

# USC Suzanne Dworak-Peck

School of Social Work

Social Work 698B  
Section 67209  
SUMMER 2020

## **Integrative Learning for Advanced Social Work Practice 1 Unit**

*Education is the most powerful weapon which you can use to change the world.*

—Nelson Mandela

|                      |                      |                         |                 |
|----------------------|----------------------|-------------------------|-----------------|
| <b>Instructor:</b>   | Brittani Morris LCSW | <b>Course Day:</b>      | Tuesday         |
| <b>E-Mail:</b>       | brittanm@usc.edu     | <b>Course Time:</b>     | 12:05-1:40pmPDT |
| <b>Telephone:</b>    | 213 342-1842         | <b>Course Location:</b> | VAC             |
| <b>Office:</b>       | VAC                  |                         |                 |
| <b>Office Hours:</b> | Tuesday 2-3pmPDT     |                         |                 |

### **I. COURSE PREREQUISITES**

This is a master's level Integrative Learning for Advanced Social Work Practice course. Students take this class concurrently with 699b. To participate in this course, students must successfully complete SOWK 699a and 689a.

### **II. CATALOGUE DESCRIPTION**

Advanced integrative learning builds on 698A by incorporating field experiences, case/best-practices consultations, and dialogical inquiry on micro, mezzo, and macro practice levels. Graded CR/NC/INC.

### **III. COURSE DESCRIPTION**

The Integrative Learning course is organized as a small-group educational experience that incorporates field knowledge, case presentations, and problem-based learning (PBL) through the Four Cs of Field Education at USC: (1) collaboration, (2) communication, (3) creativity, and (4) critical thinking. Students will have an opportunity to engage in critical thinking, discussion, and exploration of theory, practice, policy, and department-specific field experiences. This course offers students the opportunity to develop professional presentation and communication skills that will enhance their ability to conceptualize a case and improve public speaking in various forums. This course provides a forum for learning and building best-practice skills through collaboration, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage students' creativity.

Students are expected to keep their instructor informed of their field experiences to allow for further socialization into the field and an opportunity for students to receive faculty and peer support for issues and challenges. Assignments will be activity driven. This course ties classroom curriculum and field

experience to ensure synergy among the students for a rich application of the science of social work. At semester end, the Integrative Learning instructor is responsible for assigning students a grade of Credit, In Progress, or No Credit.

#### IV. COURSE OBJECTIVES

| Objective # | Objectives – By the end of this course students will be able to:  |
|-------------|---|
| 1           | Deliver professional oral and written case presentations  |
| 2           | Assess their field placement setting in relation to culture, values, social work ethics and their own professional goals based on their experiences and observations. |
| 3           | Identify steps they will take post-graduation to develop their career as a professional social worker.  |

#### 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. This course is comprised of six, 95-minute live class sessions (units) combined with assigned readings and asynchronous content.

Instructional methods consist of university-led consultation and lecture to support professional development and utilization of best practices in all social work settings. The process of instruction will include the use of:

- Group consultation
- Case presentations
- Role-play
- Structured small-group exercises

**VI. STUDENT LEARNING OUTCOMES**

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

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

\* 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  |
|---|---|---|--|--|
| <p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b><br/>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.</p> | <p><b>1.</b> Provide the student with an opportunity for discussion and critical analysis of the 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.</p> | <p><b>9a. CYF</b> Critically analyzes, monitors, and evaluates intervention and program processes and outcomes when working with children, youth, and families.<br/>(Knowledge/Skills)</p> <p><b>9a. SCI</b> 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.<br/>(Cognitive/affective processes)</p> <p><b>9b. AMHW</b> Critically analyzes, monitors, and evaluates interventions, processes and outcomes in clinical practice.<br/>(Skills)</p> | <p>Knowledge Skills</p> <p>Cognitive/affective processes</p> <p>Skills</p> <p>Knowledge/Skills</p> <p>Skills</p> | <p><b>Units 2–5:</b> Case Presentation in class (oral and written case presentation)</p> <p><b>Assignment 1:</b> Case Presentation</p> <p><b>Assignment 2:</b> Licensing and professional social work</p> <p><b>Assignment 3:</b> Class Forums</p> |

## VII. Course Assignments, Due Dates, and Grading

| Written Assignment and Class Participation   | Due Date  | Percentage |
|--|---|------------|
| <b>Assignment 1: Case Presentation</b>   | Units 2–5<br>As assigned  | 40 points  |
| <b>Assignment 2: Licensing and Professional Social Work Reflection Paper</b>   | Before class on<br>day of Unit 6<br><b>AUG 4<sup>th</sup>, 2020</b> | 30 points  |
| <b>Assignment 3: Class Forums - participation in a total of 2 different Class Forums/postings on the VAC Course Wall. Students must complete at least 1 forum post by Unit 3 (June 16<sup>th</sup>, 2020) and a total of 2 different forum postings on or before Unit 6. (Aug. 4<sup>th</sup>, 2020)</b> | Ongoing   | 20 points  |
| <b>Assignment 4: Class Participation and Discussion</b>  | Ongoing   | 10 points  |

Each of the major assignments is summarized below. Detailed descriptions with the grading rubrics are to be provided by the instructor.

### **Assignment 1: Case Presentation 40 points**

Assignment 1 is designed to enhance practice evaluation and professional presentation skills. By acquiring the skills to present a comprehensive case or agency challenge, students will be able to receive helpful consultation allowing them to engage in best practices on behalf of their client, organization, or community. Students can select either a direct practice or macro-based case. Time of presentation may vary due to class size. Demonstrations will be within Units 2–5. Grades will be based upon required presentation.

#### **Due: Presented within Units 2–5**

*This assignment relates to student learning outcome 9.*

### **Assignment 2: Licensing and Professional Social Work – Reflection Paper 30 points**

Assignment 2 is designed to challenge students to both reflect on the history of licensing in social work and look forward towards consideration of their own professional licensing. Students will research the licensing procedure in their state and write about their journey toward licensing. The benefits (to the profession and the individual) and the obstacles to both licensing and licensing retention are to be examined in the students' paper. Grades will be based upon the 1-2 page reflection paper according to the assignment rubric provided. Note: readings in UNIT 5 discuss SW licensing

#### **Due: Before class on the day of Unit 6**

*This assignment relates to student learning outcome 9.*

### **Assignment 3: Participation in Class Forum Postings 20 points**

Assignment 3 requires the ongoing participation of students within the class and/or outside Class Forums created by the course instructor. The instructor will post vignette/current event/social media issue, video or event/links related to professionalism in the field social work. The students must participate in at least 2 different forums/posts per semester on the Course Wall. Forum responses submitted on the Course Wall must be at least 3-5 sentences. Students must complete at least 1 forum post by Unit 3 and a total of 2 on or before Unit 6

#### **Due: Minimum of 1 forum post by Unit 3 and complete 2 different forums/posts on or before Unit 6**

*This assignment relates to student learning outcome 9.*

**Assignment 4: Class Participation and Discussion 10 points**

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed recommended 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.

**Guidelines for Evaluating Class Participation and In-Class Assignments**

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

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

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

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

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

50%: Nonparticipant—Attends class only.

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

## **Additional Expectations and Guidelines**

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.

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 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 class.
4. Active participation is required of all students and will be considered in your final evaluation.
5. Problem solving, identification of issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the course experience will be conducted. Students will be asked to complete a written evaluation at the end of the semester.

### **Guidelines**

Much of the course 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 course.

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 class 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're here to learn from one another. On the other hand, avoid monopolizing discussion by talking too much, too long, or too loudly.
7. This course'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% in the course in order to receive a CR.

Course grades will be based on the following:

| Assignment Grades |           | Final Grade |           |
|-------------------|-----------|-------------|-----------|
| 83–100            | Credit    | 83–100%     | Credit    |
| <70–82            | No Credit | <70–82%     | No Credit |

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES**

**Required Readings**

Brandwein, R.A. (2005). Katherine Kendall: A social work institution. *Affilia*, 20(10), 103-110.

Bronstein, L. R. (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297–306.

Counselman, E. (2013). In consultation, peer supervision groups that work. *Psychotherapy Networker*, 37. Retrieved from <http://search.proquest.com/docview/1374369742?accountid=14749>.

Dyeson, T.B. (2004). Social work licensure: A brief history and description. *Home Health Care Management & Practice*, 16(5), 408-411.

Flores, M.P., Neville, H.A., Santiago, S., ben Rakemayahu, K., Garite, R. Spankey, Brawn, M., Valgoi, M., Brooks, J., Lee, E.S., and Ginsburg, R. (2014). Developing social justice competencies: A consultation training approach. *The Counseling Psychologist*, 42(7), 998–1020.

Goodstar-Johnston, K. (2013). Indigenous youth participatory action research: Re-visioning social justice for social work with indigenous youths. *Social Work*, 58(4), 314-320.

Grise-Owens, E. Owens, L.W., Miller, J. J. (2016). Recasting licensing in social work: Something more for professionalism. *Journal of Social Work Education*, 52:sup1, S126-S133.

Kemp, S. P., Palinkas, L. A., Wong, M., Wagner, K., Reyes Mason, L., Chi, I., Rechkemmer, A. (2015). *Strengthening the Social Response to the Human Impacts of Environmental Change* (Grand Challenges for Social Work Initiative Working Paper No. 5). Cleveland, OH: American Academy of Social Work and Social Welfare.

Kuechler, C., & Barretta-Herman, A. (1998). The consultation circle: A technique for facilitating peer consultation. *The Clinical Supervisor*, 17(1), 83-93.

Lam, D. (2009). Impact of problem-based learning on social work students: Growth and limits, *British Journal of Social Work*, 39, 1499–1517.

Miller, J., Deck, S., Conley, C., Bode, M. (2017). Field practicum supervisor perspectives about social work licensing: An exploratory study. *Field Educator*, 7(1).

Miller, J.J., Deck, S.M., Grise-Owens, E. & Borders, K. (2015). Exploring graduate students’ perceptions about social work licensing. *Social Worker Education*, 34(8) 986-1004.



Plitt-Donaldson, L., Fogel, S. J., Hill, K., Erickson, C., Ferguson, S. (2016). Attitudes toward advanced licensing for macro social work practice. *Journal of Community Practice*, 24(1), 77-93.

Reuland, J. (2015). The social worker's license: Reconstructing social selves in the work of Jessie Taft and Charlotte Perkins Gilman. *Modernism/Modernity*, 22(1), 1-22.

Savery, J. R. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem-Based Learning*, 1(1), 9-20.

Storz, C. (2002). Oral presentation skills: A practical guide. Retrieved from [http://people.engr.ncsu.edu/txie/publications/oral\\_presentation\\_skills.pdf](http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf).

Ying, Y. (2008). Variation in personal competence and mental health between entering and graduating MSW students: The contribution of mindfulness, *Journal of Religion & Spirituality in Social Work: Social Thought*, 27(4), 405-422.

University of Southern California School of Social Work Field Calendar – available by email request [vacfield@usc.edu](mailto:vacfield@usc.edu)

[University of Southern California School of Social Work Field Manual - VAC](#)

### Recommended Website

American Academy of Social Work—Grand Challenges <http://aaswsw.org/grand-challenges-initiative/>

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

### Recommended Guidebook for APA Style Formatting

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

## Summer 2020 698B Async Index

Async work to be completed for each unit prior to live class sessions

| Session | Topic   | Asynchronous Reading   |
|---------|---|--|
| UNIT 1  | Advanced Field Experience Overview  | 1.1 Unit Overview<br>1.2 Elements of Problem-Based Learning<br>1.3 Making the Most of Your Last Semester in Field<br>1.4 Reflections on Group Projects in Professional Social Work   |
| UNIT 2  | Student Case Presentations<br>Learning to be a Successful Public Speaker    | 2.1 Unit Overview Page<br>2.2 Creating Effective Presentations<br>2.3 Word Clouds<br>2.4 Learning to Be a Successful Public Speaker<br>3.1 Unit Overview<br>3.2 The Art of Case Presentations in Social Work<br>3.3 Case Presentation: Demonstration<br><br><b>NOTE UNITS 2-3 expected for Unit 2 (June 2)</b> |
| UNIT 3  | Student Case Presentations<br>Social Justice in Social Work                 | 4.1 Unit Overview<br>4.2 Social Justice Is a Core Construct of the Social Work Profession<br>4.3 Social Justice in Social Work Practice: Renee Smith Maddox<br>4.4 Social Justice in Social Work Practice: Shantel Vachani, JD, MSW  |
| UNIT 4  | Student Case3 Presentations<br>Interdisciplinary Collaboration/<br>Advocacy | 5.1 Unit Overview<br>5.2 Social Work in a Host Setting<br>5.3 Interview with an Oncology Social Worker<br><br>6.1 Unit Overview<br>6.2 Advocacy in Social Work<br>6.3 LGBT Advocacy and Social Work<br>6.4 Advocacy with Immigrant Populations   |
| UNIT 5  | Student Case Presentations<br>Licensing in the Social Work Profession       | No asynchronous content for this unit  |
| UNIT 6  | Termination and Transition to<br>Professional Practice                      | 7.1 Unit Overview<br>7.2 Reflections on Field Education<br>7.3 Optimizing Transitions  |

## Course Schedule—Detailed Description

May 19<sup>th</sup>

### UNIT 1: Advanced Field Experience Overview

#### Topics—Unit 1

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Course expectations
- Introduction of Assignment 1: Case Presentation

This unit relates to course objective 2.

#### Corresponding Asynchronous Material

- 1.1 Unit Overview
- 1.2 Elements of Problem-Based Learning
- 1.3 Making the Most of Your Last Semester in Field
- 1.4 Reflections on Group Projects in Professional Social Work

#### Required Readings

Lam, D.O.B. (2009). Impact of problem-based learning on social work students: Growth and limits. *British Journal of Social Work*, 39, 1499–1517.

Savery, J. R. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem-Based Learning*, 1(1), 3.

\*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings may be provided by the instructor

### UNIT 2: Student Case Presentation in Class and Discussion

Learning to Be a Successful Public Speaker

June 2<sup>nd</sup>

#### Topics—Unit 2

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Assignment 1: Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers
- Optional: Department-specific professional development topic, EBI training, and/or guest speaker(s)

This unit relates to course objectives 1 and 2.

#### Corresponding Asynchronous Material

- 2.1 Unit Overview Page

- 2.2 Creating Effective Presentations
- 2.3 Word Clouds
- 2.4 Learning to Be a Successful Public Speaker
- 3.1 Unit Overview
- 3.2 The Art of Case Presentations in Social Work
- 3.3 Case Presentation: Demonstration

### Required Reading

Storz, C. (2002). *Oral presentation skills: A practical guide*. Retrieved from [http://people.engr.ncsu.edu/txie/publications/oral\\_presentation\\_skills.pdf](http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf).

Counselman, E. (2013). In consultation, peer supervision groups that work. *Psychotherapy Networker*, 37. Retrieved from <http://search.proquest.com/docview/1374369742?accountid=14749>.

Kuechler, C., & Barretta-Herman, A. (1998). The consultation circle: A technique for facilitating peer consultation. *The Clinical Supervisor*, 17(1), 83–93.

\*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings may be provided by the instructor

## UNIT 3: Student Case Presentation in Class and Discussion

Social Justice in Social Work

June 16<sup>th</sup>

### Topics—Unit 3

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers
- Optional: Department-specific professional development topic, EBI training, and/or guest speaker(s)

This unit relates to course objectives 1 and 2

### Corresponding Asynchronous Material

- 4.1 Unit Overview
- 4.2 Social Justice Is a Core Construct of the Social Work Profession
- 4.3 Social Justice in Social Work Practice: Renee Smith Maddox
- 4.4 Social Justice in Social Work Practice: Shantel Vachani, JD, MSW

### Required Reading

Flores, M.P., Neville, H.A., Santiago, S., ben Rakemayahu, K., Garite, R. Spankey, Brawn, M., Valgoi, M., Brooks, J., Lee, E.S., and Ginsburg, R. (2014). Developing social justice competencies: A consultation training approach. *The Counseling Psychologist*, 42(7), 998–1020.

Goodstar-Johnston, K. (2013). Indigenous youth participatory action research: Re-visioning social justice for social work with indigenous youths. *Social Work*, 58(4), 314-320.

\*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings may be provided by the instructor

**Unit 4 : Student Case Presentation in Class and Discussion**

**June 30<sup>th</sup>**

**Interdisciplinary Collaboration/Advocacy**

**Topics—Unit 4**

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers
- Optional: Department-specific professional development topic, EBI training, and/or guest speaker(s)

This unit relates to course objectives 1 and 2

**Corresponding Asynchronous Material**

- 5.1 Unit Overview
- 5.2 Social Work in a Host Setting
- 5.3 Interview with an Oncology Social Worker

- 6.1 Unit Overview
- 6.2 Advocacy in Social Work
- 6.3 LGBT Advocacy and Social Work
- 6.4 Advocacy with Immigrant Populations

**Required Readings**

Bronstein, L.R. (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297–306.

\*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings may be provided by the instructor

**UNIT 5: Student Case Presentation in Class and Discussion**

**July 14<sup>th</sup>**

**Licensing**

**Topics—Unit 5**

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Reflection on the history and status of social work licensing across the United States

This unit relates to course objectives 1, 2 and 3

No asynchronous content for this unit

**Required Readings**

Brandwein, R.A. (2005). Katherine Kendall: A social work institution. *Affilia*, 20(10), 103-110.

- Dyeson, T.B. (2004). Social work licensure: A brief history and description. *Home Health Care Management & Practice*, 16(5), 408-411.
- Grise-Owens, E. Owens, L.W., Miller, J. J. (2016). Recasting licensing in social work: Something more for professionalism. *Journal of Social Work Education*, 52:sup1, S126-S133.
- Miller, J., Deck, S., Conley, C., Bode, M. (2017). Field practicum supervisor perspectives about social work licensing: An Exploratory Study. *Field Educator*, 7(1).
- Miller, J.J., Deck, S.M., Grise-Owens, E. & Borders, K. (2015). Exploring graduate students' perceptions about social work licensing. *Social Worker Education*, 34(8) 986-1004.
- Plitt-Donaldson, L., Fogel, S. J., Hill, K., Erickson, C., Ferguson, S. (2016). Attitudes toward advanced licensing for macro social work practice. *Journal of Community Practice*, 24(1), 77-93.
- Reuland, J. (2015). The social worker's license: Reconstructing social selves in the work of Jessie Taft and Charlotte Perkins Gilman. *Modernism/Modernity*, 22(1), 1-22.

\*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings may be provided by the instructor

## UNIT 6: Termination and Transition to Professional Practice

August 4<sup>th</sup>

### ASSIGNMENT 2 DUE BEFORE CLASS

#### Topics—Unit 6

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Termination
- Course reflection
- Class Forum #2 in class or via Blackboard or Course Wall

This unit relates to course objectives 1, 2 and 3.

#### Corresponding Asynchronous Material

- 7.1 Unit Overview
- 7.2 Reflections on Field Education
- 7.3 Optimizing Transitions

#### Required Reading

Kemp, S. P., Palinkas, L. A., Wong, M., Wagner, K., Reyes Mason, L., Chi, I., & Rechkemmer, A. (2015). *Strengthening the social response to the human impacts of environmental change* (Grand challenges for social work initiative working paper No. 5). Cleveland, OH: American Academy of Social Work and Social Welfare.

<http://aaswsw.org/wp-content/uploads/2015/03/Social-Work-and-Global-Environmental-Change-3.24.15.pdf>

Ying, Y. (2008). Variation in personal competence and mental health between entering and graduating MSW students: The contribution of mindfulness, *Journal of Religion & Spirituality in Social Work: Social Thought*, 27(4), 405-422.

\*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings may be provided by the instructor

**STUDY DAYS / NO CLASSES OR INTERNSHIP**

**FINAL EXAMINATIONS (NO INTERNSHIP) - Summative Experience on behalf of 699b**



## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

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

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

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

### X. 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.symphlicity.com/care\\_report](http://usc-advocate.symphlicity.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](http://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](http://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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://dps.usc.edu)

Non-emergency assistance or information.

## **XI. ADDITIONAL RESOURCES**

Students enrolled in the Virtual Academic Center (VAC) 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.

## **XII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official "Incomplete Completion Form."

## **XIII. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

## **XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

## **XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### **Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **XVI. ACADEMIC DISHONESTY SANCTION GUIDELINES**

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

## **XVII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you are not able to resolve the identified challenge after speaking to your instructor, direct your concern to the lead instructor. Any concerns unresolved with the course instructor or faculty course lead may be directed to the Associate Director, VAC field Education, Dr. Tory Cox (VAC) or Dr. Suh Chen Hsiao (UPC). If concerns remain unresolved contact the Director of Field Education, Dr. Ruth Supranovich. Consult with your student success advisor for guidance and direction.

## **XVIII. Tips for Maximizing Your Learning Experience in this Course**

- ✓ 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.

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*Don't procrastinate or postpone working on assignments.*

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