

USC Suzanne Dworak-Peck

School of Social Work

Social Work 699b

Section #67201

Advanced Applied Learning in Field Education

4 Units

Fall 2021

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Course Day(s)	TBD
Course Time(s)	TBD
Course Location(s)	TBD

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

This is an advanced master's level Field Education course. Students take this class concurrently with 698b. To participate in this course, students must successfully complete SOWK 589a, SOWK 588, 589b, 698a, and 699a.

Catalogue Description

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

Course Description

This course is the fourth semester practice portion of the MSW program. It is a collaborative endeavor between the USC School of Social Work agencies located throughout the world. This advanced course provides students the opportunity to practice social work skills and apply evidence-based interventions (EBIs) in their work with individuals, families, groups, organizations, communities and businesses with higher competency expectations than the first two semesters of the MSW program. Each student receives continual support provided by a Field Faculty Liaison who serves as an educator, consultant and coach for the field education internship experience to emphasize the Four C's of Field Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. Students utilize critical thinking and creativity through application of EBIs on the micro, mezzo and macro level of practice. Students utilize effective communication techniques in working with clients, agency employees and USC faculty to enhance their professional development as social workers.

In the final semester of field education, students will demonstrate an increase in the quality of micro, mezzo, and macro social work services. MSW students are expected to build on their knowledge, skills, and values learned in their first three semesters of field education internships. Through continued collaboration with the School, agencies will continue to provide learning opportunities and resources for an effective educational experience for students. Field Instructors are professional masters' level social workers who guide and teach students how to apply social work practice, values, and ethics in a professional setting. Field Instructors also collaborate with students and preceptors, if applicable, to create and approve learning agreements, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is finished on time.

SCI students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in organizations, business and community settings. AMHW students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies serving adults. CYF students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies serving children, youth and families.

Students are expected to continue to take an active role in their experiences through the use of three core learning processes: self-reflection, interaction, and risk-taking. This teaching method draws on Transformative Learning Theory which asserts that students develop integrative knowledge about self and others in a dynamic, multicultural society from multiple perspectives. A primary goal is to help students understand their own and others' cultural experiences, to challenge their preconceptions and stereotypes, and to develop an attitude of openness and flexibility in cross-cultural interactions.

This course provides an opportunity for School departments to implement research-influenced practices in multidisciplinary settings, thereby, contributing to the direct application of EBIs and influencing the capacity of organizations to provide EBIs. Infusing field education internship with EBIs provides a translational link between research and practice, further solidifying a developing science of social work, and underscores Field Education as the “signature pedagogy” of social work. At semester ends, the Field Faculty Liaison is responsible for assigning students a grade of Credit, In Progress, or No Credit.

Course Objectives

Objectives	
1	Effectively integrate AMHW, CYF and SCI classroom theories and specialized concepts with micro, mezzo, and macro social work practice in a variety of community settings that address the effects of poverty, discrimination and oppression; influence changes at the individual, family and group level; and bring about organizational and societal change.
2	Connect the developing science of social work to practice by demonstrating specific AMHW, CYF and SCI evidence-based interventions (EBIs) in internship placements.
3	Enhance and extend skills across the spectrum of culturally appropriate social work services, may include direct practice skills such as engagement, assessment, goal-setting, intervention, termination, and evaluation; mezzo practice skills such as case management, resource/referral, family work, and support system; and macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and

	evaluation.
4	Cultivate professional use of self through observation of professional social workers, self-reflection, understanding of social work values, and implementation of those values in internship placements.
5	Demonstrate proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation related to departmental (AMHW, CYF and SCI) specialized behaviors.
6	Effectively develop and expand effective communication skills demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the specialized field education internship setting.

Course Format / Instructional Methods

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

Instructional methods consist of university-led trainings, activities, and guidance combined with community agency activities under the supervision of a designated Field Instructor, including hands-on interactions with clients, shadowing opportunities, trainings, individual supervision, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. Students may also develop a working relationship with site-based employees, known as Preceptors, who help guide them in day-to-day operations and many of the activities listed above.

USC Field Faculty Liaisons are assigned to oversee the progress of the students in their field placements, including consultation for students' field education internship assignments. Working on behalf of the Suzanne Dworak-Peck School of Social Work, the Liaisons meet with students as needed to facilitate their placement experiences and schedule Field Instructor and student contacts each semester to ensure the quality of students' learning opportunities. The Liaisons also clarify School expectations and serve as consultant and mediator for student and internship-related conflicts.

Reflective Learning Tools are teaching tools that reflect student interactions with clients, systems that impact clients, and agency or community decision-makers. They also provide opportunities for Field Instructors' input and can influence future interventions. A teaching plan known as the Learning Agreement will be developed and/or revisited collaboratively between students and their Field Instructors. At the end of the first semester, Field Instructors will complete the end of semester evaluation and recommend a grade to the Field Faculty Liaison.

As discussion and participation are an integral part of the learning process, students are expected to prepare for supervision and to come to internship ready to apply the best practices of social work with clients and systems. Internship days are generally during the week Monday through Friday, although some variations may occur. The number of hours required this semester for 699b are at least 275 hours, approximately 20-24 hours per week, including at least one full eight-hour day each week.

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
1. Review and Update Educational Goals in Learning Agreement with Field Instructor	See Field Calendar	30%
2a. Eight Reflective Learning Tools	Ongoing	35% (50% completed by week 6)
2b. Field Documentation	See Field Calendar	
3. Development of Competencies and Field Hours*	See Field Calendar	35%

*All field hours and documentation must be completed to pass this course. In order for students to receive credit (CR), they need to receive a minimum of 83% on assignments and must complete the minimum required hours of field activities for the semester. (Partial credit for these requirements will not be given.)

Each of the major assignments is described below.

Assignment 1 Review of Educational Goals in Learning Agreement with Field Instructor

Review education goals in the Learning Agreement and revise to incorporate department-specific competencies through collaboration with your Field Instructor and Preceptor (if applicable).

Due: See Field Calendar

This assignment relates to student learning outcome 6.

Assignment 2 a/b Reflective Learning Tools and Field Documentation

Complete and submit Reflective Learning Tool (RLT) (a minimum of 8/semester) to the Field Instructor.

There are multiple Reflective Learning Tool forms to choose from based on the setting type:

- *Individual (Micro)*
 - Shadowing other social workers, individual interactions with assigned clients
- *Group (Mezzo)*
 - Psychoeducational groups, processing groups, co-facilitating groups
- *Community (Macro)*
 - Events, agency orientation, meetings, assigned projects, activities, trainings

On Campus Program (OCP): the RLT Log is accessible through the IPT system and needs to be completed electronically on a regular basis (approximately 2 RLTs per month). The log is due on the last date of field. Samples of RLTs are available through the USC Suzanne Dworak-Peck School of Social Work website at <https://dworakpeck.usc.edu/msw-on-campus/field-education/students-forms>.

Virtual Academic Center (VAC): the Field Practicum Log needs to be signed by the agency field instructor to verify hours, RLT, and weekly supervision ideally completed during weekly supervision. The preceptor can also sign to document to verify the number of field hours completed. The completed log is due monthly and uploaded to the platform. One log will be used for each semester.

Due 2a: Reflective Learning Tools are due on a continuous basis (at least 2 RLTs a month) to the Field Instructor. Your Field Liaison will check-in on your documentation and note their review verification on your IPT System (OCP Program) or Field Practicum Log (VAC Students).

Due 2b: Ongoing to last date of class and field – Final Reflective Learning Tool Log/Field Practicum Log is due to the Field Liaison

This assignment relates to student learning outcomes 1-4 and 6-9.

Assignment 3 Development of Competencies and Completion of Field Hours

For Credit in this assignment, students will:

- Demonstrate advanced skills in the CSWE Core Competencies as listed in the end of semester evaluation.
- Complete a self-assessment (suggested activity) by rating themselves on the end of semester evaluation.
- Review and discuss the end of semester evaluation completed by the Field Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, student and Field Instructor sign as instructed.*
- Ensure that the completed evaluation is received by the Field Liaison.
- Complete required number of Field placement hours (minimum of 275 hours). **

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

This assignment relates to student learning outcomes 1-9.

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

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

On Campus Programs (OCP): All field forms and information including the calendar can be found here:

<http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>

Virtual Academic Center (VAC): All field forms and information including the calendar can be found in your Toolbox and here:

<https://msw.usc.edu/academic/field-experience/>

Class grades will be based on the following:

Assignment Grades		Final Grade	
Credit	83% or above	Credit	83% or above
No Credit	82% or below	No Credit	82% or below

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

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

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

Recommended Instructional Materials and Resources

OTG students: All field forms and information including the calendar can be found here:

<https://dworakpeck.usc.edu/academics/msw-on-campus/field-education/students-forms>

VAC students: All field forms and information including the calendar can be found in your 699a course Toolbox or course async.

Course Overview (Summer)

Unit/Week #	Date	Topics	Asynchronous Content	Assignments
Week 1		Module # 1: Course Introduction Your Last Semester in Your Community Based Field Placement	1.1 – 1.4	Field Documents due ongoing through semester. Please consult assignment section of syllabus.
Week 2		Module # 2: Re-engagement USC resource: Career & Professional Development Making Your Way Through Endings	2.1-2.3	
Week 3		Module # 2: Re-engagement Your Place in the Social Work Profession	3.1-3.2	
Week 4		Module # 2: Re-engagement Your Place in the Social Work Profession Macro Practitioner	4.1-4.3	
Week 5		Module # 3: Assessment Clinical Social Work: Obtaining Your License	5.1-5.2	
Week 6		Module # 3: Assessment Clinical Social Work: Obtaining Your License	6.1-6.2	
Week 7		Module # 3: Assessment USC Resource: Alumni Association	7.1-7.5	
Week 8		Module # 4: Intervention Lifelong Learning	8.1-8.3	

Week 9		Module # 4: Intervention This IS Social Work	9.1-9.3	
Week 10		Module # 4: Intervention Planning For Post Graduation	10.1-10.3	
Week 11		Module # 4: Intervention Planning For Post Graduation	11.1-11.3	
Week 12		Module # 5: Evaluation Finishing What You Started	12.1-12.3	
Week 13		Module # 5: Evaluation Words of Wisdom	13.1-13.2	
Week 14		Module # 5: Evaluation Staying Motivated	14.1 – 14.3	
Week 15		Final Week in Your Community Based Placement	15.1 – 15.3	

Course Schedule—Detailed Description

Module 1 – Course Introduction

Topics

- Review second semester educational goals from Learning Agreement with Field Instructor
- Develop a time management plan with Field Instructor for final semester of Advance Applied Learning in Field Education
- Re-establish connection with agency and client, group, organization, and community systems
- Task
 - Create and submit Reflective Learning Tool

This Unit relates to student learning outcome 1.

Corresponding Asynchronous Course Material

Unit 1, Unit 2

Required Readings

University of Southern California. Academic Calendar

University of Southern California School of Social Work Field Manual

Module 2 Engagement

Topics

- Reconnect and review goals with clients, groups, organizations, or communities and make adjustments
 - Define new treatment objectives and treatment plans with clients
 - Describe how agency interfaces with broader community
 - In collaboration with client(s) and Field Instructor, select and apply evidence-informed interventions
- Integrate department specific coursework into practice
 - Incorporate multi-modal practice skills and theories learned in department-specific courses
 - Examine agency's leadership in the community
 - Consult with Field Instructor on ways to manage increased assignments and expectations efficiently
- Tasks:
 - Create and submit Reflective Learning Tools

Unit relates to student learning outcomes 1, 2, and 6.

Corresponding Asynchronous Course Material

Unit 3, Unit 4, Unit 5, Unit 6

Module 3 Assessment

Topics

- Assess progress on project deliverables and/or clients' goals and develop timeline for meeting expectations
 - Assess progress on quantifiable projects or services to be completed by the end of the internship (deliverables) and develop a timeline for their completion
 - Develop an understanding of the community's practice models
 - Continue to observe the interplay between agency needs, client needs, and community resources including how information flows into and out of the organization

- Anticipate risk factors and apply strategies for minimizing risks in carrying out agency functions both in agency and community settings
- Apply critical-thinking skills in the ongoing assessment of projects and/or clients' progress
 - In collaboration with the client and Field Instructor, evaluate the need to modify interventions
 - Increase familiarity with evidence-based intervention clearinghouses (such as SAMSHA and the California Evidence-Based Clearinghouse for Child Welfare)
 - Attend EBI training at field placement when offered
 - Increase awareness of how current agency policies impact direct service
- Expand knowledge of clients' and/or community's cultural contexts
- Expand knowledge of community culture and how it impacts intervention receptivity and response
 - Recognize and validate the intersection of factors making up a client's life experiences, including gender, sexual orientation, age, race, culture, religion, immigration status and political ideology
 - Become adept at applying legal and ethical standards on child abuse and neglect, dependent adult abuse and neglect, danger to self, and danger to others in consultation with Field Instructor
 - Incorporate self-care strategies to maintain emotional and physical well-being, and balance competing demands on time inherent in the MSW program
- Tasks:
 - Create and submit Reflective Learning Tools

This Unit relates to student learning outcomes 1-4 and 7.

Corresponding Asynchronous Course Material

Unit 7, Unit 8, Unit 9

Module 4 - Intervention

Topics

- Strengthen micro, mezzo and macro skills
 - Continue to utilize a variety of level of skills sets in working with individuals, groups and communities/organizations
 - Utilize individual and/or group supervision as a time to discuss and enhance skills in working with specific populations
- Review current organizational policies that impact service delivery and discuss with FI
 - Incubate ideas for developing community programs to meet unmet needs
 - Incorporate advanced skills in micro work with clients, mezzo work with client systems, and macro work within the organization and/or the community
 - Reflect on cumulative caseload diversity and the impact that ethnicity, gender, socio-economic status, age, sexual orientation, religion, and/or treatment issues have had on skill development
 - Evaluate effectiveness of evidence-informed tools and techniques at the client, agency, and/or systems level and discuss with Field Instructor

- Continue termination preparation with clients at all intervention levels
- Increase creativity in client and project work
 - Utilize understanding of agency's political relationships at the local, state, and national level to inform activities during optional Legislative Lobby Days
 - Identify agency marketing plan, including specific outreach efforts to potential clients, communities, volunteers, donors, and other stakeholders
 - Acquire a greater understanding of community resources available to impact client, family, group, community, and organizational well-being
 - Continue defining tasks and services to clients, groups, organizations and communities prior to conferences with Field Instructor
 - Discuss creative and meaningful termination rituals with Field Instructor for both individual and group clients
- Understand linkages between agency and programs
 - Explore these linkages with Field Instructor in individual supervision
 - Explore how the linkages impact services that are provided to client population, funding sources, and collaborative relationships in the community
- Continue to explore clinical and organizational complexities
- Provide safe holding environment for client's emotional responses to trauma and stressful events
 - Continue to be aware of client's ambivalence toward change
 - Deepen the exploration of transference and countertransference issues in work with client systems, and discuss feelings and observations candidly with Field Instructor
 - Identify the agency's complex political relationships at the local, state, and national level, and how these impact the well-being of individuals
 - When appropriate, involve members of client's support system in long-term treatment planning
 - Revisit treatment timeline with clients and client systems, and begin preparing for termination
- Tasks:
 - Create and submit Reflective Learning Tools

This Unit relates to student learning outcomes 1-5 and 8.

Corresponding Asynchronous Course Material

Unit 10, Unit 11, Unit 12, Unit 13

Module 5- Evaluation

Topics

- Utilize and enhance clinical, program, and/or organizational evaluation processes
 - Continue to utilize critical thinking and judgment skills in evaluating clinical, program and/or organizational processes
 - Apply effective communication skills in discussing key evaluation processes with Field Instructor and/or other individuals at field placement

- Termination with identified client system, groups, organizations and community
 - Assist client and client systems in identifying and processing feelings regarding termination
 - As appropriate, disclose own feelings regarding termination with clients
 - Engage in termination discussion with Field Instructor regarding the ending of the student learner phase with the Field Instructor
 - Make plans for effective ways to terminate with other internship support systems, including Preceptors, agency staff, community members, and fellow interns
 - Review self-care strategies to maintain emotional and physical well-being and balance competing demands on time inherent in the MSW program
- Develop plan for completing documentation
 - Attend to agency-required documentation; make a plan to complete all necessary paperwork by end of placement
 - Meet with clients and client treatment teams to discuss progress and next steps, ensuring that clients and client systems are referred to appropriate supports
 - Analyze organization's public relations strategy, including activities and publicity materials designed to represent the organization to external stakeholders
 - As appropriate, assist with the development of public relations products and marketing packets
- Self-assessment and completion of 699b semester evaluation
 - Evaluate effectiveness of EBIs by measuring progress toward goals as identified in client treatment plans
 - Evaluate progress toward achieving learning objectives as outlined in the Learning Agreement
 - Review final Comprehensive Skills Evaluation with Field Instructor and, if applicable, Preceptor
 - Engage in termination process with Field Instructor
 - Ensure documentation, including client case file paperwork, and all agency-required items are successfully completed
- Tasks:
 - Create and submit Reflective Learning Tools
 - Complete hours required for second semester
 - Review, sign, and submit semester Final Comprehensive Skills Evaluation and Reflective Learning Tool Log to Field Liaison (Unit 15)

This Unit relates to student learning outcomes 1 and 9.

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

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
<p>2. Engage in Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to identity formation across one’s life span and in a variety of settings. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and perspectives, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand how life experiences arising from oppression, poverty, marginalization, or privilege and power, can affect community and organizational culture and well-being. Social workers recognize the extent to which social structures, values and cultural systems, including those within communities, organizations, and businesses, may oppress, marginalize, alienate, exclude, or create or enhance privilege and power in arenas of intervention.</p>	<p>1. Integrate classroom theories and concepts with social work practice in vulnerable community settings where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.</p> <p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p> <p>5. Increase proficiency in the required Council on Social Work Education’s (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.</p>	<p>a. Understand the importance of diversity and difference in shaping one’s own and others’ life experiences and biases and their possible impact on practice across micro, mezzo, and macro levels, occurring in communities and organizations and business environments.</p> <p>b. Critically identify and select solutions that create inclusion and empowerment, based upon a scholarly understanding of human behaviors that drive exclusion, disengagement and conflict in diverse groups and organizations.</p>	<p>Skills and Affective Reactions</p> <p>Skills and Critical Thinking</p>	<p>Units 2-4 Module 2: Engagement</p> <p>Units 5-7 Module 3: Assessment</p> <p>Units 8-11 Module 4: Intervention</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every individual, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of resources, access to opportunities, social goods, and services. Social workers recognize their responsibility to protect the human rights and well-being of individuals in communities, organizations, and businesses across the globe.</p>	<p>1. Integrate classroom theories and concepts with social work practice in vulnerable community settings where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.</p> <p>5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.</p>	<p>a. Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable adults, children, youth, families, organizations, and communities.</p> <p>b. Analyze and consider the human rights and social justice aspects of interventions with adults, children, youth, families, organizations, and communities.</p> <p>c. Identify opportunities to advocate for children, youth, families, organizations, and communities when they experience violations to human rights and barriers to social economic justice.</p>	<p>Values</p> <p>Skill</p> <p>Values, Exercise of Judgment</p> <p>Knowledge</p>	<p>Units 7-9 Module 3: Assessment</p> <p>Units 10-13 Module 4: Intervention</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
<p>5. Engage in Policy Practice</p> <p>Social workers understand that policy and its implementation at the federal, state, and local levels mediate human rights of individuals and social justice. Social workers understand the history and current structures of social policies and service delivery systems, the role of policy in service delivery, and the role of practice in policy development. Social workers actively engage in policy practice to effect change in communities, organizations and businesses. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation.</p>	<p>5. Increase proficiency in the required Council on Social Work Education’s (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.</p> <p>6. Develop and expand effective communication skills, demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the field practicum setting.</p>	<p>a. Analyze policies that advance human rights and protect vulnerable populations and work environments or enhance access to employment across the life span.</p> <p>b. Develop policies that advance human rights and protect vulnerable populations and work environments or enhance access to employment across the life span.</p> <p>c. Advocate for policies that advance human rights and protect vulnerable populations and work environment or enhance access to employment across the life span.</p>	<p>Critical Thinking</p> <p>Critical Thinking, Knowledge and Skill</p> <p>Skill</p>	<p>Units 8-11 Module 4: Intervention</p> <p>Assignment #3 Development of Competencies and Field Hours</p> <p>Units 12-15 Module 5: Evaluation</p>

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
<p>6. Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of practice with, and on behalf of, diverse communities, their constituencies, and the organizations that serve them. Social workers understand and utilize varied strategies to facilitate engagement with individuals, groups, organizations, institutions, and communities. Social workers understand that their personal experiences, affective reactions, and biases may have an impact on their ability to effectively engage with diverse individuals, groups and communities. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with individuals, groups, organizations, institutions, communities and other professionals, as appropriate.</p>	<p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p>	<p>a. Apply theories of human behavior and the social environment to raise awareness of the impact work-related environments can have on outcomes and behaviors.</p> <p>b. Use reflection to enhance the use of interpersonal skills in engaging diverse clients across systems levels to develop a mutually agreed upon focus of work and desired outcomes.</p> <p>c. Skillfully select and apply individual, group, organizational and community theories of behavior to facilitate effective engagement with organizations and communities.</p> <p>d. Develop and/or implement strategies to facilitate engagement of stakeholders in program development.</p>	<p>Knowledge</p> <p>Reflection</p> <p>Knowledge</p> <p>Skills</p>	<p>Units 2-4 Module 2: Engagement</p> <p>Assignment #1 Review Learning Agreement and Goals with Field Instructor</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
<p>7. Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse communities, organizations, and businesses. Social workers understand and utilize theoretical and culturally relevant frameworks in the assessment of diverse community, organization, and business environments. Social workers recognize and value the importance of inter-professional collaboration in this process. Social workers are mindful of how their personal experiences, affective reactions, and biases may affect their assessment and decision-making.</p>	<p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p>	<p>a. Demonstrate knowledge and practice skills needed to collect, organize and interpret data at multiple levels.</p> <p>b. Based upon knowledge of human and organizational behaviors, develop mutually agreed-upon intervention goals and objectives.</p>	<p>Skills</p> <p>Skills</p>	<p>Units 5-7 Module 3: Assessment</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>
Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers are knowledgeable about evidence-based interventions that help them best address the goals of their clients and the systems that serve them. Social workers are able to intervene effectively at individual, group, and system levels. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to promote the well-being of individuals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<p>2. Connect behavioral science to practice by learning and applying evidence-based interventions (EBIs) in internship placements.</p> <p>3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.</p>	<p>a. Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations.</p> <p>b. Utilize professional collaboration and teamwork within organization environments to help clients resolve problems.</p>	<p>Knowledge</p> <p>Skills</p>	<p>Units 8-11 Module 4: Intervention</p> <p>Assignment #2 Reflective Learning Tools and Field Documentation</p> <p>Assignment #3 Development of Competencies and Field Hours</p>

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

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) 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.symplicity.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 (OSAS)

<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

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.