

**Social Work 588**

**Section # 67130**

**Integrative Learning for Advanced Social Work Practice**

**2 Units**

**Summer 2021**

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**Course Pre-requisites, Co-requisites, and Concurrent Enrollment**

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.

**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.

**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.

### Course Objectives

1. Prepare **AMHW, CYF, and SCI** 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. **AMHW, CYF, and SCI** 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 **AMHW, CYF, and SCI** 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 systems paradigm and person-in-environment framework*.
5. **AMHW, CYF, and SCI** 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.
6. **AMHW, CYF, and SCI** 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.

## 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; and (3) 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.

## 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, which are the basis of the student learning outcomes in the MSW program:

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

\* *Highlighted in this course*

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

## Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1: Decolonizing Dominant Discourses	Units 4-6	25
Assignment 2: Feedback-Informed Treatment	Unit 11	25
Assignment 3: Expressive Arts as Reflection	Units 9-11	25
Assignment 4: Critical Reflections on Liberation Psychology	Units 1-12	15
Class Participation	Units 1-12	10

Each of the major assignments is described below.

### Assignment 1: Decolonizing Dominant Discourses

Utilizing the framework of Liberation Psychology, students engage in the process of sharing **Our Own Story** that illustrates the complexity of our individual identities 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, and develop the skills to assist clients in this same process. For this assignment, students will each write two journal reflections and participate in two in-class healing circles.

**Due:** Units 4-6

*This assignment relates to course objectives 1, 2 & 3 and social work competency 1 & 2.*

### **Assignment 2:** Feedback Informed Treatment (FIT)

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

**Due:** Implementation in field practicum Units 3-10; written paper due Unit 11

*This assignment relates course objective 3, 4 & 5 and social work competency 1 & 2.*

### **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, 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 expressive art through process and content and share experiential learning, theory, and practice to the class. Students will learn to:

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

**Due:** Students will present their work in class during Weeks 9-11

*This assignment relates to course objective 4, 5 & 6 and social work competency 1.*

### **Assignment 4:** Critical Reflections on Liberation Psychology

Students will read and engage in critical reflection each week using the following text: Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken*. New York, NY: Routledge.

**Due:** Weeks 1-12

*This assignment relates to course objective 2 & 4 and social work competency 2.*

### **Class Participation (10% of Course Grade)**

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 are essential parts 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.**

**SOWK 588 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.**

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

### **Attendance and Participation**

Students' active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

### **Class participation will be assessed according to the following criteria:**

“A” grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

“B” grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments

that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

**“C+” or “C”:** Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is “C”.

**“C-” or “D”:** Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

**“F”:** Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

**Required Instructional Materials and Resources**

**Required Textbooks**

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

**Notes:**

- Additional required and recommended readings may be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources

**Course Overview (Summer)**

Unit/Week #	Date	Topics	Asynchronous Content	Assignments
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. Critical Reflections on Liberation Psychology

			<p>1.5: Forum: Mindfulness</p> <p>1.6: Intro to the Reflections</p> <p>1.7 Reflections</p> <p>2.1: Unit Intro</p> <p>2.2: Overview of FIT</p> <p>2.3: Check Your Knowledge: FIT</p> <p>2.4: Interview with Scott Miller</p> <p>2.5: Mindfulness Practice</p> <p>2.6: Reflections</p>	
2		Introduction to the Expressive Arts and Decolonizing Dominant Discourses	<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>	1. Critical Reflections on Liberation Psychology

			<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>	
3		Review of Engagement and Assessment	<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>	1. Critical Reflections on Liberation Psychology
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</p>	1. Critical Reflections on Liberation Psychology



			Practice of the Week	
			6.4: Reflections	
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>	<p>1. Critical Reflections on Liberation Psychology</p> <p>2. Decolonizing Dominant Discourses Journal Reflection #1 and Healing Circle</p>
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>	<p>1. Critical Reflections on Liberation Psychology</p>
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>1. Critical Reflections on Liberation Psychology</p> <p>2. Decolonizing Dominant</p>

			<p>9.4: Mindfulness of Pleasant Emotions</p> <p>9.5: Forum: Mindfulness</p> <p>9.6: Reflections</p>	Discourses Journal Reflection #2 and Healing Circle
8		Social Work, Liberation, and The Arts	<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>	1. Critical Reflections on Liberation Psychology
9		Termination and Facilitation of Planned and Unplanned Endings in Social Work Practice	<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>1. Critical Reflections on Liberation Psychology</p> <p>2. Expressive Arts as Reflections presentations</p>
10		Incorporation of FIT and Expressive Arts into Field Placement	<p>12.1: Unit Overview</p> <p>12.2: Discussion: How Has FIT and EAT Changed Your Practice?</p> <p>12.3: Dance as Therapy</p>	<p>1. Critical Reflections on Liberation Psychology</p> <p>2. Expressive Arts as Reflections presentations</p>

			12.4: Mindfulness Practice of the Week 12.5: Reflections	
11		Self-Assessment and Self-Awareness	13.1: Unit Overview 13.2: Increasing Self-Awareness 13.3: Self-Assessment and Self-Care 13.4: Mindfulness: How Mindfulness Empowers Us 13.5: Forum: Mindfulness 13.6: Reflections 14.1: Unit Overview 14.2: Your Elusive Creative Genius 14.3: Spoken Word Therapy 14.4: Mindfulness: The Fly Meditation 14.5: Forum: Mindfulness 14.6: Reflections	1. Critical Reflections on Liberation Psychology 2. FIT papers due 3. Expressive Arts as Reflections presentations
12		Course Wrap-Up	15.1: Unit Overview 15.2: How to Overcome Bias 15.3: Harvard Implicit Bias Test 15.4: Let's Reflect: Daniel Jacob 15.5: Mindfulness	1. Critical Reflections on Liberation Psychology

			Practice of the Week	
			15.6: Reflections	

## Course Schedule—Detailed Description

### Unit 1 – Thursday May 20, 2021

#### Topics

- Introduction to Integrative Learning
- Field Practicum Experience
- Fundamentals of Feedback Informed Treatment (FIT)
- Critical Reflections on Liberation Psychology

This unit relates to course objective(s) 1,2,3,4,5.

#### Required Readings

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 1-16). New York, NY: Routledge.

#### Recommended Readings

- 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.

### Unit 2 – Thursday May 27, 2021

#### Topics

- Introduction to the Expressive Arts
- Introduction to Decolonizing Dominant Discourses
- Critical Reflections on Liberation Psychology

This unit relates to course objective(s) 1,2,3,4 & 5.

#### Required Readings

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 17-35). New York, NY: Routledge.

### **Unit 3 – Thursday June 3, 2021**

#### ***Topics***

- Review of Engagement and Assessment
- Critical Reflections on Liberation Psychology

This unit relates to course objective(s) 1,2,3,4,5.

#### ***Required Readings***

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 36-41). New York, NY: Routledge.

#### ***Recommended Readings***

- Abrams, L.S. & Moio, J.A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*. 45(2), 245-261.

### **Unit 4 – Thursday June 10, 2021**

#### ***Topics***

- Review of Intervention and Evaluation
- Critical Reflections on Liberation Psychology
- Healing Circle#1: Decolonizing Dominant Discourses

This unit relates to course objective(s) 1,2,3,4,5.

#### ***Required Readings***

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 42-67). New York, NY: Routledge.

### **Unit 5 – Thursday June 17, 2021**

#### ***Topics***

- Presentation Skills
- Critical Reflections on Liberation Psychology

This unit relates to course objective(s) 1,2,3,4

#### ***Required Readings***

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 68-84). New York, NY: Routledge.

## **Unit 6 – Thursday June 24, 2021**

### **Topics**

- Presentations Over Time
- Critical Reflections on Liberation Psychology
- Healing Circle#2: Decolonizing Dominant Discourses

This unit relates to course objective(s) 1,2,3,4

### **Required Readings**

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 85-106). New York, NY: Routledge.

## **Unit 7 – Thursday, July 1, 2021**

### **Topics**

- Expressive Arts in Field Placement
- Review Presentation Schedule and match with a classmate for a brainstorming session (7/8)
- Critical Reflections on Liberation Psychology

This unit relates to course objective(s) 1,2,3,4,5

### **Required Readings**

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 107-130). New York, NY: Routledge.

### **Recommended Readings**

- 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.

## **Unit 8 – Thursday July 8, 2021 No Live Class Today**

- Reflection Day - catch up on all assignments, plan Expressive Arts Presentation – Brainstorm/rehearse presentation with a classmate

This unit relates to course objective(s) 1,2,3 & 4

### ***Required Readings***

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 131-144). New York, NY: Routledge.

### **Unit 9 – Thursday July 15, 2021**

#### ***Topics***

- Reports on Expressive Arts Brain Storming sessions
- Termination and Facilitation of Planned and Unplanned Endings in Social Work Practice
- Critical Reflections on Liberation Psychology
- Expressive Art as Reflection Presentations

This unit relates to course objective(s) 1,2,3,4,5 & 6

#### ***Required Readings***

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 145-166). New York, NY: Routledge.

#### ***Recommended Readings***

- Gutheil, I. A. (1993). Rituals and termination procedures. *Smith College of Social Work*, 63(2), 163–176.

### **Unit 10 – Thursday July 22, 2021**

#### ***Topics***

- Incorporation of FIT and Expressive Arts in Field Placement
- Critical Reflections on Liberation Psychology
- Expressive Art as Reflection Presentations

This unit relates to course objective(s) 1,2,3,4,5 & 6

#### ***Required Readings***

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 167-185). New York, NY: Routledge.

### **Unit 11 – Thursday July 29, 2021**

#### ***Topics***

- Self-Assessment and Self-Awareness
- Critical Reflections on Liberation Psychology
- Expressive Art as Reflection Presentations

This unit relates to course objective(s) 1,2,3,4 & 6.

### ***Required Readings***

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 186-192). New York, NY: Routledge.

### **Unit 12 – Thursday Aug. 5, 2021**

#### ***Topics***

- Course Wrap-Up
- Critical reflections on Liberation Psychology

This unit relates to course objective(s) 1,2,3,4

#### ***Required Readings***

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 193-204). New York, NY: Routledge.

### **List of Appendices**

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. Statement on Academic Conduct and Support Systems



**Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course**

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
<p><b>Competency 1: Professional &amp; Ethical Behavior</b> – Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers</p>	<p><b>1.</b> 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 profession, alongside the vision and mission of the agency for a more sustainable community.</p>	<p><b>1a.</b> Apply strategies of ethical reasoning to arrive at principled decisions by applying the NASW Code of Ethics and relevant laws and regulations.</p> <p><b>1b.</b> Use self-management to maintain professional roles and boundaries with clients.</p> <p><b>1c.</b> Use self-management to maintain professional roles and boundaries with co-workers, field instructors, and/or colleagues/classmates.</p> <p><b>1d.</b> Tolerate ambiguity in resolving ethical conflicts.</p>	<p>Knowledge Reflection</p>	<p>Decolonizing Dominant Discourses</p> <p>Feedback-Informed Treatment</p> <p>Expressive Arts as Reflection</p>

<p>also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>				
<p><b>Competency 2: Diversity and Difference in Practice</b> - Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. 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</p>	<p><b>2.</b> 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> Communicate their understanding of the importance of diversity and differences in shaping life experiences as learners.</p> <p><b>2b.</b> Engage clients and constituencies as experts of their own experiences. Constituencies include individuals, families, groups, organizations, and/or communities.</p> <p><b>2c.</b> Apply self-management to eliminate the influence of personal biases in working</p>	<p>Values Knowledge</p>	<p>Decolonizing Dominant Discourses</p> <p>Feedback-Informed Treatment</p> <p>Critical Reflections on Liberation Psychology (course text)</p>

<p>expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>		<p>with diverse clients and constituencies.</p>		
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## **Appendix B: Definitions of Grades and Standards Established by Faculty of the School**

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.

## **Appendix C: Recommended Instructional Materials and Resources**

### ***Recommended Guidebook for APA Style Formatting:***

Publication Manual of the American Psychological Association, Seventh Edition

## **Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement**

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

## **Appendix E: University Policies and Guidelines**

### **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 ([xxx@usc.edu](mailto:xxx@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 Policies and Procedures](#) for additional information on attendance policies.

### **Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

### **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."

### **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.

## **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.

## **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.

## **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.

### **Complaints**

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

### **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.

## **Appendix F: Support Systems and Additional Resources**

### **Counseling and Mental Health**

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

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

### **National Suicide Prevention Lifeline**

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

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)**

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

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

### **USC Office of Equity, Equal Opportunity, and Title IX**

<https://eeotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

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**

[https://usc-advocate.symlicity.com/care\\_report/index.php/pid422659?](https://usc-advocate.symlicity.com/care_report/index.php/pid422659?)

Phone number (213) 740-5086 or (213) 821-8298

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

### **The Office of Disability Services and Programs**

<https://dsp.usc.edu/>

Phone number (213) 740-0776

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**

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

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

### **Diversity at USC**

<https://diversity.usc.edu/>

Phone number (213) 740-2101

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**

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

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**

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

### **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.