

USC Suzanne Dworak-Peck

School of Social Work

Social Work 593

Section #67089

Applied Learning in Field Education II

3 Units

Fall 2022

Instructor	Louis Heit MFT, LCSW
Email	heit@usc.edu
Telephone	760-613-9136
Office	https://usc-2u-com.zoom.us/j/2379814100
Office Hours	Fridays 1100 PST
Course Day(s)	Saturdays
Course Time(s)	0945-1100 PST
Course Location(s)	VAC (online platform session links)

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

This is the second generalist master's level Field Education course. Students must successfully complete SOWK 591, SOWK 506, and SOWK 523 to participate in this course.

Catalogue Description

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

Course Description

Throughout this course, the students will advance their foundational skills, as identified in SOWK 589A, to increase their capacity to develop professional competencies as professional social workers. In addition, the students will continue their professional journey as they engage in activities to reinforce critical thinking and reflect on implicit bias and its impact on themselves, their clients, and society as a whole. The instructor, who also serves as the Field Faculty Liaison, will continue to support the student as an educator, consultant, and coach for the field education experience, in collaboration with the agency representative(s) and field instructor. Field Instructors are experienced professional masters' level social workers who guide students to apply social work practices, 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 completed on time.

This course will utilize Relational Cultural Theory (RCT) as its guiding theoretical framework for seminar discussions. Instructors will encourage students to view their assignments and field practicum experiences through this lens. RCT, as a framework, highlights the importance of relationships, neuroscience, intersectionality, and social justice. The relational component acknowledges the importance of authenticity, mutual empathy, and process in our work with clients and systems. Neuroscience focuses on the

neurobiological impact of connection (Banks, 2015). The cultural component highlights the importance of intersectionality and the experiences of marginalization, racism, and power within our society (Jordan, 2009; Walker, 2019). Through a RCT lens, students will be able to evaluate their micro, mezzo, and macro interventions regarding power and privilege to align with social work's commitment to diversity, inclusion, and anti-racism. As a framework, RCT recognizes the "person in environment" and the impact of oppressive systems on our clients. Advance practice social work requires students to focus both on their interactions with clients and the need to translate social justice into action. "Now more than ever social workers must heed Bertha Capen Reynolds's call to 'maintain a dual focus on the individual in need and pain and on the socio-economic and political forces of the society which cause this misery'" (Cullen, 1980, p. 27).

At the end of the semester, the Field Faculty Liaison/Instructor will confirm the successful completion of all field assignments and the satisfactory development of the Council on Social Work Education (CSWE) competencies. In addition, the Field Faculty Liaison will be responsible for assigning students a grade of Credit or No Credit.

Course Objectives

	Objectives
1	Students will apply Relational Cultural Theory (RCT) as a guiding framework to integrate classroom theories and concepts with reflection about direct practice experiences in field placement with all communities to support individual and societal changes.
2	Students will engage in critical self-reflection to explore how power, privilege, and oppression impact their personal social work practice, as well as the impacts to the social work profession.
3	Students will identify different clinical applications of expressive arts modalities and deepen their self-reflection and creative exploration by applying one selected modality.
4	Students will demonstrate 2nd-semester competency requirements outlined in the Council on Social Work Education's (CSWE) Core Competencies as indicated in the Field Practicum Learning Agreement and Comprehensive Skills Evaluation.

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. Students are prepared to successfully achieve the competencies using various instructional methods by both the Field Faculty Liaison and Agency Field Instructors.

Instructional methods consist of seminar instruction and guidance combined with community agency activities under the supervision of a designated Field Instructor. These activities include hands-on interactions with clients, shadowing opportunities, trainings, individual and group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. A teaching plan known as the Learning Agreement will be developed and/or revisited collaboratively between the student and their agency Field Instructors. At the end of the semester, the Field Instructors will complete the student evaluation and recommend a grade to the Field Faculty Liaison. The Faculty Field Liaisons are assigned to oversee the students' progress in their field placements, including consultation for students' field education internship assignments. The Field Faculty Liaisons meet with students as needed to support the field placement experiences and schedule at least one field visit meeting a semester between the student

and agency Field Instructor to ensure the quality of students' learning opportunities and progress. The Field Faculty Liaisons will also clarify the Schools expectations and serve as consultants and mediators for student and internship-related conflicts.

During weekly Field seminars, students will process social work theory and instruction with their field placement experiences.

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. This course requires development in all nine of the competencies.

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

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

**** All assignments must be completed to receive Credit for this course. ****

Assignment	Due Date	Grading
SEMINAR-BASED ASSIGNMENTS		
Assignment 1 Critical Reflection on Power, Privilege, & Oppression	Units 2-15	Credit/No Credit (CR/NC) <i>See assignment instructions for detailed grading criteria.</i>
Assignment 2 Expressive Arts as Reflection Presentation	Presentations during Units 12-14	CR/NC <i>See assignment instructions for detailed grading criteria.</i>
Assignment 3 Seminar Participation and Self-Evaluation (2)	Units 1-15 Mid-semester self-evaluation due Unit 8; End of semester self-evaluation due Unit 15	CR/NC <i>Student will complete a self-evaluation relating to participation in seminar</i>
FIELD-BASED ASSIGNMENTS		
Assignment 4 Reflective Learning Tools (RLTs) – 4 total	2 RLTs completed by Unit 8; remaining 2 due by Unit 15	CR/NC <i>All 4 RLTs required for Credit</i>
Assignment 5 Completion of Learning Agreement	Learning Agreement due by Unit 5	CR/NC <i>Completed Learning Agreement required for Credit</i>
Assignment 6 Development of Competencies reflected via Final Evaluation	Development of Competencies as evidenced in Evaluation due by Unit 15	CR/NC <i>Completed Competency Evaluation required for Credit</i>
Assignment 7 Completion of Field Hours	Unit 15 (min of 50% due by Unit 8, 100% due by Unit 15)	CR/NC <i>minimum number of hours indicated in the field calendar must be completed for Credit</i>

Each of the major assignments is described below:

Assignment 1: Critical Reflection on Power, Privilege, & Oppression

Students will read and engage in critical reflection, through a RCT lens, each week using the following text:

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

Each week, pre-appointed student(s) will facilitate a discussion about the assigned reading. All students will engage in critical reflections/dialogues to reflect on the concepts related to power, privilege, and oppression. A discussion, using the RCT framework, is defined as an open dialogue between students to critically reflect on their thoughts, feelings, and applications of the concepts to the field experience. Prior

to all discussions, agreements (or norms) of engagement should be expressed to ensure a safe and respectful space for all to share bravely.

Due: Units 2-15; Student must facilitate one discussion and complete 12 out of 14 discussions for Credit

This assignment relates to course objectives 1, 2, & 4.

Assignment 2: Expressive Arts as Reflection

Expressive arts therapy, also known as creative arts therapy, is the use of the creative arts (dance, photography, art, poetry, music, drama, creative writing, etc.) as a form of therapy, teaching, mediation, social action, and group facilitation, and/or to awaken personal growth and creativity. Unlike traditional art expression, the creation process is emphasized rather than the final product. Students will explore expressive art through process and content and share experiential learning, theory, and practice to the class. Students will be provided with an assignment description and checklist for successful completion (must meet 6 out of 7 criteria to receive credit).

Due: Students will present their work in class during Units 12-14

This assignment relates to learning objective 3.

Assignment 3: Seminar Participation and Self-Evaluation (2)

Class participation should consist of thoughtful, respectful, and meaningful contributions based on relevant field experience or instructional themes of the week, required readings, and assignments prior to class. Class participation is defined by being actively engaged in your learning, demonstrated by participating in class discussions, corresponding with the instructor and classmates, asking questions, sharing thoughts/feelings/experiences, and other curiosities as related to how to apply these concepts to your professional field education settings. Students will be provided a self-evaluation and end-of-semester evaluation to reflect on their seminar participation.

Due: Consultation occurs Units 1-15; Mid-semester evaluation due Unit 8; End of semester evaluation due Unit 15

This assignment relates to learning objectives 1, 2, 3, & 4

Assignment 4: Reflective Learning Tools (RLTs)

Four RLTs are due continuously to the agency Field Instructor and as identified in the Learning Agreement. Students will come to class prepared to share their field experiences and provide feedback using the Relational Cultural Theory (RCT) model and the application of the required readings. In addition, students will utilize the content of their RLTs in sharing their reflections on their fieldwork.

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

- *Individual (Micro)* – may include direct clinical practice with assigned clients and shadowing other social workers

- *Group (Mezzo)* – may include conducting or observing group work, such as psycho-education or community focus groups
- *Community (Macro)* – may include analyzing data, developing policies and resources, coordinating community events, meetings, assigned projects, activities, and trainings

Due: Two of RLTs completed by Unit 8; remaining two due by Unit 15. All four RLTs must be completed and reviewed by Field Instructor to receive Credit for this assignment and for successful completion of this course (no partial credit).

This assignment relates to course objectives 1, 2, & 4.

Assignment 5: Completion of Learning Agreement

- Complete Learning Agreement with field practicum goals.
- Ensure that the completed Learning Agreement is signed by the Intern, Field Instructor, and Field Liaison.

Due: Learning Agreement due by Unit 5. The Learning Agreement must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

This assignment relates to learning objectives 1, 2, & 4

Assignment 6: Development of Competencies reflected via Final Evaluation

- Demonstrate second-semester generalist skills in the CSWE Core Competencies as listed in the end-of-semester evaluation.
- Complete a self-assessment 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 and signed by the Field Liaison.

Due: Development of Competencies as evidenced in Evaluation due by Unit 15. The Evaluation must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

This assignment relates to learning objectives 1, 2, & 4

Assignment 7: Completion of Field Hours

- Complete the required number of field placement hours as identified in the Field Manual and field calendar.

Due: See field calendar. Minimum of 50% of hours completed by Unit 8, 100% of hours completed by Unit 15. All required hours must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

This assignment relates to learning objectives 1, 2, & 4

Additional Information about Field:

If there are unresolved field-related issues, discuss with your Field Instructor and, if needed, contact your Field Liaison.

All University Holidays are sanctioned time off. If a University Holiday falls on one of the student's regularly scheduled days at the agency, students are not required to attend internship. If students observe the University Holiday, they do not earn credit for field hours that day and are required to make-up any missed field hours. Students are also required to make up any field hours missed due to agency holidays that fall on their scheduled placement day and are not University Holidays. Students should consult with their Field Instructor and/or Preceptor to ensure their absence would not adversely affect the agency and/or client care. Students are allowed eight hours each semester to take time off for religious holidays or illness which must be discussed in advance and arranged with the Field Instructor/Preceptor. This time counts in the Field Internship hours and the student does not have to make-up this time. Make-up hours for additional time missed must be discussed with and approved by the Field Instructor/Preceptor

If agreed upon prior to the start of the field placement, some students may be expected to complete additional field hours and/or other requirements in order to fulfill their professional commitment to the agency. The On Campus Program (OCP) Field Calendar is available at: <https://dworakpeck.usc.edu/msw-on-campus/field-education/students-forms>. VAC students will find the VFP Field Calendar in the Toolbox located on the Digital Learning Platform. Please note the calendars are different for OCP and VAC.

On-Campus Programs (OCP): All field forms and information, including the calendar, can be found here: <https://dworakpeck.usc.edu/academics/msw-on-campus/field-education/students-forms>

Virtual Academic Center (VAC): All field forms and information, including the calendar, can be found in your Toolbox and the Field Manual here: <https://msw.usc.edu/academic/field-experience/>

SOWK 593 is graded Credit/No Credit (CR/NC)

Class grades will be based on the following:

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

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 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. Students are expected to attend every class and remain in class for the duration of the session. 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 telephone or email of any anticipated absence or reason for tardiness. University of Southern California policy permits students to be excused from class without penalty for the observance of religious holy days. This policy also covers scheduled final examinations that conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination due to observance of a religious holiday. Having more than 2 *unexcused* absences in class may impact your grade. Students earn field hours through attendance in field seminar. Substantive participation in remote/hybrid VAC and Ground courses, includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units in the VAC 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*:

*See assignment 3 for criteria related to participation in field seminar.

Additional Expectations and Guidelines

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

Expectations

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

Class Agreements and Guidelines

Much of the course content will center on critical issues that may be challenging and controversial. Therefore, the following guidelines have been adopted as agreements to support a safe, inclusive, and respectful class environment.

1. Every person participating in the program is of equal worth and value.
2. All opinions are important. We will agree to disagree. ,
3. We do not generalize. Please speak from your perspective using I-statements such as "I think...", "I believe...", "It's been my experience that...", etc.
4. Actively listen to gain understanding. We will be speaking from our personal experiences. It is important to recognize that we will be talking about what is true for us.
5. We respect the confidentiality of our classmates. Information that is shared during class stays in class.

6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, please work at increasing your contribution. We're here to learn from one another. On the other hand, avoid monopolizing discussion by talking too much, too long, or too loudly.
7. This course's content is shared by each member's contributions to the class discussion. Learn the balance to either step up or step back to allow diverse voices to be heard.
8. Diversity is our strength! The class setting is a sacred place, and all persons and their perspectives are welcome.

Required Instructional Materials and Resources

Required Textbooks

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

On Reserve

All additional required readings that are not in the above-required texts are available online through the electronic reserve (ARES) under Professor Kerry Doyle. The textbook has also been placed on reserve at Leavey Library.

Notes:

- The instructor may assign additional required and recommended readings throughout the course.
- See **Appendix C** for recommended instructional materials and resources

Additional 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 course Toolbox or course asynchronous on the Digital Learning Platform.

Course Schedule—Detailed Description

Unit 1 – Week of month/day

Topics

- Introduction to Integrative Learning
- RCT review and expectations
- Introduction to Critical Reflections on Liberation Psychology
- Placement consultation: Beginning or returning to your field placement

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

Required Reading

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 1-15). Routledge.

Elchert, D. (Host). (2021, August 25). What is Liberation Psychology? [Audio podcast episode]. In *The clinical consultant*. The National Register of Health Service Psychologist.
<https://www.nationalregister.org/multimedia/what-is-liberation-psychology/>

PopPsych. (2019, July 14). *Relational-cultural theory* [Video]. YouTube.
<https://www.youtube.com/watch?v=ge6xFW9BZrI>

Unit 2 – Week of month/day

Topics

- Critical Reflections on Liberation Psychology
- RCT review and expectations, continued
- Placement consultation: Relational Cultural Theory (RCT) as a Framework

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

Required Reading:

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 19-22). Routledge.

Hammer, T. R., Crethar, H. C., & Cannon, K. (2016) Convergence of identities through the lens of relational-cultural theory. *Journal of Creativity in Mental Health*, 11(2), 126-141.
<https://doi.org/10.1080/15401383.2016.1181596>

Jordan, J. V. (2017). Relational–cultural theory: The power of connection to transform our lives. *The Journal of Humanistic Counseling*, 56(3), 228-243. <https://doi.org/10.1002/johc.12055>

Unit 3– Week of month/day

Topics

- Critical Reflections on Liberation Psychology
- Expressive Arts Therapy
- Placement consultation: Expressive Arts in Field Practicum

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

Required Readings:

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 23-35). Routledge.

Bowers, N. R., & Darewych, O. H. (2019). Expressive arts: Instruments for individual and community change. In P. Dunn (Ed.), *Holistic healing: Theories, practices, and social change* (pp. 181-197). Canadian Scholars.

- Huss, E., & Sela-Amit, M. (2019). Art in social work: Do we really need it? *Research on Social Work Practice*, 29(6), 731-736. <http://doi.10.1177/1049731517745995>
- Malchiodi, C. (2020, September 23). *Expressive arts therapy and trauma: Movement, sound, image, performance* [Video]. YouTube. <https://www.youtube.com/watch?v=SutB72QBvZs>
- Regev, D., & Cohen-Yatziv, L. (2018). Effectiveness of art therapy with adult clients in 2018—what progress has been made? *Frontiers in Psychology*, 9, 1-19. <https://doi.org/10.3389/fpsyg.2018.01531>

Unit 4 – Week of month/day

Topics

- Critical Reflections on Liberation Psychology
- Placement consultation: Resistance

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

Required Readings

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 36-41). Routledge.
- Gray, A., (2019, June 4). The bias of “professional” standards. *Stanford Social Innovation Review*. https://ssir.org/articles/entry/the_bias_of_professionalism_standards
- Okun, T. (2021). *White supremacy culture*. <https://www.whitesupremacyculture.info/>

Unit 5 – Week of month/day

Topics

- Critical Reflections on Liberation Psychology
- Placement consultation: Trauma

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

Required Readings

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 42-54). Routledge.
- Kress, V. E., Haiyasoso, M., Zoldan, C. A., Headley, J. A., & Trepal, H. (2018). The use of relational-cultural theory in counseling clients who have traumatic stress disorders. *Journal of Counseling & Development*, 96(1), 106–114. <https://doi.org/10.1002/jcad.12182>

Unit 6 – Week of month/day

Topics

- Critical Reflections on Liberation Psychology
- Placement consultation: Liberation Psychology and Field

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

Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 57-67). Routledge.

Scragg, T. (2019). Reflective practice on placement. In A. Mantell & T. Scragg (Eds.), *Reflective practice in social work* (5th ed., pp. 139-154). Learning Matters.

Unit 7 – Week of month/day

Topics

- Critical Reflections on Liberation Psychology
- Placement consultation: What Does Critical Reflection Mean to You?

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

Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 68-77). Routledge.

Curry, A., & Epley, P. (2021). Toward a reflection-centered model of graduate social work education: Implications for enhanced practice. *Journal of Teaching in Social Work*, 41(1), 57-76.
<https://doi.org/10.1080/08841233.2020.1855617>

Rankine, M. (2021). Thinking critically: A four-layered practice model in supervision. In K. O'Donoghue & L. Engelbrecht (Eds.), *The Routledge international handbook of social work supervision* (pp. 345-357). Routledge.

Taiwo, A. (2021). Social workers' use of critical reflection. *Journal of Social Work*, 0(0), 1-18.
<https://doi.org/10.1177/14680173211010239>

Unit 8 – Week of month/day

Topic

- Critical Reflections on Liberation Psychology
- Placement consultation: Narrative Approaches at Field Placement

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

Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 78-84). Routledge.

Ackerman, C. E. (2021, August 12). *19 narrative therapy techniques, interventions & worksheets*. Positive Psychology. <https://positivepsychology.com/narrative-therapy/>

Birdsey, N., & Kustner, C. (2021). Reviewing the social GRACES: What do they add and limit in systemic thinking and practice? *The American Journal of Family Therapy*, 49(5), 429-442. <https://doi.org/10.1080/01926187.2020.1830731>

TED. (2009, October 7). *Chimamanda Ngozi Adichie: The danger of a single story* [Video]. YouTube. <https://www.youtube.com/watch?v=D9Ihs241zeg>

Unit 9 – Week of month/day

Topics

- Critical Reflections on Liberation Psychology
- Placement consultation: Exploring the Levels of Context at Field Practicum

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

Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 85-95). Routledge.

Unit 10 – Week of month/day

Topics

- Critical Reflections on Liberation Psychology
- Placement consultation: Daisy Model and Your Field Practicum

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

Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 96-105). Routledge.

Imran, M., Chen, Y., Wei, X. W., & Akhtar, S. (2019). A critical study of coordinated management of meaning theory: A theory in practitioners' hands. *International Journal of English Linguistics*, 9(5), 301-306. <https://doi.org/10.5539/ijel.v9n5p301>

Unit 11 – Week of month/day

Topics

- Critical Reflections on Liberation Psychology
- Placement consultation: Power and Collaborative Practice

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

Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 109-130). Routledge.

Singer, J. (Host). (2021, December 17). Feedback informed treatment: Interview with Scott D. Miller, Ph.D. [Audio podcast episode]. *Social Work Podcast*.
<https://socialworkpodcast.blogspot.com/2021/12/FIT.html>

Unit 12 – Week of month/day

Topics

- Critical reflections on Liberation Psychology
- Expressive Art as Reflection Presentations
- Placement consultation: Memory

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

Required Readings

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

Hirschberger, G. (2018). Collective trauma and the social construction of meaning. *Frontiers in Psychology*, 9, 1441-1441. <https://doi.org/10.3389/fpsyg.2018.01441>

Norcross, J. C., Zimmerman, B. E., Greenberg, R. P., & Swift, J. K. (2017). Do all therapists do that when saying goodbye? A study of commonalities in termination behaviors. *Psychotherapy*, 54(1), 66-75.
<https://doi.org/10.1037/pst000097>

Unit 13 – Week of month/day

Topics

- Critical reflections on Liberation Psychology
- Expressive Art as Reflection Presentations
- Placement consultation: Naming Oppression

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

Required Readings

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

Tascón, S. M., & Ife, J. (2019). Decolonising social work vocabulary. In S. M. Tascón & J. Ife (Eds.), *Disrupting whiteness in social work* (1st ed., pp. 185-193). Taylor & Francis. <https://doi-org.libproxy2.usc.edu/10.4324/9780429284182>

Unit 14 – Week of month/day

Topics

- Critical reflections on Liberation Psychology
- Expressive Art as Reflection Presentations
- Placement consultation: Community

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

Required Readings

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

Gottlieb, M. (2021). The case for a cultural humility framework in social work practice. *Journal of Ethnic & Cultural Diversity in Social Work*, 30(6), 463-481. <https://doi.org/10.1080/1533204.2020.1753615>

Unit 15 – Week of month/day

Topics

- Critical reflections on Liberation Psychology
- Placement consultation: End of Semester Reflection

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

Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken* (pp. 186-204). Routledge.

Bhatia, A., & Gelso, C. J. (2017). The termination phase: Therapists' perspective on the therapeutic relationship and outcome. *Psychotherapy*, 54(1), 76-87. <https://doi.org/10.1037/pst0000100>

Goode, J., Park, J., Parkin, S., Tompkins, K. A., Swift, J. K., Hilsenroth, M. J. (2017). A collaborative approach to psychotherapy termination. *Psychotherapy*, 54(1), 10. <https://doi.org/10.1037/pst0000085>

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 System

Appendix B: Definitions of Grades and Standards Established by Faculty of the School*

All Field courses are graded using a **Credit/No Credit** standard and within the USC Suzanne Dworak-Peck School of Social Work policy. Grades are determined in each class based on the following standards, which have been established by the faculty of the School: CR (Credit) Passing mark for non-letter-graded courses. Equivalent to B quality or better for graduate courses; no effect on GPA. NC (No Credit) Less than equivalent of B quality for a graduate, non-letter-graded course; no effect on GPA. IP (In Progress) Interim mark for a course exceeding one semester.

*See assignment chart for breakdown of Seminar and field practicum requirements and grading criteria defining successful completion of this course.

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Additional Resources:

Purdue Online Writing Lab's APA formatting and style guide:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Social Work Library at USC: <https://libguides.usc.edu/socialwork>

Anti-Racist/Anti-Oppression Resources: <https://libguides.usc.edu/socialwork/antiracism>

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

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 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 (heit@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. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

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

Approved by the 1996 NASW Delegate Assembly and revised by the 2021 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, Holly Priebe Sotelo (On-campus program), or Laura Cardinal (VAC). Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor, the Associate Director of Field Education, Dr. Suh Chen Hsiao, and/or the Chair of your program.

Tips for Maximizing Your Learning Experience in this Course

- Be mindful of getting proper nutrition, exercise, rest, and sleep!
- Attend class and be an active participant.
- Complete required readings and assignments BEFORE class AND scan the topics covered in the next unit.
- Come to class prepared to ask any questions.
- AFTER you leave class, review the materials assigned for that unit, along with your notes.
- 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.

For VAC Students: Students enrolled in the Virtual Academic Center can access support services for themselves by contacting Uwill, an independent student assistance program offering mental health and wellness solutions. The program allows students the ability to connect immediately with licensed available mental counselors based on their unique needs and preferences. To get started, follow this [link](#) to the Uwill portal, create your account with your University email, and connect with a clinician.

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)

osas.usc.edu

Phone: (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

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, Equity, and Inclusion

<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.

Office of the Ombuds

ombuds.usc.edu

Phone: (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice

chan.usc.edu/otfp

Contact: (323) 442-3340 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Additional Resources

For VAC Students: Students enrolled in the Virtual Academic Center can access support services for themselves by contacting Uwill, an independent student assistance program offering mental health and wellness solutions. The program allows students the ability to connect immediately with licensed available mental counselors based on their unique needs and preferences. To get started, follow this [link](#) to the Uwill portal, create your account with your University email, and connect with a clinician.

Emergency Preparedness and Response Resources

USC Earthquake Procedures:

<https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/during-an-earthquake/>

USC Emergency Procedures Video:

<https://usc.edu/emergencyvideos>

Campus Building Emergency Information Fact Sheets:

<https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/>

USC ShakeOut Drill:

<https://fsep.usc.edu/shakeout/>

Personal Preparedness Resources, such as preparing your home, etc.

<https://fsep.usc.edu/personal-preparedness/>