USC Suzanne Dworak-Peck
School of Social Work

Social Work 699a

Section #67140

Advanced Applied Learning in Field Education

4 Units

Semester 2021/2022

Instructor	Susan Hess, MSW, LCSW-IL
Email	susanhes@usc.edu
Telephone	310.592.8706
Office	VAC
Office Hours	Tuesdays at 2pm or by appt
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 698a. To participate in this course, students must successfully complete SOWK 589a, SOWK 588, and 589b.

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 third semester practice portion of the MSW program. It is a collaborative endeavor between the USC Suzanne Dworak-Peck School of Social Work School of Social Work and 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 Suzanne Dworak-Peck School of Social Work: 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 collaboration with the School, agencies 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 completed on time.

SCI students will intentionally apply 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 intentionally apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies serving adults. CYF students will intentionally apply 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 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 internships 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 end, the Field Faculty Liaison is responsible for assigning students a grade of Credit, In Progress, or No Credit.

Course Objectives

	Objectives
1	Intentionally 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 intentionally applying specific AMHW, CYF and SCI Evidence-Based Interventions (EBIs) through internship placements.
3	Enhance skills across the spectrum of culturally appropriate social work services, may include direct practice skills such as engagement, assessment, goal-setting, intervention, evaluation, and termination; mezzo practice skills such as case management, resource/referral, family work, and support system engagement; and macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation.

4	Develop 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	Increase 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	Intentionally 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 Suzanne Dworak-Peck School of Social Work 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 Suzanne Dworak-Peck School of Social Work 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 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 on Monday through Friday. The number of hours required this semester for 699a are at least 275 hours including at least one full eight-hour day.

Student Learning Outcomes

The following table lists the nine Social Work core competencies, as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards, which are the basis of the student learning outcomes in the MSW program:

Social Work Core Competencies		
*	1	Demonstrate ethical and professional behavior
*	2	Engage in diversity and difference in practice
*	3	Advance human rights and social, economic, and environmental justice
*	4	Engage in practice-informed research and research-informed practice
*	5	Engage in policy practice
*	6	Engage with individuals, families, groups, organizations, and communities
*	7	Assess individuals, families, groups, organizations, and communities
*	8	Intervene with individuals, families, groups, organizations, and communities
*	9	Evaluate practice with individuals, families, groups, organizations, and communities

** Highlighted in this course*

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

Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1 Learning Agreement	See Field Calendar for Due Date	35%
Assignment 2 2a.Reflective Learning Tools (Min of 8) 2b. Field Documentation	Ongoing	30% (4 RLTs completed by Week 6)
Assignment 3 Development of Competencies and Completion of Field Practicum Hours *	Weekly	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 the Learning Agreement

Virtual Academic Center: No changes to your existing Learning Agreement needed unless you have major agency changes in placement, Field Instructor, or learning opportunities. Please log into your OLAFE and copy and paste or update as needed per Field Calendar Date.

On Campus Program: 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

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 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 RLTs: 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

On Campus Program (OCP): Final Reflective Learning Tool Log due end of semester

Virtual Academic Center (VAC): Field Practicum Log is due monthly

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 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 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:

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/

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	**Week of**	Module # 1: Orientation 699a Overview	Unit 1.1 – 1.6	Field Documents due ongoing through semester. Please consult assignment section of syllabus.
Week 2	**Week of**	Module # 1: Orientation Gaining Agency Trust	Unit 2.1 – 2.3	
Week 3	**Week of**	Module # 2: Engagement Your Career and Field Resources Being Resourceful with New Client Populations	Unit 3.1-3.2	
Week 4	**Week of**	Module # 2: Engagement Your Commitment to Professionalism	Unit 4.1 – 4.2	
Week 5	**Week of**	Module # 2: Engagement Is My Intervention Working	Unit 5.1-5.4	
Week 6	**Week of**	Module # 2: Engagement Is My Intervention Working	Unit 6.1-6.3	
Week 7	**Week of**	Module # 3: Assessment Being a Part of the Trojan Family	Unit 7.1-7.3	
Week 8	**Week of**	Module 3: Assessment Social Work in Current Events	Unit 8.1-8.3	

Week 9	**Week of**	Module 3: Assessment Social Work in Current Events	Unit 9.1-9.4	
Week 10	**Week of**	Module # 4: Intervention Unique Ideas for Self-Care	Unit 10.1-10.2	
Week 11	**Week of**	Module # 4: Intervention Keeping a Global Perspective Preparing for Finals	Unit 11.1-11.3	
Week 12	**Week of**	Module # 4: Intervention Keeping a Global Perspective Preparing for Finals	Unit 12.1-12.2	
Week 13	**Week of**	Module # 4: Intervention Keeping a Global Perspective Preparing for Finals	Unit 13.1-13.2	
Week 14	**Week of**	Module # 5: Evaluation Transition to Your Final Semester in Field Celebration & Continue	Unit 14.1 – 14.4	
Week 15	**Week of**	Module # 5: Evaluation Transition to Your Final Semester in Field Celebration & Continue	Unit 15.1 – 15.3	

Course Schedule—Detailed Description

Module 1 – Orientation to Field Practicum

Topics

- Meet with agency and complete all required background checks and paperwork
- Participate in agency-run MSW intern orientation,
  - ➢ Gain exposure to policies, protocols, and procedures,
  - ➢ Establish relationship with Preceptor and other agency staff
  - ➢ Review confidentiality standards and their specific application to the field placement
  - ➢ Review skills as described in CSWE's Core Competencies

- ➢ Develop educational relationship with Field Instructor by exploring expectations, discussing teaching and learning styles, and setting field instruction schedule for one (1) hour per week
- ➢ Explore the surrounding neighborhood and how the agency interacts with the community

- Participate in agency focused trainings to include Evidence Based Interventions (EBI) specific to field education internship
- Tasks:
  - Attend agency orientation and learn about agency's mission, service, structure, community served, and role in the community

This Unit relates to student learning outcome 1.

VAC Corresponding Asynchronous Course Material

Unit 1, Unit 2, Unit 3

Required Readings:
University of Southern California. Academic Calendar

University of Southern California School of Social Work Field Manual

Recommended Reading:
Mertz, L.; Fortune, A.E.; & Zendell A.L. (2007): Promoting Leadership Skills in Field Education. *Journal of*

Gerontological Social Work, 50(1-2), 173-186.

Module 2 Engagement

Topics

- Observation of Field Placement
  - ➢ Observe social work professionals and/or Preceptors interacting with clients, colleagues, administration, and/or community partners
  - ➢ Understand key roles and agency hierarchy based on formal organizational chart and informal power structures within placement site
  - ➢ Recognize the interplay between agency needs, client needs, and community resources including how information flows into and out of the organization
  - ➢ Understand risk factors and strategies for minimizing risks in carrying out agency functions both in agency and community settings
- Direct Service and/or Macro Assignments Begin

  - ➢ Begin direct practice and/or macro practice assignments with an emphasis on enhancing interviewing skills in cross cultural contexts
  - ➢ Continue to develop relationship with Field Instructor in weekly supervision times and, if applicable, the Preceptor by sharing information, discussing concerns, and exploring learning experiences
  - ➢ Incorporate self-care strategies to maintain emotional and physical well-being and balance competing demands on time inherent in the MSW program
- Utilize engagement and rapport building skills with individuals, groups, communities/organizations
  - ➢ Refine psychosocial assessment skills such as gathering data and personal history, identifying concrete needs, recognizing psychosocial stressors, and assessing strengths and problems in individual, group, family, community and environmental milieus
- Apply mandated reporting knowledge to moderate-to-high risk situations in consultation with Field Instructor
  - ➢ Review agency guidelines, legal standards, and ethical issues regarding child abuse and neglect, dependent adult abuse and neglect, danger to self, and danger to others
- Understand confidentiality parameters within internship placement

- Tasks:
  - Complete Learning Agreement
  - Create Reflective Learning Tool based on observations and/or interactions in the agency and submit to Field Instructor

VAC Corresponding Asynchronous Course Material

Unit 4, Unit 5, Unit 6, Unit 7

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

Module 3 Assessment

Topics

- Practice intake and assessment skills with clients and organizations, depending on focus of field education internship
  - ➢ Utilize and learn effective methods and protocols of assessing clients, programs and/or organizations
- Strengthening a Professional Social Work Identity
  - ➢ Assess levels of commitment from key stakeholders, determine approaches to address resistance, and set short-term and long-term objectives
  - ➢ Strengthen professional role and relationships, apply social work values to ethical dilemmas, and seek consultation in decision-making process
  - ➢ Continue to utilize EBI principles and techniques in carrying out intervention plans
  - ➢ Continue to develop relationship with Field Instructor by clarifying expectations for student's learning and Field Instructor's teaching
- Utilize consultation protocols with Field Instructor when working with an assessing individuals, groups, and communities/organizations
- Tasks:

- Create and submit weekly Reflective Learning Tools
- FOUR Reflective Learning Tools submitted by Week 9

VAC Corresponding Asynchronous Course Material

Unit 8, Unit 9, Unit 10

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

Module 4 - Intervention

Topics

- Connect theory to practice
  - Explore and begin to apply theoretical frameworks, concepts and approaches at field placement in relationship to working with individuals, groups and/or communities/organizations
- Apply EBI's and other innovative strategies in working at all levels of practice: micro, mezzo, and macro
- Exploring Clinical and Organization Complexities
  - Explore funding base of agency, including the relationships between finance, budget, and development departments as part of continual organizational assessment
  - Incorporate middle-phase skills in work with clients and/or systems: Plan and implement EBI and goal attainment strategies; integrate advanced skills such as additive empathy interpretation, and confrontation as appropriate; and utilize and enhance support systems (Hepworth, et al, 2010)
  - Maintain accurate, timely, and well-written case notes and other agency paperwork
  - Participate in bi-weekly group supervision, if applicable, for a minimum of one (1) hour to include case conferencing, discussions, role plays, and didactic presentations
  - During field instruction, discuss current experiences of transference or countertransference, building on past experiences with clients and how those issues were managed
- Expanding Linkage with Community Resources and Partners
  - Recognize the importance of community partnerships as they relate to funding, in-kind services, collaborations, client referral systems, and overall community goodwill
  - Build resource/referral contacts benefiting clients, reinforce importance of community support systems, and/or enhance agency relationships with community partners
  - Apply clinical case management skills as appropriate
  - Utilizing consultation, feedback loops, and client self-reporting, evaluate the effectiveness of interventions with clients and make appropriate modifications
- Advocating for Economic and Social Justice
  - Find common themes of economic and social justice that connect the organization with the community in order to exert influence on key stakeholders
  - Take action with clients, support systems, and/or the community to increase economic and social justice efforts at the agency/organization
  - Increase direct practice opportunities that expand understanding of treatment planning and interventions

- Continue to improve communication and interviewing techniques; further develop skills of assessment, treatment planning, and service delivery; and introduce family or group modality
- Review 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 weekly Reflective Learning Tools

Module 5- Evaluation

Topics

- Termination Preparation and Self-Assessment
  - For macro placements, review process of project development, including in-group and out-group dynamics, resource allocation, and managing barriers to change
  - For clinical placements, apply ending phase skills to appropriate cases, including addressing termination and its implications, reviewing progress, identifying unresolved issues, and providing referrals
  - Ensure that Field Instructor, Preceptor, clients, and/or systems are prepared for planned absence
  - Continue group supervision with discussion, role play, and didactic presentations (if applicable)
- Completion of 699a Semester and end of semester evaluation
  - Finalize preparation for internship recess with Field Instructor, including a review of the impact your planned absence may have on self, clients, systems, and the organization
  - Confirm client and/or project coverage during planned absence
  - Evaluate effectiveness of EBIs by measuring progress of clients toward short-term and long-term goals as identified in their treatment plans

  - Set learning goals for second semester and develop timeline for deliverables by the end of the internship
- Tasks:
  - Create and submit Reflective Learning Tool
  - Complete hours required for first semester
  - Review, sign, and submit semester end of semester valuation and Reflective Learning Tool Log/Field Practicum Log to Field Liaison (Unit 15)

VAC Corresponding Asynchronous Course Material
Completed by Unit 12

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

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

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
1. Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact children, youth, and families at the micro, mezzo, and macro levels. Social workers employ ethical decision-making and critical thinking when working with children, youth, and families. Social workers understand the distinctions between personal and professional values and apply rigorous self-reflection to monitor the influence of personal experiences and affective reactions as they make professional judgments and decisions in their work with children, youth, and families. Social workers understand social work roles and the roles of other professionals involved in the lives of children and families, and use collaboration to positively impact the lives of their clients in a variety of contexts. Social workers specializing in work with children, youth, and families recognize the importance of lifelong learning and continual updating of knowledge and skills for effective and responsible practice. Social workers use technology ethically and responsibly in their work with children, youth, and families.	4. Develop 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. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation. 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.	a. Demonstrate understanding of social work role and interdisciplinary team roles within and across service sectors. b. Consistently employ critical appraisal of the influence of their own personal experiences as part of decision-making in their practice with adults, children, youth, families, groups, organizations, and communities. c. Apply judgment and strategies of ethical reasoning to arrive at decisions in intervening with adults, children. families, groups, organizations, and communities.	Knowledge Reflection Knowledge	Units 1-2 Module 1: Orientation Units 3-6 Module 2: Engagement Units 7-9 Module 3: Assessment Units 10-13 Module 4: Intervention Units 14-15 Module 5: Evaluation Assignment #2 Reflective Learning Tools and Field Documentation Assignment #3 Development of Competencies and Field Hours

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
2. Engage in Diversity and Difference in Practice Social workers seek to further their comprehension as to how diversity and difference characterize and shape the human experience in relation to the critical formation of identity as families develop and children grow physically and emotionally. 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 expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers are aware of their own intersectionality of differences and how this may impact their practice with the children, youth and families they serve. Social workers who work with children, youth, and families seek to understand how life experiences arising from oppression, poverty, marginalization, or privilege and power, can affect family culture and identity, as well as individual growth and development. Social workers recognize the extent to which social structures, social service delivery systems, values and cultural systems may oppress, marginalize, alienate, exclude, or create or enhance privilege and power among children youth, and families.	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. 3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination. 5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.	a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences of adults, children, families, groups, organizations, and communities when practicing at the micro, mezzo, and macro levels. b. Demonstrate understanding of the impact and influence of culture on identity development of adults, children, families, groups, organizations, and communities.	Values Knowledge	Units 3-6 Module 2: Engagement Units 7-9 Module 3: Assessment Units 10-13 Module 4: Intervention Assignment #2 Reflective Learning Tools and Field Documentation Assignment #3 Development of Competencies and Field Hours

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
3. Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every child, young person, and family member, 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 and employ social justice strategies to promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.	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. 5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.	a. Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable adults, children, families, groups, organizations, and communities. b. Analyze and consider the human rights and social justice aspects of interventions with adults, children, families, groups, organizations, and communities. c. Identify opportunities to advocate for adults, children, families, groups, organizations, and communities when they experience violations to human rights and barriers to social economic justice.	Values Values, Exercise of Judgment Knowledge	Units 7-9 Module 3: Assessment Units 10-13 Module 4: Intervention Assignment #2 Reflective Learning Tools and Field Documentation Assignment #3 Development of Competencies and Field Hours

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
4. Engage in Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge related to practice and evaluation of practice with children, youth, and families. Social workers use scientific, ethical, and culturally informed approaches to building knowledge related to practice with children, youth, and families. Social workers utilize various forms of data such as agency administrative data, public data and empirical data sources, to inform their practice within the field of children, youth and families. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and use the knowledge to inform research inquiry through critical analysis. Social workers utilize data to inform and evaluate practice with this population and understand how to measure outcomes as a part of the evaluation process.	2. Connect behavioral science to practice by learning and applying evidence-based interventions (EBIs) in internship placements.	b. Apply various forms of data to inform practice with adults, children, families, groups, organizations, and communities.	Exercise of Judgment	Assignment #2 Reflective Learning Tools and Field Documentation Assignment #3 Development of Competencies and Field Hours

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
5. Engage in Policy Practice Social workers understand that human rights, social justice and social welfare of children, youth and families are mediated in the larger social environment and particularly by policy and its implementation at the federal, state, and local levels. Social workers understand how the history and current structures of social policies and services affect service delivery to children, youth, and families, specifically focused on vulnerable, oppressed and those living in poverty. They understand their role in policy development, implementation and evaluation within child and family practice settings at micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation, implementation, and evaluation.	5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation. 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.	a. Identify policy and resource contexts of adults, children, families, groups, organizations, and community services at the local, state, and federal levels. b. Evaluate social policies with regard to their impact on the well-being of adults, children, families, groups, organizations, and communities at micro, mezzo, and macro levels.	Critical Thinking Knowledge, Critical Thinking	Units 10-13 Module 4: Intervention Assignment #3 Development of Competencies and Field Hours

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
6. Engage with Individuals, Families, Groups, Organizations, and Communities Child and family social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse children, youth, and, families. They understand the importance of significant relationships and development from an ecological perspective with an understanding of risk and protective factors and how these interact within the larger social environment. Social workers utilize theories of human behavior and the social environment to facilitate engagement with their clients and the groups, organizations, institutions, and communities that impact them. Social workers understand and utilize varied engagement strategies to advance practice effectiveness with diverse children, youth, and families and thus advance social, economic and environmental justice within marginalized communities. Social workers understand that their personal experiences and affective reactions may have an impact on their ability to effectively engage with diverse families and children. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with children, youth, and families.	3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.	a. Apply knowledge of human behavior and the social environment and development to engage with adults, children, families, groups, organizations, and communities.in a culturally and developmentally appropriate manner. b. Utilize empathy, reflection, and interpersonal skills to effectively engage adults, children, families, groups, organizations, and communities and build collaborative relationships within and across service sectors.	Knowledge Affective Reactions, Reflection	Units 3-6 Module 2: Engagement Assignment #1 Learning Agreement Assignment #2 Reflective Learning Tools and Field Documentation Assignment #3 Development of Competencies and Field Hours

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
7. Assess Individuals, Families, Groups, Organizations, and Communities Social workers use their knowledge of theories of human behavior and the social environment to inform ongoing assessment as they work with diverse children, youth, and families, as well as with the groups, organizations, and institutions that play important parts in their lives. Social workers use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of children, youth and families, which in turn advances the effectiveness of their practice. Social workers work collaboratively with other service providers involved in the family's life in order to obtain a comprehensive understanding of the family system to enhance the assessment process. Social workers are mindful of the potential influence of their personal experiences and affective reactions on the processes of assessment with children, youth, and families.	3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.	a. Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of adults, children, families, groups, organizations, and communities. b. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of adults, children, and families and the communities in which they live. c. Considers the interaction among risk and protective factors, impact of trauma, patterns of attachment, brain development and resiliency.	Knowledge Exercise of Judgment Knowledge, Exercise of Judgment	Units 7-9 Module 3: Assessment Assignment #2 Reflective Learning Tools and Field Documentation Assignment #3 Development of Competencies and Field Hours

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
8. Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers are knowledgeable about the evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients. Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve family and agency goals. Social workers understand the importance of inter-professional teamwork and communication in interventions, and employ strategies of interdisciplinary, inter- professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families.	2. Connect behavioral science to practice by learning and applying evidence-based interventions (EBIs) in internship placements. 3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.	a. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. b. Critically select and apply interventions for their practice with adults, children, families, groups, organizations, and communities based on thoughtful assessment of needs and the quality of available evidence.	Skills Knowledge, Skills, Exercise of Judgment	Units 10-13 Module 4: Intervention Assignment #2 Reflective Learning Tools and Field Documentation Assignment #3 Development of Competencies and Field Hours

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Social workers recognize that evaluation must be an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse children, youth, and families, and the groups, organizations and communities that play important parts in their lives. Social workers use their knowledge of qualitative and quantitative methods, and theories of human behavior in their evaluation of practice processes and outcomes of their work with children, youth, and families. Social workers engage in self-reflection to evaluate how their personal and professional experiences may have impacted their work. These formal and informal methods of evaluation advance the effectiveness of practice, policy, and service delivery to children, youth, and families.	3. Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination.	a. Critically analyze, monitor, and evaluate intervention and program processes and outcomes when working with adults, children, youth, families, and communities. b. Use evaluation of their interventions in adult, child, youth, family, organization, and community settings to identify gaps in skills or in intervention methods in order to increase future practice effectiveness	Critical Thinking Critical Thinking	Units 14-15 Module 5: Evaluation Assignment #2 Reflective Learning Tools and Field Documentation Assignment #3 Development of Competencies and Field Hours

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.