

# USC Suzanne Dworak-Peck

School of Social Work

**Social Work 698A**

**Section #61050**

**Course Title**

**1 Unit**

*“Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world.” bell hooks*

**Fall 2021**

<b>Instructor</b>	Mike Foster, LCSW
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<b>Office</b>	To Be Determined (TBD)
<b>Office Hours</b>	By Appointment and Before Class
<b>Course Day(s)</b>	Thursday
<b>Course Time(s)</b>	4:10 to 6:00 PM
<b>Course Location(s)</b>	MRF 338

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

This is a master’s level Integrative Learning for Advanced Social Work Practice course. Students take this class concurrently with 699a. To participate in this course, students must successfully complete SOWK 589a, 589b, and 588.

## **Catalogue Description**

Advanced integrative learning that incorporates field experiences, evidenced-based interventions, NASW Code of Ethics, case vignettes and dialogical inquiry. Graded CR/NC/IN

## **Course Description**

The Integrative Learning course is organized as a small group educational experience that incorporates field experiences and the Four C’s of Field Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. Students will engage in critical thinking, focused dialogue, exploration of theory, and examination of practice and policy analysis utilizing department specific field experiences. This course will focus on enhancing the understanding of intrapersonal, interpersonal, and interdisciplinary communication skills, and NASW Code of

Ethics within the micro, mezzo and macro level of practice. Students will intentionally and thoughtfully apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies.

Students are expected to keep their instructor informed of their field experiences. This will 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. At semester end, the Integrative Learning instructor is responsible for assigning students a grade of Credit, In Progress, or No Credit.

### **Course Objectives**

1. Students will critically analyze the application of professional social work behavior in themselves and their peers. Fieldwork practice experiences will serve as the learning platform for student. In class they will examine and exchange views on field practicum experiences to develop advanced self-reflection, self-awareness and the skill of conducting critical conversations in relation to professionalism in social work.
2. Students will demonstrate the integration of social work professional ethics and values, self-awareness and self-reflection. This will be demonstrated via a class presentation and written assignment related to their field practicum.

### **Course Format / Instructional Methods**

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and 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: Forums	1 and 2: Unit 4 3 and 4: Unit 7	40%
Assignment 2: Self-Reflection and Developing a Professional Self	Units 4-6	50%
Assignment 3: Class Participation and Discussion	Ongoing	10%

## Assignment Descriptions:

### Assignment 1

#### Assignment 1: Class Forums (40% of Course Grade)

Assignment 1 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. Students can respond to their peers' replies to the postings as well. The students must participate in at least

4 different forums/posts per semester as directed by instructor. Specific instructions will be provided by the course instructor.

**Due dates:** Students must complete at least 2 forum posts by Unit 4 and all 4 forums/ posts are to be completed before Unit 7

*This assignment relates to course objective two and social work competency 1.*

## **Assignment 2:**

### **Self-Reflection and Developing a Professional Self**

This assignment promotes:

- Application of critical thinking
- Ability to analyze and reflect on their own and their peers' level of integration of professional social work behavior, emotional regulation and judgement
- Integration of social work values and ethics
- Develop precise and concise oral presentation and writing skills

Students will have the opportunity to examine and present a field situation that challenged their communications, boundaries, biases, strengths, belief systems, motivations, fears, feelings, and interactions with external systems. In addition, students will assess their thinking and behavior.

- Students will do presentations within units 4 - 6. The timing of presentations may vary due to class size.
- Refer to detailed assignment description and grading rubric for specific instructions.

**Due:** Presented within Units 4 - 6

*This assignment relates to course objective one and social work competency 1.*

## **Assignment 3**

### **Class Participation and Discussion**

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed recommended and independent readings and assignments before class. When in class, students are encouraged to ask questions, share thoughts/feelings/experiences appropriately, and demonstrate understanding of the material.

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

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

**SOWK 698A 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.**

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

See **Appendix B** for additional details regarding the definitions of grades and standards established by the 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 two 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 before the scheduled live class discussion. Failure to complete two 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:**

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.

## **Required Instructional Materials and Resources**

### ***Required Textbooks***

No required textbook for this course

### ***Notes:***

**Required Readings (All readings are uploaded Blackboard under your 698a section #)**

Allan Barsky. (2021, July 21). SocialWorker.Com.

[https://www.socialworker.com/topics/allan\\_barsky/](https://www.socialworker.com/topics/allan_barsky/)

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams: Table 1: *Health & Social Work*, 41(2), 101–109. <https://doi.org/10.1093/hsw/hlw006>

Ash, S. L., & Clayton, P. H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education*, 29(2), 137–154. <https://doi.org/10.1023/b:ihie.0000048795.84634.4a>

Bair, M. A. (2016). Professionalism: a comparative case study of teachers, nurses, and social workers. *Educational Studies*, 42(5), 450–464. <https://doi.org/10.1080/03055698.2016.1219651>

Barsky, A. (2019, July 8). *Ethics Alive! Using Ethics Consultation: What, Why, When, Who, and How*. SocialWorker.Com. <https://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-using-ethics-consultation-what-why-when-who-how/>

Dainkeh, F. (2020, November 12). *Beyond Self-Care: Understanding Community Care and Why It's Important*. She+ Geeks Out. <https://shegeeksout.com/beyond-self-care-understanding-community-care-and-why-its-important/>

- Ellis, A. (2003). How to Deal with Your Most Difficult Client--You. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 21(3/4), 203–213.  
<https://doi.org/10.1023/a:1025885911410>
- Felton, E., & Poloway, C. (2019, January 22). *Termination: Ending the Therapeutic Relationship-Avoiding Abandonment*. NASWCANEWS.ORG.  
<https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/>
- Fook, J. (2015). Reflective practice and critical reflection. *Handbook for practice learning in social work and social care*, 3, 440-454.
- Grand Challenges For Social Work*. (n.d.). <https://Grandchallengesforsocialwork.Org/>.  
Retrieved July 30, 2021, from <https://grandchallengesforsocialwork.org/>
- Guo, W. H., & Tsui, M. S. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work*, 53(2), 233–245.  
<https://doi.org/10.1177/0020872809355391>
- Kilmer, E. D., Villarreal, C., Janis, B. M., Callahan, J. L., Ruggero, C. J., Kilmer, J. N., Love, P. K., & Cox, R. J. (2019). Differential early termination is tied to client race/ethnicity status. *Practice Innovations*, 4(2), 88–98. <https://doi.org/10.1037/pri0000085>
- Lishman, J., & Fook, J. (2015). Handbook for Practice Learning in Social Work and Social Care, Third Edition. In *Handbook for Practice Learning in Social Work and Social Care* (3rd ed., pp. 440–454). Jessica Kingsley Publishers.



*National Association of Social Workers (NASW)*. (2021). NASW - National Association of Social Workers. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Rao, S., Woo, B., Maglalang, D. D., Bartholomew, M., Cano, M., Harris, A., & Tucker, T. B. (2021). Race and Ethnicity in the Social Work Grand Challenges. *Social Work*, 66(1), 9–17. <https://doi.org/10.1093/sw/swaa053>

Scholtz, Leigha. (2012). Social Workers Interactions within the Profession and the Effects on Collaboration in the Workplace. Retrieved from Sophia, the St. Catherine University repository website: [https://sophia.stkate.edu/msw\\_papers/88](https://sophia.stkate.edu/msw_papers/88)

Sweitzer, H.F. & King, M (2009). Chapter 4: Understanding Yourself. *The Successful Internship* (3<sup>rd</sup> ed., pp. 78-88). Belmont, California: Brooks/Cole.

Tang Yan, C., Orlandimeje, R., Drucker, R., & Lang, A. J. (2021). Unsettling reflexivity and critical race pedagogy in social work education: narratives from social work students. *Social Work Education*, 1–24. <https://doi.org/10.1080/02615479.2021.1924665>

Thieleman, K., & Cacciatore, J. (2014). Witness to Suffering: Mindfulness and Compassion Fatigue among Traumatic Bereavement Volunteers and Professionals. *Social Work*, 59(1), 34–41. <https://doi.org/10.1093/sw/swt044>

- 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

Unit	Date	Topics	Readings	Assignments
1		<p><b>Course Overview:</b></p> <ol style="list-style-type: none"> <li>1. Introductions/Ice breakers</li> <li>2. Discussion: Purpose for Advanced Social Work Practice Year Field Education</li> <li>3. Instructor facilitated peer consultation to process field placement experiences</li> <li>4. Review course expectations and assignments</li> </ol>	<p><i>Grand Challenges For Social Work.</i> (n.d.).  <a href="https://Grandchallengesforsocialwork.Org/">https://Grandchallengesforsocialwork.Org/</a>. Retrieved July 30, 2021, from  <a href="https://grandchallengesforsocialwork.org/">https://grandchallengesforsocialwork.org/</a></p> <p>Rao, S., Woo, B., Maglalang, D. D., Bartholomew, M., Cano, M., Harris, A., &amp; Tucker, T. B. (2021). Race and Ethnicity in the Social Work Grand Challenges. <i>Social Work, 66</i>(1), 9–17.  <a href="https://doi.org/10.1093/sw/swaa053">https://doi.org/10.1093/sw/swaa053</a></p> <p>Sweitzer, H.F. &amp; King. (2009) Chapter 4: Understanding Yourself. <i>The Successful Internship</i> (3<sup>rd</sup> ed., pp. 78-88). Belmont, California: Brooks/Cole.</p>	<p><b>Participation:</b></p> <p><b>Ongoing</b></p>
2		<p><b>Ethics and Professionalism:</b></p> <ol style="list-style-type: none"> <li>1. Instructor facilitated peer consultation to process field</li> </ol>	<p>Ash, S. L., &amp; Clayton, P. H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. <i>Innovative Higher Education, 29</i>(2), 137–154.  <a href="https://doi.org/10.1023/b:ihie.000048795.84634.4a">https://doi.org/10.1023/b:ihie.000048795.84634.4a</a></p> <p>Fook, J. (2015). Reflective practice and critical reflection. <i>Handbook for practice learning in social work and social care, 3</i>, 440-454.</p>	<p><b>Two forums due by Unit 4</b></p> <p><b>Assignment 2 Presentations begin Unit 4</b></p>

		<p>placement experiences</p> <ol style="list-style-type: none"> <li>Discussion: Critical reflection and the DEAL model</li> <li>Review assignment two: <i>Self-Reflection and Developing a Professional Self and the DEAL Model.</i></li> </ol>		
<b>3</b>		<p><b>Ethical Reasoning and Critical Thinking:</b></p> <ol style="list-style-type: none"> <li>Instructor facilitated peer consultation to process the field placement experiences</li> <li>Discussion: Application of frameworks for ethical decision making</li> <li>Student presentations</li> </ol>	<p>Allan Barsky. (2021, July 21). SocialWorker.Com. <a href="https://www.socialworker.com/topics/allan_barsky/">https://www.socialworker.com/topics/allan_barsky/</a></p> <p>Barsky, A. (2019, July 8). <i>Ethics Alive! Using Ethics Consultation: What, Why, When, Who, and How.</i> SocialWorker.Com. <a href="https://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-using-ethics-consultation-what-why-when-who-how/">https://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-using-ethics-consultation-what-why-when-who-how/</a></p> <p>National Association of Social Workers Code of Ethics. Retrieved on 7/30/2021 from: <i>National Association of Social Workers (NASW).</i> (2021). NASW - National Association of Social Workers. <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a></p>	<b>Two forums due by Unit 4</b>
<b>4</b>		<p><b>Professionalism and Professional Culture:</b></p>	<p>Bair, M. A. (2016). Professionalism: a comparative case study of teachers, nurses, and social workers. <i>Educational Studies,</i></p>	<b>Assignment 2: Student</b>

		<ol style="list-style-type: none"> <li>1. Instructor facilitated peer consultation to process field placement experiences</li> <li>2. Discussion: Professionalism and reflection on positionality</li> <li>3. Student presentations</li> </ol>	<p>42(5), 450–464.  <a href="https://doi.org/10.1080/03055698.2016.1219651">https://doi.org/10.1080/03055698.2016.1219651</a></p> <p>Ellis, A. (2003). How to Deal with Your Most Difficult Client--You. <i>Journal of Rational-Emotive and Cognitive-Behavior Therapy</i>, 21(3/4), 203–213.  <a href="https://doi.org/10.1023/a:1025885911410">https://doi.org/10.1023/a:1025885911410</a></p> <p>Tang Yan, C., Orlandimeje, R., Drucker, R., &amp; Lang, A. J. (2021). Unsettling reflexivity and critical race pedagogy in social work education: narratives from social work students. <i>Social Work Education</i>, 1–24.  <a href="https://doi.org/10.1080/02615479.2021.1924665">https://doi.org/10.1080/02615479.2021.1924665</a></p>	<p><b>presentations begin</b></p> <p><b>Forums 1 and 2 due</b></p>
<p><b>5</b></p>		<p><b>Resilience in Social Work:</b></p> <ol style="list-style-type: none"> <li>1. Instructor facilitated peer consultation to process field</li> </ol>	<p>Dainkeh, F. (2020, November 12). <i>Beyond Self-Care: Understanding Community Care and Why It's Important</i>. She+ Geeks Out.  <a href="https://shegeekouts.com/beyond-self-care-understanding-community-care-and-why-its-important/">https://shegeekouts.com/beyond-self-care-understanding-community-care-and-why-its-important/</a></p> <p>Guo, W. H., &amp; Tsui, M. S. (2010). From resilience to resistance: A</p>	<p><b>Student presentations continue</b></p>

		<p>placement experiences</p> <ol style="list-style-type: none"> <li>Discussion: Building strengths-resilience and resistance</li> <li>Student presentations</li> </ol>	<p>reconstruction of the strengths perspective in social work practice. <i>International Social Work</i>, 53(2), 233–245. <a href="https://doi.org/10.1177/0020872809355391">https://doi.org/10.1177/0020872809355391</a></p> <p>Thieleman, K., &amp; Cacciatore, J. (2014). Witness to Suffering: Mindfulness and Compassion Fatigue among Traumatic Bereavement Volunteers and Professionals. <i>Social Work</i>, 59(1), 34–41. <a href="https://doi.org/10.1093/sw/swt044">https://doi.org/10.1093/sw/swt044</a></p>	
<b>6</b>		<p><b>Collaboration and Communication:</b></p> <ol style="list-style-type: none"> <li>Instructor facilitated peer consultation to process field placement experiences</li> <li>Discussion: The challenges of collaboration and advocacy</li> <li>Student presentations</li> </ol>	<p>Ambrose-Miller, W., &amp; Ashcroft, R. (2016). Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams: Table 1: <i>Health &amp; Social Work</i>, 41(2), 101–109. <a href="https://doi.org/10.1093/hsw/hlw006">https://doi.org/10.1093/hsw/hlw006</a></p> <p>Scholtz, L. (2012). Social workers interactions within the profession and the effects on collaboration in the workplace. <i>Master of Social Work Clinical Research Papers</i>. Paper 88. Retrieved from <a href="https://sophia.stkate.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1088&amp;context=msw_papers">https://sophia.stkate.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1088&amp;context=msw_papers</a></p>	<p><b>Student presentations continue</b></p> <p><b>Forums 3 and 4 are due Unit 7</b></p>

<p><b>7</b></p>		<p><b>Best practices: Termination</b></p> <ol style="list-style-type: none"> <li>1. Instructor facilitated peer consultation to process field placement experiences</li> <li>2. Discussion: Endings and breaks from field placements</li> <li>3. Preparation for final semester</li> </ol>	<p>Felton, E., &amp; Poloway, C. (2019, January 22). <i>Termination: Ending the Therapeutic Relationship-Avoiding Abandonment</i>. NASWCANEWS.ORG. <a href="https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/">https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/</a></p> <p>Kilmer, E. D., Villarreal, C., Janis, B. M., Callahan, J. L., Ruggero, C. J., Kilmer, J. N., Love, P. K., &amp; Cox, R. J. (2019). Differential early termination is tied to client race/ethnicity status. <i>Practice Innovations</i>, 4(2), 88–98. <a href="https://doi.org/10.1037/pri0000085">https://doi.org/10.1037/pri0000085</a></p>	<p><b>Forums 3 and 4 due</b></p>
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## Course Schedule—Detailed Description

### Unit 1: 8/26/21

#### Advanced Field Experience Overview

##### Topics

- Introductions/Ice breaker
- Discussion: Purpose for Advanced Social Work Practice Year Field Education
- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Review course expectations and assignments

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

##### Required Readings

*Grand Challenges For Social Work*. (n.d.). <https://Grandchallengesforsocialwork.Org/>. Retrieved July 30, 2021, from <https://grandchallengesforsocialwork.org/>

Rao, S., Woo, B., Maglalang, D. D., Bartholomew, M., Cano, M., Harris, A., & Tucker, T. B. (2021). Race and Ethnicity in the Social Work Grand Challenges. *Social Work*, 66(1), 9–17. <https://doi.org/10.1093/sw/swaa053>

Sweitzer, H.F. & King, M (2009). Chapter 4: Understanding Yourself. *The Successful Internship* (3<sup>rd</sup> ed., pp. 78-88). Belmont, California: Brooks/Cole.

### Unit 2: 9/9/21

##### Topics

- Professional consultation, development, and mindful reflection allows for students to process the field placement experience
- Discussion: Critical reflection and the DEAL model
- Review and assign assignment 2: Self Reflection and Developing a Professional Self

This unit relates to course objective(s) 1 & 2.

##### Required Readings

Ash, S. L., & Clayton, P. H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education*, 29(2), 137–154. <https://doi.org/10.1023/b:ihie.0000048795.84634.4a>

Fook, J. (2015). Reflective practice and critical reflection. *Handbook for practice learning in social work and social care*, 3, 440-454.

### **Unit 3: 9/23/21**

#### **Ethics**

##### **Topics**

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Discussion: Application of frameworks for ethical decision making

This unit relates to course objective(s) 1 & 2.

##### **Required Readings**

Allan Barsky. (2021, July 21). SocialWorker.Com.

[https://www.socialworker.com/topics/allan\\_barsky/](https://www.socialworker.com/topics/allan_barsky/)

Barsky, A. (2019, July 8). *Ethics Alive! Using Ethics Consultation: What, Why, When, Who, and How*. SocialWorker.Com. <https://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-using-ethics-consultation-what-why-when-who-how/>

National Association of Social Workers Code of Ethics. Retrieved on 7/30/2021 from:

*National Association of Social Workers (NASW)*. (2021). NASW - National Association of Social Workers. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>



## Unit 4: 10/7/21

### Professionalism and Professional Culture

#### *Topics/assignments*

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Discussion: Professionalism and reflection on positionality
- Student presentations Assignment 2 Self-Reflection and Developing a Professional Self
- Forums 1 and 2 due

This unit relates to course objective(s) 1 & 2.

#### *Required Readings*

Bair, M. A. (2016). Professionalism: a comparative case study of teachers, nurses, and social workers. *Educational Studies*, 42(5), 450–464.  
<https://doi.org/10.1080/03055698.2016.1219651>

Ellis, A. (2003). How to Deal with Your Most Difficult Client--You. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 21(3/4), 203–213.  
<https://doi.org/10.1023/a:1025885911410>

Tang Yan, C., Orlandimeje, R., Drucker, R., & Lang, A. J. (2021). Unsettling reflexivity and critical race pedagogy in social work education: narratives from social work students. *Social Work Education*, 1–24. <https://doi.org/10.1080/02615479.2021.1924665>

## Unit 5: 10/21/21

### Resilience In Social Work: Promoting resilience in ourselves and our clients

#### *Topics/assignments*

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Student presentations Assignment 2 Self-Reflection and Developing a Professional Self
- Discussion: Building strengths-resilience and resistance

This unit relates to course objective(s) 1 & 2.

#### *Required Readings*

Dainkeh, F. (2020, November 12). *Beyond Self-Care: Understanding Community Care and Why It's Important*. She+ Geeks Out. <https://shegeekouts.com/beyond-self-care-understanding-community-care-and-why-its-important/>

Guo, W. H., & Tsui, M. S. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work*, 53(2), 233–245. <https://doi.org/10.1177/0020872809355391>

Thieleman, K., & Cacciatore, J. (2014). Witness to Suffering: Mindfulness and Compassion Fatigue among Traumatic Bereavement Volunteers and Professionals. *Social Work*, 59(1), 34–41. <https://doi.org/10.1093/sw/swt044>

## **Unit 6: 11/4/21**

### ***Topics/assignments***

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Student presentations Assignment 2 Self-Reflection and Developing a Professional Self
- Discussion: The challenges of collaboration and advocacy

This unit relates to course objective(s) 1 & 2.

### ***Required Readings***

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams: Table 1: *Health & Social Work*, 41(2), 101–109. <https://doi.org/10.1093/hsw/hlw006>

Scholtz, L. (2012). Social workers interactions within the profession and the effects on collaboration in the workplace. *Master of Social Work Clinical Research Papers*. Paper 88. Retrieved from [https://sophia.stkate.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1088&context=msw\\_papers](https://sophia.stkate.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1088&context=msw_papers)

## **Unit 7: 11/18/21**

### **Best Practices Related to Termination**

#### ***Topics/assignments***

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Discussion: Endings and breaks from field placements
- Preparation for next semester
- Forums 3 and 4 due

This Unit relates to course objectives 1 & 2

#### **Required Readings**

Kilmer, E. D., Villarreal, C., Janis, B. M., Callahan, J. L., Ruggero, C. J., Kilmer, J. N., Love, P. K., & Cox, R. J. (2019). Differential early termination is tied to client race/ethnicity status. *Practice Innovations*, 4(2), 88–98. <https://doi.org/10.1037/pri0000085>

Felton, E., & Poloway, C. (2019, January 22). *Termination: Ending the Therapeutic Relationship-Avoiding Abandonment*. NASWCANEWS.ORG. <https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/>

## 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:</b> Demonstrate Ethical and Professional Behavior: 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.</p> <p>Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and</p>	<p>1. Critically analyze the application of professional social work behavior in self and peers.</p> <p>2. Integration of social work professional ethics and values, self-awareness and self-reflection.</p>	<p><b>CYF:</b> Demonstrates understanding of social work role and interdisciplinary team roles within and across family service sectors.</p> <p><b>SCI:</b> Critically assesses the ethical harm and risks inherent in practice (including decision-making and conflicting values), and use this knowledge to manage personal values and maintain professionalism in practice situations.</p> <p><b>AMHW:</b> Demonstrates and communicates understanding of the value base and ethical standards of the profession, as well as relevant laws and regulations and shifting societal mores that may affect the therapeutic relationship.</p>	<p>Knowledge and Skills Values Exercise of Judgement</p>	<p><b>Unit 2:</b> Ethics and Professionalism</p> <p><b>Unit 3:</b> Ethical Reasoning and Critical Thinking</p> <p><b>Unit 4:</b> Professionalism and Professional Culture</p> <p><b>Unit 5:</b> Resilience in Social Work</p> <p><b>Unit 6:</b> Collaboration and Communication</p> <p><b>Assignment 1:</b> Class Forums</p> <p><b>Assignment 2:</b> Self-Reflection and Developing a Professional Self</p>

<p>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 also understand the role of other professions when engaged in inter-professional teams.</p> <p>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>				
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**Appendix B: Definitions of Grades and Standards Established by Faculty of the School**

**\*\*\*All assignments must be completed to pass this course. In order for students to receive credit (CR), they need to obtain a minimum of 83% on assignments**

**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 (fmfoster@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.symplcity.com/care\\_report/index.php/pid422659?](https://usc-advocate.symplcity.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 Student Accessibility Services

<https://osas.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**

National Association of Social Worker COVID 19 Resources:

<https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus>

Unchained Scholars Student Caucus:

<https://dworakpeck.usc.edu/student-life/student-organization/student-caucuses-and-interest-groups>

### **Perspectives:**

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.

**USC Suzanne Dworak-Peck School of Social Work Writing Resources :**

<https://libguides.usc.edu/writingresources>

### **Academic and Writing Support:**

The Student Affairs graduate-level resources provides academic & writing support. Students who use these services in combination are likely to perform better in the academic setting <https://libguides.usc.edu/writingresources>