFT, LCSW
E-Mail: heit@usc.edu
Telephone: 760-613-9136
Office: VAC/Zoom https://zoom.us/j/5878480910
Office Hours: Tuesdays 1p-2p PST

Course Days: TBD at field site
Course Times: TBD at field site
Course Location: TBD at field site

I. Course Prerequisites

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

II. Catalogue Description

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

III. Course Description

This course is the second semester, department specific, practice portion of the MSW program. This course provides students the opportunity to apply Evidence-Based Interventions (EBIs) in their work with individuals, families, groups, organizations, communities and businesses. Students will begin to learn how to apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice. Application for SCI students involves organizations, business and community settings. Application for CYF students involves children, youth and families. Application for AMHW students involves practice in health, mental health, and integrated care settings.

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

Students are expected to take an active role in their experiences through the use of three core learning processes: self-reflection, interaction, and risk-taking. This teaching method draws on Transformative Learning Theory, which asserts that students develop integrative knowledge about self and others in a

dynamic, multicultural society from multiple perspectives. The primary goal is to help students understand their own and others' cultural experiences, to challenge their preconceptions and stereotypes, and to develop an attitude of openness and flexibility in cross-cultural interactions. Additionally, students will apply Person-In-Environment and Ecological Systems Theory along with EBIs learned and practiced during the first semester: Motivational Interviewing (MI), Cognitive Behavioral Therapy (CBT) and Problem Solving Therapy (PST). These empowering theories and frameworks not only help students at the individual and group client level, but also set the stage for understanding how their work is linked to societal systems and organizational change.

Due to its practice component, Field Education is a natural setting for the advancement of translational science: taking research from the experimental to the applicable with a macro goal of influencing policy (Tufts University Clinical and Translational Science Institute, 2011). Each year, students in field placement have the opportunity to implement research-based practices in multidisciplinary settings, thereby contributing to the direct application of EBIs and enhancing the capacity of organizations to provide EBIs. Infusing USC School of Social Work applied learning experiences with EBIs provides a translational link between research and practice, further solidifies a developing science of social work, and underscores Field Education as the "signature pedagogy" of social work.

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

IV. Course Objectives

	Objectives
1	SCI, AMWH, and CYF students begin to integrate classroom theories and specialized practice concepts with social work practice in vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.
2	Connect behavioral science to practice by learning how to apply specific SCI, AMHW, CYF Evidence-Based Interventions (EBIs) in internship placements.
3	Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination in the specialized area of practice.
4	Develop professional use of self through observation of professional social workers, self-reflection, understanding of social work values, and implementation of those values in internship placements.
5	Begin to increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the end of semester related to departmental SCI, AMHW, or CYF specialized behaviors.
6	Begin to develop and expand effective communication skills, demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the specialized field practicum setting.

V. Course format / Instructional Methods

Field Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (Brooks, 2010). These competencies are articulated in the CSWE Educational Policy and Accreditation Standards (EPAs) and make up the end of semester evaluation. To prepare students for successfully achieving those competencies, a variety of instructional methods are utilized by both USC Field Faculty and agency Field Instructors.

Instructional methods consist of university-led presentations, activities, and guidance combined with community agency activities under the supervision of a designated Field Instructor, including hands-on interactions with clients, shadowing opportunities, trainings, individual supervision, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential

exercises. Students may also develop a working relationship with site-based employees, known as Preceptors, who help guide them in day-to-day operations and many of the activities listed above.

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

Reflective Learning Tools are used to describe and analyze student communication with clients in individual, group and meeting settings, provide an opportunity for Field Instructor input, and plan for future interactions. A teaching plan, known as the Learning Agreement, is developed collaboratively between students and their Field Instructors. At the end of the semester an evaluation will be completed for each student and a grade of Credit or No Credit will be assigned by the USC Field Liaison.

As discussion and participation are an integral part of the learning process, students are expected to prepare for supervision and to come to internship ready to apply the best practices of social work with agency clients and systems. The total number of hours required in the field placement ranges this semester is 240 hours and over the 15 weeks is approximately hours per week.

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

VI. Student Learning Outcomes

The following table lists 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 how the value base of the profession and its ethical standards, as well as relevant policies and regulations, may impact practice in community, organization, and business environments. Social workers apply their understanding of ethical decision-making and principles of critical thinking to workplace, community and organizational settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences, affective reactions, and biases influence their professional judgment and behavior. Social workers understand social work roles and the roles of other professionals involved in community, organizational, and business environments. Social workers use collaboration and advocacy skills to have a positive impact in a variety of contexts. Social workers recognize the importance of life-long learning and continual updating of knowledge and skills for effective and responsible practice. Social workers incorporate ethical approaches to the use of technology in meeting the needs of their clients in communities, organizations, and business environments. Social workers understand that work within complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments.	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. 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. Understand ethical harm and risks inherent in practice (including decision-making and conflicting values), and use this knowledge to manage personal values and maintain professionalism in practice situations. b. Utilize ethical theories, principles, and guidelines in decision-making to address conflicting values to maximize and opportunities for change in community, organization and business environments. c. Effectively utilize professional judgment, critical thinking, knowledge of social work values and self-awareness to enhance practice with groups, communities and/or organizations.	Exercise of Judgement Values Skills and Critical Thinking	Units 1-14 Learning Agreement Reflective Learning Tools Development of competencies and completion of field hours

Competency	Objectives	Behaviors	Dimensions	Content
2. Engage in Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to identity formation across one's life span and in a variety of settings. 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 perspectives, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand how life experiences arising from oppression, poverty, marginalization, or privilege and power, can affect community and organizational culture and well-being. Social workers recognize the extent to which social structures, values and cultural systems, including those within communities, organizations, and businesses, may oppress, marginalize, alienate, exclude, or create or enhance privilege and power in arenas of intervention.	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. 3. Enhance 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.	a. Understand the importance of diversity and difference in shaping one's own and others' life experiences and biases and their possible impact on practice across micro, mezzo, and macro levels, occurring in communities and organizations and business environments. b. Critically identify and select solutions that create inclusion and empowerment, based upon a scholarly understanding of human behaviors that drive exclusion, disengagement and conflict in diverse groups and organizations.	Skills and Affective Reactions Skills and Critical Thinking	Units 5-14 Learning Agreement Reflective Learning Tools Development of competencies and completion of field hours

Competency	Objectives	Behaviors	Dimensions	Content
3. Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every individual, 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, theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of resources, access to opportunities, social goods, and services. Social workers recognize their responsibility to protect the human rights and well-being of individuals in communities, organizations, and businesses across the globe.	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. Understand and assess economic trends, business practices, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families and communities. b. Understand the tendency for human behaviors in communities, organizations, and businesses and for organizational structures and cultures to create oppressive, exclusive, or stressful environments. c. Identify and intervene effectively in oppressive, exclusive and/or stressful environments using knowledge of human behavior, culture, group dynamics, historical marginalization and other factors that impact the functioning of individuals, groups, communities, organizations and business environments.	Critical Thinking and Skills Knowledge Skills	Units 5-14 Learning Agreement Reflective Learning Tools Development of competencies and completion of field hours

Competency	Objectives	Behaviors	Dimensions	Content
4. Engage in Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge regarding practice in community, organization, and business contexts. Social workers use scientific, ethical, and culturally informed approaches to build knowledge related to practice in order to professionally guide interventions designed to bring about change in community, organization, and/or policy arenas. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and using practice knowledge to inform research, analyze the need for social change, and begin to develop interventions.	2. Connect behavioral science to practice by learning and applying evidence-based interventions (EBIs) in internship placements.	a. Use knowledge of evidenced based models, method or practices in work-related programs to critically evaluate the efficacy and fit of different models or interventions with the diverse needs of individuals, groups, and/or organizations. b. Identify, synthesize, and critically analyze the findings from research to inform the understanding of social issues and to guide the development of solutions for practice, policy, and/or social service delivery.	Knowledge Skills	Units 8-14 Learning Agreement Reflective Learning Tools Development of competencies and completion of field hours

Competency	Objectives	Behaviors	Dimensions	Content
5. Engage in Policy Practice Social workers understand that policy and its implementation at the federal, state, and local levels mediate human rights of individuals and social justice. Social workers understand the history and current structures of social policies and service delivery systems, the role of policy in service delivery, and the role of practice in policy development. Social workers actively engage in policy practice to effect change in communities, organizations and businesses. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation.	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. Analyze policies that advance human rights and protect vulnerable populations and work environments or enhance access to employment across the life span. b. Develop policies that advance human rights and protect vulnerable populations and work environments or enhance access to employment across the life span. c. Advocate for policies that advance human rights and protect vulnerable populations and work environment or enhance access to employment across the life span.	Critical Thinking Critical Thinking, Knowledge and Skill Skill	Unit 1-14 Learning Agreement Reflective Learning Tools Development of competencies and completion of field hours

Competency	Objectives	Behaviors	Dimensions	Content
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 practice with, and on behalf of, diverse communities, their constituencies, and the organizations that serve them. Social workers understand and utilize varied strategies to facilitate engagement with individuals, groups, organizations, institutions, and communities. Social workers understand that their personal experiences, affective reactions, and biases may have an impact on their ability to effectively engage with diverse individuals, groups and communities. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with individuals, groups, organizations, institutions, communities and other professionals, as appropriate.	3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.	a. Apply theories of human behavior and the social environment to raise awareness of the impact work-related environments can have on outcomes and behaviors.	Knowledge	Units 2-4 Learning Agreement Reflective Learning Tools
		b. Use reflection to enhance the use of interpersonal skills in engaging diverse clients across systems levels to develop a mutually agreed upon focus of work and desired outcomes.	Reflection	Development of competencies and completion of field hours
		c. Skillfully select and apply individual, group, organizational and community theories of behavior to facilitate effective engagement with organizations and communities.	Knowledge	
		d. Develop and/or implement strategies to facilitate engagement of stakeholders in program development.	Skills	

Competency	Objectives	Behaviors	Dimensions	Content
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 communities, organizations, and businesses. Social workers understand and utilize theoretical and culturally relevant frameworks in the assessment of diverse community, organization, and business environments. Social workers recognize and value the importance of inter-professional collaboration in this process. Social workers are mindful of how their personal experiences, affective reactions, and biases may affect their assessment and decision-making.	3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.	a. Demonstrate knowledge and practice skills needed to collect, organize and interpret data at multiple levels. b. Based upon knowledge of human and organizational behaviors, develop mutually agreed-upon intervention goals and objectives.	Skills Skills	Units 5-7 Learning Agreement Reflective Learning Tools Development of competencies and completion of field hours

Competency	Objectives	Behaviors	Dimensions	Content
8. Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers are knowledgeable about evidence-based interventions that help them best address the goals of their clients and the systems that serve them. Social workers are able to intervene effectively at individual, group, and system levels. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to promote the well-being of individuals. 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. 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. Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations. b. Utilize professional collaboration and teamwork within organization environments to help clients resolve problems.	Knowledge Skills	Units 8-11 Learning Agreement Reflective Learning Tools Development of competencies and completion of field hours

Competency	Objectives	Behaviors	Dimensions	Content
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, groups, communities and organizations locally and globally. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery systems, as well as to inform their decision-making. Social workers use their knowledge of qualitative and quantitative methods to evaluate programs in community, organization, and business environments.	3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.	a. Apply critical thinking to design a systematic process of collecting useful, ethical, culturally sensitive, valid and reliable data about programs and outcomes that aid in case level and program level decision making. b. Critically analyze, monitor, and evaluate evidence-based interventions to improve practice, policy, and service delivery systems	Critical Thinking Skills	Units 12-14 Learning Agreement Reflective Learning Tools Development of competencies and completion of field hours

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Learning Agreement	See Field Calendar	30%
Assignment 2: Reflective Learning Tools (Minimum of 8)	On Going	30% (4 RLTs submitted by week 9)
Assignment 3: Development of Competencies and Completion of Field Practicum Hours*	Weekly	40% (20% graded by week 9)

*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.)

Assignment 1: Learning Agreement

The Learning Agreement requires the student to:

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

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

Virtual Academic Center (VAC): Complete and ensure that the Learning Agreement portion of the Online Learning Agreement and Field Evaluation (OLAFE) in collaboration with the Field Instructor/ Preceptor (if applicable)/Field Liaison.

Due: Unit 5 (See Field Calendar for exact date)

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

Assignment 2: Reflective Learning Tools

Due: On Going

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. You must have half of your RLTs submitted by week 9 (prior to the Mid-Semester Grade Report being due, in order to be considered on track.

Due 2b: Unit 15 – Final Reflective Learning Tool Log(OCP)/Field Practicum Log (VAC) is due monthly to the Field Liaison.

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

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

To earn credit, students will:

- Demonstrate skill development in the CSWE Core Competencies
- Complete a self-assessment 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
- Ensure that the completed evaluation is completed prior to the deadline
- Complete required number of Field Placement hours (minimum 16/week). **

Due: completed and reviewed end of semester evaluation along with practicum hour documentation.

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

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

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

On Campus Programs (OCP): 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

Virtual Academic Center (VAC): All field forms and information including the calendar can be found in your Toolbox and here:
https://msw.usc.edu/academic/field-experience/

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

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

As a professional school, attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to be present in field and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Recommended Textbooks

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

Garthwait, C. L. (2011). *The social work practicum a guide and workbook for students* (5th ed.). Boston, MA: Pearson Education.
(Instructor Note: With MySocialWorkLab package. The custom ISBN#: 1256342122.)

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

References

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

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

Tufts University Clinical and Translational Science Institute (2011). *What is translational science?* Retrieved on 12-5-2011 from http://tuftsctsi.org/About-Us/What-is-Translational-Science.aspx?c=12966454717157395 8.

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

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

Course Overview

Unit	Topics	Assignments

1	• Orientation to Field Practicum
	  • Orientation to Field Placement
	  • Group and/or individual Field Instruction
	  • Review of Council on Social Work Education EPAS
	  • Review of NASW Code of Ethics
	  • Introduction to 589b assignments	

2
3
4
	• Module One, Re-Engagement
	  • Re/engage with placement and discuss/review educational goals
	  • Re/connect with clients and review client goals (if applicable)
	  • Review stages of development	

5
6
7
	• Module Two, Assessment
	  • Strengthen assessment skills
	  • Develop collaborative skills
	  • Broaden practice to include diverse populations
	  • Understand the formation and working stages of groups (task, educational, clinical, meeting, interdisciplinary, community)	

8
9
10
11
	• Module Three, Intervention
	  • Connect theory to practice
	  • Refine intervention skills
	  • Apply EBIs and client informed practice relevant to client population and service delivery modality
	  • Apply intermediate and advanced communication skills
	  • Increase autonomy	

12
13
14
15
	• Module Four, Evaluation
	  • Define program evaluation and agency needs assessment
	  • Review termination with individuals, groups, families, projects
	  • Conduct self-assessment and complete end of semester evaluation with Field Instructor	

	STUDY DAYS / NO CLASSES	
	FINAL EXAMINATIONS	

Introduction- Orientation to Field Practicum (Unit 1)

Topics

- Orientation to Field Placement
- Group and/or individual Field Instruction
- Review of Council on Social Work Education EPAS
- Review of NASW Code of Ethics
- Introduction to 589b assignments

This Unit relates to course objectives 1-6.

Recommended Readings

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

University of Southern California. Academic Calendar.

University of Southern California School of Social Work Field Manual.

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

Topics

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

This Module relates to course objectives 1-6.

Recommended Readings

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

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

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

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

Module Two – Assessment (Units 5-7)

Topics

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

This Module relates to course objectives 1-6.

Recommended Readings

Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society: The Journal of Contemporary Human Services*, *82*, 296–304. (Crossover Reading)

Kisthardt, W. E. (2006). The opportunities and challenges of strengths-based, person-centered practice. In D. Saleebey (Ed.), *The strengths perspective in social work practice* (4th ed., pp. 171-182 & 186-190). Boston, MA: Allyn & Bacon. (Crossover Reading)

Rebmann, H. (2006). Warning–there's a lot of yelling in knitting: The impact of parallel process on empowerment in a group setting. *Social Work With Groups*, *29*(4), p. 5-24.

Saleebey, D. (2000). Power in the people: Strengths and hope. *Advances in Social Work, 1*(2), 127-136. (Crossover Reading)

Module Three – Intervention (Units 8-11)

Topics

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

This Module relates to course objectives 1-6.

Recommended Readings

Adams, K. B., LeCroy, C. W., & Matto, H. C. (2009) Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education, 45*(2)165-186.

Chernack, K.B. (2010). Professional boundaries in a virtually boundary-less e-environment. *NASW-Illinois Chapter Networker Magazine* (Jan. 4, 2010). Retrieved on 10/2/2012 from: http://naswil.org/news/networker/featured/professional-boundaries-in-a-virtually-boundary-less-e-environment/ .

Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006) Integrating evidence-based practice and social work field education. *Journal of Social Work Education, 42*(2) 377-396.

Wahab, S. (2005) Motivational Interviewing and social work practice. *Journal of Social Work, 5*(1) 45-60

Module Four – Evaluation (Units 12-15)

Topics

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

This Module relates to course objectives 1-6.

Recommended Readings

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

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

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

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

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

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

STUDY DAYS / NO CLASSES OR INTERNSHIP

FINAL EXAMINATIONS (NO INTERNSHIP)

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class (and for 589b, this means your placement) and to remain in placement for the duration of the expected time. Failure to attend class/placement or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify their Field Instructor/Field Liaison by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class/field placement 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

On Campus- 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

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. 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

USC Student Health Sexual Assault & Survivor Support
For more information about how to get help or help a survivor, rights, reporting options, and additional resources. **https://studenthealth.usc.edu/sexual-assault/**

USC Policy Reporting to Title IX
https://policy.usc.edu/reporting-to-title-ix-student-misconduct/
Works with faculty, staff, visitors, applicants, and students around issues of protected class. Video overview: https://ondemand.usc.edu/SSW/Play/1b30deba1c574b97ba019d30943fe5041d?catalog=5a376f15784843f5915b7fed82eec2e921

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. ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XIII. 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."

XIV. 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.

XV. 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.

XVI. 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.

XVII. 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.

XVIII. COMPLAINTS

Please direct any concerns about the course/placement with your Field Instructor and/or your Field Liaison. If you and your Field Instructor or Field Liaison are unable to discuss/resolve your concerns, the Regional Director or Field Course Lead may be brought in to assist. Any concerns unresolved at that point may then be directed to the Chair of your program.

.

XIX. 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.