

**Social Work 588  
Section 67110  
Summer 2020**

**Integrative Learning for Social Work Practice  
Adult Mental Health and Wellness**

**2 Units**

"He who is reluctant to recognize me opposes me."  
—Franz Fanon

**Instructor:** Karen Green

**E-Mail:** karengre@usc.edu

**Office:** VAC

**Office Hours:** 12:30-1:00pm Pacific

**Course Day:** Tuesday

**Course Time:** 12:05-1:40pm

**Course Location:** VAC

**I. COURSE PREREQUISITES**

Students are required to take this course concurrently with SOWK 589b.

SOWK 588 Integrative Learning for Social Work Practice (2 credits) integrates content from one of the three departments—CYF, AMHW, or SCI—and graded CR/NC. Students must earn at least 83/100 points in the course in order to receive a CR.

**II. CATALOGUE DESCRIPTION**

Integrative learning is organized as a small-group educational environment that incorporates field experiences, case vignettes, and dialogical inquiry through a problem-based learning framework.

**III. COURSE DESCRIPTION**

CYF students will enhance core practice skills underlying social work services to children, youth, and families within a complex system. AMHW students will enhance core practice skills underlying social work services within health, mental health, and integrated care settings with the adult population. SCI students will enhance core practice skills underlying social work services to organizations, and business and community settings.

Students will engage in critical thinking, focused dialogue, exploration of theory, examination of practice, and policy analysis utilizing department specific field experiences. In addition, this

course will provide a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage students' creativity. Students will also have the opportunity to engage in activities that enhance professional communication. Therefore, **collaboration, critical thinking, communication, and creativity** will be the primary skills to be developed.

The outcomes of the course are to develop requisite skills as professional social workers in the areas of **engagement, assessment, intervention, and evaluation** utilizing best-practice models and evidence-based practices. Honoring both the diversity of the clients and the multiplicity of problems that clients bring with them, the student will have the capacity to frame these issues for the enhancement of client well-being, resolution of problems, and securing creative solutions.

The curriculum in this course is driven by problem-based learning, social development theory, transformative learning theory, and constructivism. This course also promotes mindfulness, in theory as well as in practice.

#### IV. COURSE OBJECTIVES

The Integrative Learning for Social Work Practice course (SOWK 588) will cover the following objectives:

Objective #	Objectives
1	Prepare <b>AMHW, CYF, and SCI</b> students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker, the values and mission of the profession, alongside the vision and mission of the agency for a more sustainable community.
2	<b>AMHW, CYF, and SCI</b> students will develop critical thinking skills, apply professional values that underlie social work practice, and the ethical standards of professional social work as they are applied in the students' field work experiences with clients, agency staff, and various other stakeholders. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients, agency staff, and various other stakeholders.
3	To increase <b>AMHW, CYF, and SCI</b> students' awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.
4	Integration of core social work concepts with emphasis on a <i>systems paradigm and person-in-environment framework</i> .
5	<b>AMHW, CYF, and SCI</b> students will develop core practice skills underlying social work service to individuals, families, groups, communities, and organizations. The course will also demonstrate major concepts to support the intervention process (engagement, assessment, planning and contracting, implementation, and termination/evaluation phases), evidence-based practice protocols and procedures, and integrating and applying the knowledge and values taught in the foundation semester and first semester of department-specific coursework with field experience.

Objective #	Objectives
6	<b>AMHW, CYF, and SCI</b> students will 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.

**V. COURSE FORMAT/INSTRUCTIONAL METHODS**

Four primary instructional methods will be used in the course: (1) critical discussion, interaction, and transaction among the instructor and students; (2) interactive and experiential exercises; (3) problem-based learning; and (4) student reflection. Open and honest participation in class discussion and activities is essential in the development of self-awareness, professional identity, and the appropriate use of self in practice.

**VI. STUDENT LEARNING OUTCOMES**

Student learning for this course relates to all nine social work core competencies:

	Social Work Core Competencies	SOWK 588	Course Objectives
1	<b>Professional and Ethical Behavior</b>	*	1, 2
2	<b>Diversity and Difference in Practice</b>	*	2-4
3	<b>Human Rights and Social, Economic, and Environmental Justice</b>		
4	<b>Practice-Informed Research and Research-Informed Practice</b>	*	3-5
5	<b>Policy Practice</b>		
6	<b>Engagement</b>		
7	<b>Assessment</b>	*	4-6
8	<b>Intervention</b>		
9	<b>Evaluation</b>	*	4-6

\* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<b>Competency 1: Professional &amp; Ethical Behavior</b> — Social workers practicing in health, behavioral health and integrated care settings understand the value base of the profession and its ethical	Prepare students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker, the values and mission of the	<b>1a.</b> Demonstrate understanding of social work role and interdisciplinary team roles within and across family service sectors.	Knowledge	<b>Assignment: Decolonizing Dominant Discourses</b>

<p>standards, as well as relevant laws and regulations and shifting societal mores that may affect the therapeutic relationship. Social workers understand frameworks of ethical decision-making and routinely apply strategies of ethical reasoning to arrive at principled decisions. Social workers are able to tolerate ambiguity in resolving ethical conflict. Social workers who work with adults and older adults apply ethical principles to decisions on behalf of all clients with special attention to those who have limited decisional capacity. Social workers recognize and manage personal values and biases as they affect the therapeutic relationship in the service of the client's well-being. They identify and use knowledge of relationship dynamics, including power differentials. Social workers who work with adults and older adults understand the profession's history, its mission, and the roles and responsibilities and readily identify as social workers. They also understand the role of other professionals when engaged in inter-professional teams. Social workers working with adults and older adults recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers incorporate ethical approaches to the use of technology in meeting the needs of their clients in health, behavioral health, integrated care, and</p>	<p>profession, alongside the vision and mission of the agency for a more sustainable community.</p>	<p><b>1b.</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>Reflection</p>	
---	---	--	-------------------	--

other settings serving adults and older adults.				
---	--	--	--	--

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 2: Diversity and Difference in Practice —</b> 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,</p>	<p>To increase student's awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.</p>	<p><b>2a.</b> 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>2b.</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><b>Assignment: Feedback Informed Treatment</b></p> <p><b>Assignment: Expressive Arts-as-Reflection</b></p> <p><b>Assignment: Decolonizing Dominant Discourses</b></p>

alienate, exclude, or create or enhance privilege and power among children youth, and families.				
---	--	--	--	--

**VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING**

Written Assignments and Class Participation	Due Date	Points
<b>Assignment 1: Decolonizing Dominant Discourses</b>	<b>Units 5-6</b>	<b>25 points</b>
<b>Assignment 2: Evidence-Based Practices—Feedback-Informed Treatment (Students Utilize FIT During Weeks 3–10)</b>	<b>Unit 11</b>	<b>25 points</b>
<b>Assignment 3: Expressive Arts as Reflection</b>	<b>Units 10, 11, and 12</b>	<b>25 points</b>
<b>Critical Reflections on class textbook - Afuape, T. (2011). Power, resistance and liberation in therapy with survivors of trauma. New York, NY: Routledge.</b>	<b>Units 1-12</b>	<b>15 points</b>
<b>Participation</b>	<b>Units 1–12</b>	<b>10 points</b>

***Each of the major assignments are described below:***

**Assignment 1: Decolonizing Dominant Discourses –Journal and Healing Circles**

Utilizing the framework of Liberation Psychology, students engage in the process of both sharing **Our Own Story** that illustrates the complexity of our identity within the context of privilege and oppression and also examine **Our Profession’s Story** by inquiring into the personal, institutional and cultural assumptions of our profession. Through the process of decolonizing experiences, students individually, and as a collective, build critical consciousness as emerging social work professionals but also develop the skills to assist clients in this same process.

**Assignment 2: Evidence-Based Practices—Feedback-Informed Treatment**

Feedback-informed treatment (FIT) is a pan-theoretical approach for evaluating and improving the quality and effectiveness of social work treatment that dramatically improves both retention and outcome of social work services. FIT involves routinely and formally soliciting feedback from clients regarding the therapeutic alliance and outcome of care, and using the resulting information to inform and tailor service delivery. Students will utilize this new skill set (FIT) with clients and discuss their experiences with their field instructor. For the class, students will write a three-page reflection paper. Students will learn:

- The empirical foundation for routine monitoring of the alliance and outcome in treatment
- How to administer valid, reliable, and feasible measures of alliance and outcome
- How to use alliance and outcome measures to inform and improve the quality and outcome of social work treatment

### Assignment 3: Expressive Arts as Reflection

Expressive arts therapy, also known as creative arts therapy, is the use of the creative arts (dance, photography, art, poetry, music, drama, drum circle, creative writing, etc.) as a form of therapy, teaching, mediation, social action and group facilitation, and/or to awaken personal growth and creativity. Unlike traditional art expression, the process of creation is emphasized rather than the final product. Students will explore one expressive art through process and content and share experiential learning, theory, and practice to the class. In the session, students will learn to:

- Identify different clinical applications of expressive arts modalities
- Deepen cognitive skills, self-reflection, and creative explorations

### Class Participation

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed required and independent readings and assignments prior to class. When in class, students are encouraged to ask questions, share thoughts/feelings/experiences appropriately, and demonstrate understanding of the material. Assignment 1, Decolonizing Dominant Discourses instructional format requires that all students participate in their own learning and learn from one another. Active involvement in the classroom activities is essential to develop effective communication and collaboration skills.

As a professional school, class 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 attend all classes and meaningfully participate. Therefore, **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.**

### Guidelines for Evaluating Class Participation

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

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

8: Good contributor—Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offers a new direction for the discussion. Sometimes provides application of class material to cases

held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role-plays, small-group discussions, and other activities.

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

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

5: Nonparticipant—Attends class only.

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

### **Additional Expectations and Guidelines**

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation.

### **Expectations**

1. Students are expected to do the assigned readings, be prepared to discuss them in class, and complete all written and other assignments on time.
2. Students are encouraged to share readings gleaned from their field placement, as well as from other class assignments.
3. Students are expected to respect the confidentiality of clients: use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the seminar.
4. Active participation is required of all students and will be considered in students' final evaluation.
5. Problem solving, identification of issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the course will be conducted. Students will be asked to complete a written evaluation at the end of the semester.



## Guidelines

Much of the seminar content will center on critical issues that may be controversial. The following guidelines have been adopted. It is hoped that these guidelines will create an environment in which we can learn from one another and enrich our experience in the field seminar.

1. Every person participating in the program is of equal worth and value.
2. All opinions are valued and needed, even those with which you do not agree!
3. Please speak in "I" terms: "I think," "I believe," "It's been my experience that," etc.
4. Listen. We will be speaking from our experiences; it is important to understand and appreciate that we will be talking about what is true for us. We agree to listen to one another with respect. We also understand that points may arise on which we do not agree.
5. We want you to take home whatever you learn here. However, personal and client information shared in seminar is confidential.
6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, please work at increasing your contribution. We are here to learn from one another. On the other hand, avoid monopolizing discussion by talking too much, too long, or too loudly.
7. This seminar's content is shared by each member's contributions to the class discussion.
8. This is a setting where social work values need to be implemented, including respect and tolerance of differences.

## Grading

Class is graded Credit/No Credit (CR/NC): Students must earn at least 83 out of a possible 100 points in the course in order to receive a CR.

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, class 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 attend all classes 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 AND RESOURCES

### Required Textbook

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma*. New York, NY: Routledge.

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

### On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES). The textbooks have also been placed on reserve at Leavey Library.

The online teaching and learning environment provided by the University's Blackboard Academic Suite will support and facilitate student-to-student communication and interaction outside of class as well as access to instructor support. The URL for Blackboard is <https://blackboard.usc.edu>.

Department specific readings can be found in the supplemental syllabus.

SOWK 588 Summer Semester Asynch Index

\*Asynch work to be completed for each unit prior to live class sessions

<b>SOWK 588</b>	<b>12 Week Semester VAC Topics</b>	<b>Unit Assignments by Week</b>
Week 1	Introduction to Integrative Learning, Field Practicum Experience, and Fundamentals of Feedback-Informed Treatment (FIT)	1.1: Unit Overview 1.2: Discussion Board: Field Placement 1.3: Intro to Mindfulness 1.4: Mindfulness of Breath 1.5: Forum: Mindfulness 1.6: Intro to the Reflections 1.7 Reflections 2.1: Unit Intro 2.2: Overview of FIT 2.3: Check Your Knowledge: FIT 2.4: Interview with Scott Miller 2.5: Mindfulness Practice 2.6: Reflections

<p>Week 2</p>	<p>Introduction to the Expressive Arts and Decolonizing Dominant Discourses</p>	<p>3.1: Unit Intro</p> <p>3.3: Into to Expressive Arts</p> <p>3.4: How can Expressive Arts Enhance the Field of Social Work?</p> <p>3.5: Check Your Knowledge: Expressive Arts as Reflection Assignment</p> <p>3.6: Student Gallery</p> <p>3.7: Student Interview: Grant Goehler</p> <p>3.8: Mindfulness of Body</p> <p>3.9: Forum: Mindfulness</p> <p>3.10: Reflections</p> <p>4.1: Unit Overview</p> <p>4.2: Introduction to Decolonizing Dominant Discourses</p> <p>4.3 Mindfulness Practice of the Week</p> <p>4.4: Reflections</p>
<p>Week 3</p>	<p>Review of Engagement and Assessment</p>	<p>5.1: Unit Overview</p>

		<p>5.2: Review of Engagement and Assessment</p> <p>5.3: Example of SRS with a Client</p> <p>5.4: Discussion Wall: FIT</p> <p>5.5: Mindfulness Practice of the Week</p> <p>5.6: Reflections</p>
Week 4	Review of Intervention and Evaluation	<p>6.1: Unit Overview</p> <p>6.2: Review of Intervention and Evaluation</p> <p>6.3: Mindfulness Practice of the Week</p> <p>6.4: Reflections</p>
Week 5	Presentation Skills	<p>7.1: Unit Overview</p> <p>7.2: Presentation Skills</p> <p>7.3: Presentations in Social Work Practice</p> <p>7.4: Discovering and Developing Your Strengths as a Speaker</p> <p>7.5: Death by Powerpoint</p>

		<p>7.6: Tell Us Your Thoughts: Bringing Us Up To Date</p> <p>7.7: Mindfulness of Emotions</p> <p>7.8: Forum: Mindfulness</p> <p>7.9: Reflections</p>
Week 6	Presentations Over Time	<p>8.1: Unit Overview</p> <p>8.2: Story, Imagery, and Art of the 21st Century</p> <p>8.3: Mindfulness of Thought</p> <p>8.4: Forum: Mindfulness</p> <p>8.5: Reflections</p>
Week 7	Expressive Arts in Field Placement	<p>9.1: Unit Overview</p> <p>9.2: What is an Expressive Art?</p> <p>9.3: Meditation as Art</p> <p>9.4: Mindfulness of Pleasant Emotions</p> <p>9.5: Forum: Mindfulness</p> <p>9.6: Reflections</p>

<p>Week 8</p>	<p>Social Work, Liberation, and The Arts</p>	<p>10.1: Unit Overview</p> <p>10.2: How Can I Use Expressive Arts in My Practice?</p> <p>10.3: Student Interview: Janelle Peters</p> <p>10.4: Applying Expressive Arts in Field Placement</p> <p>10.5: Mindfulness Practice of the Week</p> <p>10.6: Reflections</p>
<p>Week 9</p>	<p>Termination and Facilitation of Planned and Unplanned Endings in Social Work Practice</p>	<p>11.1: Unit Overview</p> <p>11.2: What is Client Termination</p> <p>11.3: Photos that Changed the World</p> <p>11.4: Video/Photography as Expressive Arts</p> <p>11.5: Mindfulness Practice of the Week</p> <p>11.6: Reflections</p>
<p>Week 10</p>	<p>Incorporation of FIT and Expressive Arts into Field Placement</p>	<p>12.1: Unit Overview</p> <p>12.2: Discussion: How Has FIT</p>

		<p>and EAT Changed Your Practice?</p> <p>12.3: Dance as Therapy</p> <p>12.4: Mindfulness Practice of the Week</p> <p>12.5: Reflections</p>
<p>Week 11</p>	<p>Self-Assessment and Self-Awareness</p>	<p>13.1: Unit Overview</p> <p>13.2: Increasing Self-Awareness</p> <p>13.3: Self-Assessment and Self-Care</p> <p>13.4: Mindfulness: How Mindfulness Empowers Us</p> <p>13.5: Forum: Mindfulness</p> <p>13.6: Reflections</p> <p>14.1: Unit Overview</p> <p>14.2: Your Elusive Creative Genius</p> <p>14.3: Spoken Word Therapy</p> <p>14.4: Mindfulness: The Fly</p>



		<p>Meditation</p> <p>14.5: Forum: Mindfulness</p> <p>14.6: Reflections</p>
Week 12	Course Wrap-Up	<p>15.1: Unit Overview</p> <p>15.2: How to Overcome Bias</p> <p>15.3: Harvard Implicit Bias Test</p> <p>15.4: Let's Reflect: Daniel Jacob</p> <p>15.5: Mindfulness Practice of the Week</p> <p>15.6: Reflections</p>

## Course Overview

### Course Schedule—Detailed Description

#### Module 1: Introduction to Integrative Learning, Field Practicum Experience, and Liberation Psychology

- Introductions
- Overview of semester assignments: Decolonizing Dominant Discourses, Feedback-Informed Treatment, and Expressive Arts
- Introduction to textbook & Liberation Psychology
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

#### Required Readings

- ❖ Afuape, T. (2011). Introduction. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 4–15). New York, NY: Routledge.
- ❖ Afuape, T. (2011). Therapy and social context and power. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 19–35). New York, NY: Routledge.
- ❖ Shaw, S. L., & Murray, K. W. (2014). Monitoring alliance and outcome with client feedback measures. *Journal of Mental Health Counseling, 36*(1), 43–57.
- ❖ Boswell, J. F., Kraus, D. R., Miller, S. D., & Lambert, M. J. (2015). Implementing routine outcome monitoring in clinical practice: Benefits, challenges, and solutions. *Psychotherapy Research, 25*(1), 6–19.
- ❖ Miller, S. D., Duncan, B. L., Brown, J., Sorrel, R., & Chalk, M. B. (2006). Using formal client feedback to improve retention and outcome: Making ongoing, real-time assessment feasible. *Journal of Brief Therapy, 5*(1), 5–22.

#### Module 2: Decolonizing Identity and Social Work Practice & Feedback-Informed Treatment (FIT) in Placement

- **Assignment 1: Decolonizing Dominant Discourses** (Journals and Healing Circles due Weeks 5 and 6)
- Decolonizing vs. Decolonization in Social Work Practice: Why it Matters

- Introduction to Expressive Arts
- FIT discussions: assess the use of FIT in placement
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

### Required Readings

- ❖ Afuape, T. (2011). Resistance and understanding trauma. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 36–54). New York, NY: Routledge.
- ❖ Afuape, T. (2011). Liberation psychology: An overview. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 57–67). New York, NY: Routledge.
- ❖ Afuape, T. (2011). Liberation psychology: Critical reflection. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 68–77). New York, NY: Routledge.
- ❖ Afuape, T. (2011). Narrative approaches to liberation. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 78–84). New York, NY: Routledge.
- ❖ Afuape, T. (2011). Communication/social context approaches to liberation. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 85–95). New York, NY: Routledge.
- ❖ Savery, J. R. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem-Based Learning*, 1(1), 9–20.

### Module 3: Expressive Arts, Liberation Psychology, and Termination

- Advancing social justice through clinical practice and critical consciousness in action
- Termination in social work practice with clients, field instructor, preceptor, and stakeholders
- FIT discussion
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

## Required Readings

- ❖ Afuape, T. (2011). Drawing the theory together. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 96–105). New York, NY: Routledge.
- ❖ Afuape, T. (2011). Ways of working with power, resistance and liberation. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 109–130). New York, NY: Routledge.
- ❖ Afuape, T. (2011). The recovery of historical memory. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 131–144). New York, NY: Routledge.
- ❖ Afuape, T. (2011). De-ideologising everyday experience. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 145–166). New York, NY: Routledge.
- ❖ Kossak, M. S. (2009). Therapeutic attunement: A transpersonal view of expressive arts therapy. *Arts in Psychotherapy, 36*, 13–18.
- ❖ Slayton, S. C., D'Archer, J., & Kaplan, F. (2010). Outcome studies on the efficacy of art therapy: A review of the findings. *Art Therapy, 27*(3), 108–118.
- ❖ Wilkinson, R. A., & Chilton, G. (2013). Positive art therapy: Linking positive psychology to art therapy theory, practice, and research. *Art Therapy, 30*(1), 4–11.
- ❖ Gutheil, I. A. (1993). Rituals and termination procedures. *Smith College of Social Work, 63*(2), 163–176.

## Module 4: Presentation of Expressive Arts as Reflection, Assessment, and Awareness

- **Assignment 2: Feedback-Informed Treatment (FIT) Reflection Paper** (due Unit 11)
- **Assignment 3: Presentation of Expressive Arts as Reflection**—Exhibition and Dialogue (due Units 10, 11, and 12)
- Course wrap-up
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

## Required Readings

- ❖ Afuape, T. (2011). Utilizing the people's virtues. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 167–185). New York, NY: Routledge.

- ❖ Afuape, T. (2011). Drawing the practices together. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 186–191). New York, NY: Routledge.
- ❖ Afuape, T. (2011). Resistance as creativity. In *Power, resistance and liberation in therapy with s*
- ❖ Afuape, T. (2011). Therapy that breaks the heart; Appendix. In *Power, resistance and liberation in therapy with survivors of trauma* (pp. 202–207). New York, NY: Routledge.

## STUDY DAYS / NO CLASSES

## FINAL EXAMINATIONS

Final Summative  
Experience (ground  
program only)

## University Policies and Guidelines

### IX. ATTENDANCE POLICY

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

As a professional school, class 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 attend all classes and meaningfully participate. Therefore, 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.**

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. Statement on Academic Conduct and Support Systems**

### **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” [policy.usc.edu/scampus-part-b](http://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, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

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

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](https://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](https://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](https://campussupport.usc.edu)

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

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

## **XI. 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 by the instructor and reported on the official "Incomplete Completion Form."

## **XII. 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.

## **XIII. 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.

## **XIV. 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.

#### **XV. 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.

#### **XVI. COMPLAINTS**

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

#### **XVII. 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.*

---