

Social Work 589b

Section #67288

Applied Learning in Field Education

3 Units

Fall 2022

Instructor	Jessica Castillo
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Office	By appointment
Office Hours	
Course Day(s)	Schedule determined by student and Field Instructor
Course Time(s)	Schedule determined by student and Field Instructor
Course Location(s)	Community-based practicum site

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

This course is a master’s level applied learning course. Students are required to take this course concurrently with SOWK 588 - Integrative Learning for Social Work Practice.

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 second semester, department specific, practice portion of the MSW program. This course provides students the opportunity to apply Evidence-Based Interventions (EBIs) in their work with individuals, families, groups, organizations, communities and businesses. Students will begin to learn how to apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice. Application for SCI students involves organizations, business and community settings. Application for CYF students involves children, youth and families. Application for AMHW students involves practice in health, mental health, and integrated care settings.

Each student receives continual support provided by a Field Faculty Liaison who serves as an educator, consultant and coach for the practicum experience to emphasize the Four C’s of Field Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. Students utilize critical thinking and creativity through application of EBIs on the micro, mezzo and macro level of practice. Students utilize effective communication techniques in working with clients, agency employees and USC faculty to enhance their professional development as social workers.

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. The 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. Additionally,

students will apply Person-In-Environment and Ecological Systems Theory along with EBIs learned and practiced during the first semester: Motivational Interviewing (MI), Cognitive Behavioral Therapy (CBT) and Problem-Solving Therapy (PST). These empowering theories and frameworks not only help students at the individual and group client level, but also set the stage for understanding how their work is linked to societal systems and organizational change.

Due to its practice component, Field Education is a natural setting for the advancement of translational science: taking research from the experimental to the applicable with a macro goal of influencing policy (Tufts University Clinical and Translational Science Institute, 2011). Each year, students in field placement have the opportunity to implement research-based practices in multidisciplinary settings, thereby contributing to the direct application of EBIs and enhancing the capacity of organizations to provide EBIs. Infusing USC School of Social Work applied learning experiences with EBIs provides a translational link between research and practice, further solidifies 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	SCI, AMWH, and CYF students begin to integrate classroom theories and specialized practice concepts with social work practice in vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels.
2	Connect behavioral science to practice by learning how to apply specific SCI, AMHW, CYF 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 in the specialized area of practice.
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	Begin to increase proficiency in the required Council on Social Work Education’s (CSWE) Core Competencies as indicated in the end of semester related to departmental SCI, AMHW, or CYF specialized behaviors.
6	Begin to 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 practicum 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 Educational Policy and Accreditation Standards (EPAs) and make up the end of semester evaluation. To prepare students for successfully achieving those competencies, a variety of instructional methods are utilized by both USC Field Faculty and agency Field Instructors.

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

USC Field Faculty Liaisons are assigned to oversee the progress of the students in their field placements, including consultation for students' field assignments. Working on behalf of the Suzanne Dworak-Peck School of Social Work, the Field Liaisons meet with students as needed to facilitate their placement experiences and schedule Field Instructor, Preceptor (if applicable) and student contacts each semester to ensure the students' progress in meeting CSWE Core Competencies and NASW Code of Ethics. The Field Liaisons also clarify School policy/expectations and serve as consultant and mediator for student and agency-related conflicts.

Reflective Learning Tools are used to describe and analyze student communication with clients in individual, group and meeting settings, provide an opportunity for Field Instructor input, and plan for future interactions. A teaching plan, known as the Learning Agreement, is developed collaboratively between students and their Field Instructors. At the end of the semester an evaluation will be completed for each student and a grade of Credit or No Credit will be assigned by the USC Field 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 agency clients and systems. The total number of hours required in the field placement will vary by semester. Please consult with your USC Field Liaison for requirements.

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 (Lee & Greene, 2003). 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. As students explore their burgeoning professional role and identity, they will also be applying critical thinking skills to assessment, documentation, and the informed application of EBIs.

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	30%
Assignment 2 Assignment 2 2a. Reflective Learning Tools (Min of 4) 2b. Field Documentation	Ongoing	30%
Assignment 3 Development of Competencies and Completion of Field Practicum Hours *	Weekly	40%

*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 Learning Agreement

The Learning Agreement requires the student to:

- Describe the agency and the community
- Develop a time management plan
- Clarify Field Education assignments
- Assess self-awareness
- Address expectations for supervision
- Ensure that the Field Instructor teaching plan is filled out by Field Instructor
- Complete Orientation Checklist
- Develop learning activities for the Core Competencies in collaboration with Field Instructor and Preceptor (if applicable)

On Campus Programs (OCP): Review education goals in the Learning Agreement in the InPlace software and revise to incorporate department-specific competencies through collaboration with your Field Instructor and Preceptor (if applicable).

Virtual Academic Center (VAC): Complete the Learning Agreement in the InPlace software in collaboration with the Field Instructor/ Preceptor (if applicable)/Field Liaison.

Due: (See Field Calendar for exact date)

This assignment relates to student learning outcomes 1c, 8b, 9a

Assignment 2 a/b Reflective Learning Tools and Field Documentation

Complete and submit Reflective Learning Tool (RLT) (a minimum of 4/semester) to the Field Instructor.

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

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

Reflective Learning Tools can be uploaded to the InPlace software.

Due 2a: Reflective Learning Tools (RLTs) are uploaded to the InPlace software. Your Field Liaison will periodically check-in on your documentation to ensure you are on track for credit for the course. Please see your USC Field Liaison for specific due dates.

Due 2b: Field Hours should be entered weekly in the InPlace software. Your Field Liaison will periodically check-in on your documentation to ensure you are on track for credit for the course. Please see USC Field Liaison for specific dates.

Due: On Going

This assignment relates to student learning outcomes 1a, 1b, 2a, 2b, 3c, 4a, 6b, 6c, 7a, 8a, 9a, 9b

Assignment 3 Development of Competencies and Completion of Field Hours

To earn credit, students will:

- Demonstrate skill development in the CSWE Core Competencies
- Complete a self-assessment 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
- Ensure that the completed evaluation is completed prior to the deadline
- Complete required number of Field Placement hours (minimum 16 hours per week). **

Due: Complete and review end of semester evaluation along with practicum hour documentation.

This assignment relates to student learning outcomes 1a – 9b.

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 fulfil 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/>

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.

Attendance and Participation

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

Recommended Instructional Materials and Resources

Hepworth, D.H., Rooney, R.H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J.A. (2010). *Direct social work practice: Theory and skills*. (8th ed). Belmont, CA: Brooks/Cole, Cengage Learning.

Garthwait, C. L. (2011). *The social work practicum a guide and workbook for students* (7th ed.). Boston, MA: Pearson Education.

Additional recommended readings are available online through electronic reserve (ARES) or through the links provided in the unit descriptions. The textbook has also been placed on reserve at Leavey Library.

References

Brooks, D. (2010). *Field Education in the Next Decade: Setting the Stage*. A Presentation to the 25th Annual Joint Field Education Symposium, Feb. 10, 2010. Los Angeles, CA.

Lee, Y. M., & Greene, G. J. (2003) A teaching framework for transformative learning in social work education. *Journal of Ethnic and Cultural Diversity in Social Work*, 12(3) 1-28.

Tufts University Clinical and Translational Science Institute (2011). *What is translational science?* Retrieved on 12-5-2011 from <http://tuftsctsi.org/About-Us/What-is-Translational-Science.aspx?c=129664547171573958>.

University of Southern California School of Social Work. Field Education website:

Retrieved on 12-5-2011 from <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education>

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Unit/Week #	Date	Topics	Asynchronous Content for VAC Students	Assignments
Week 1	Week of	Course Introduction Welcome to Your Community Based Field Placement	Unit 1	Field Documents due ongoing through semester. Please consult assignment section of syllabus.
Week 2	Week of	Module # 1: Engagement	2.1-2.4	
Week 3	Week of	Module # 1: Engagement	3.1-3.4	
Week 4	Week of	Module # 1: Engagement	4.1-4.4	

Week 5	Week of	Module # 2: Assessment	5.1-5.3	
Week 6	Week of	Module # 2: Assessment	6.1-6.5	
Week 7	Week of	Module # 2: Assessment	7.1-7.4	
Week 8	Week of	Module # 3: Intervention	8.1-8.3	
Week 9	Week of	Module # 3: Intervention	9.1-9.3	
Week 10	Week of	Module # 3: Intervention	10.1-10.4	
Week 11	Week of	Module # 3: Intervention	11.1-11.3	
Week 12	Week of	Module # 4: Evaluation	12.1-12.3	
Week 13	Week of	Module # 4: Evaluation	13.1-13.4	

Week 14	Week of	Module # 4: Evaluation	14.1 – 14.3	
Week 15	Week of	Module # 4: Evaluation	15.1 – 15.3	

Course Schedule—Detailed Description

Introduction – Orientation to Field Practicum

Topics

- Orientation to Field Placement
- Group and/or individual Field Instruction
- Review of Council on Social Work Education EPAS
- Review of NASW Code of Ethics
- Introduction to 589b assignments

This Unit relates to course objectives 1-6.

Recommended Readings

NASW Code of Ethics. (n.d.). Retrieved from: <http://www.socialworkers.org/pubs/code/code.asp>
(crossover reading)

University of Southern California. Academic Calendar.

University of Southern California School of Social Work Field Manual.

Module 1 - Re/Engagement

Topics

- Re/engage with placement and discuss/review educational goals
- Re/connect with clients and review client goals (if applicable)
- Review stages of development

This Module relates to course objectives 1-6.

Recommended Readings

Dyche, L., & Zayas, L. H. (1995). The value of curiosity and naiveté for the cross-cultural psychotherapist. *Family Process*, 35, 389-400. (Crossover Reading)

Dyche, L., & Zayas, L. H. (2001). Cross-cultural empathy and training the contemporary psychotherapist. *Clinical Social Work Journal*, 29, 245-258. (Crossover Reading)

Sweitzer, H. F., & King, M (2009). Framing the experience: The developmental stages of an internship. In *The successful internship* (3rd ed., pp. 49-61). Belmont, CA: Brooks/Cole. (Crossover Reading)

Sweitzer, H. F., & King, M (2009). Understanding yourself. In *The successful internship* (3rd ed., pp. 78-88). Belmont, CA: Brooks/Cole. (Crossover Reading)

Module 2 - Assessment

Topics

- Strengthen assessment skills
- Develop collaborative skills
- Broaden practice to include diverse populations
- Understand the formation and working stages of groups (task, educational, clinical, meeting, interdisciplinary, community)

This Module relates to course objectives 1-6.

Recommended Readings

Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society: The Journal of Contemporary Human Services*, 82, 296–304.

(Crossover Reading)

Kisthardt, W. E. (2006). The opportunities and challenges of strengths-based, person-centered practice. In D. Saleebey (Ed.), *The strengths perspective in social work practice* (4th ed., pp. 171-182 & 186-190). Boston, MA: Allyn & Bacon. (Crossover Reading)

Rebmann, H. (2006). Warning—there's a lot of yelling in knitting: The impact of parallel process on empowerment in a group setting. *Social Work With Groups*, 29(4), p. 5-24.

Saleebey, D. (2000). Power in the people: Strengths and hope. *Advances in Social Work*, 1(2), 127-136. (Crossover Reading)

Module 3 - Intervention

Topics

- Connect theory to practice
- Refine intervention skills
- Apply EBIs and client informed practice relevant to client population and service delivery modality
- Apply intermediate and advanced communication skills
- Increase autonomy

This Module relates to course objectives 1-6.

Recommended Readings

Adams, K. B., LeCroy, C. W., & Matto, H. C. (2009) Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education*, 45(2)165-186.

Chernack, K.B. (2010). Professional boundaries in a virtually boundary-less e-environment. *NASW-Illinois Chapter Networker Magazine* (Jan. 4, 2010). Retrieved on 10/2/2012 from:

<http://naswil.org/news/networker/featured/professional-boundaries-in-a-virtually-boundary-less-e-environment/> .

Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006) Integrating evidence-based practice and social work field education. *Journal of Social Work Education*, 42(2) 377-396.

Wahab, S. (2005) Motivational Interviewing and social work practice. *Journal of Social Work*, 5(1) 45-60

Module 4 - Evaluation

Topics

- Define program evaluation and agency needs assessment
- Review termination with individuals, groups, families, projects
- Conduct self-assessment and complete Comprehensive Skills Evaluation with Field Instructor

This Module relates to course objectives 1-6.

Recommended Readings

Baum, N. (2006). End-of-year treatment termination: Responses of social work student trainees.

British Journal of Social Work, 36(4), p. 639-656.

Bogo, M. (2006). Field instruction in social work. *The Clinical Supervisor*, 24(1-2), p. 163-193. Retrieved on 9/27/2012 from http://dx.doi.org/10.1300/J001v24n01_09 .

Gelman, C.R. (2009). MSW Students' Experience with Termination: Implications and Suggestions for Classroom and Field Instruction. *Journal of Teaching in Social Work*, 29(2), 169-187. (Crossover Reading)

Homonoff, E. (2008). The heart of social work: Best practitioners rise to challenges in field instruction. *The Clinical Supervisor*, (27)2, p. 135-169.

Kazi, M. (2003). Realist Evaluation for Practice. *British Journal of Social Work*, 33, 803-818. (Crossover Reading)

Vinton, L., & Wilke, D.J. (2011). Leniency bias in evaluating clinical social work student interns *Clinical Social Work Journal*, 39(3), p. 288-295. DOI: 10.1007/s10615-009-0221-5.

List of Appendices

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

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

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
<p>1. Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand how the value base of the profession and its ethical standards, as well as relevant policies and regulations, may impact practice in community, organization, and business environments. Social workers apply their understanding of ethical decision-making and principles of critical thinking to workplace, community and organizational settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences, affective reactions, and biases influence their professional judgment and behavior. Social workers understand social work roles and the roles of other professionals involved in community, organizational, and business environments. Social workers use collaboration and advocacy skills to have a positive impact in a variety of contexts. Social workers recognize the importance of life-long learning and continual updating of knowledge and skills for effective and responsible practice. Social workers incorporate ethical approaches to the use of technology in meeting the needs of their clients in communities, organizations, and business environments. Social workers understand that work within complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments.</p>	<p>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.</p> <p>5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation.</p> <p>6. Develop and expand effective communication skills, demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the field practicum setting.</p>	<p>a. Understand ethical harm and risks inherent in practice (including decision-making and conflicting values), and use this knowledge to manage personal values and maintain professionalism in practice situations.</p> <p>b. Utilize ethical theories, principles, and guidelines in decision-making to address conflicting values to maximize and opportunities for change in community, organization and business environments.</p> <p>c. Effectively utilize professional judgment, critical thinking, knowledge of social work values and self-awareness to enhance practice with groups, communities and/or organizations.</p>	<p>Exercise of Judgment</p> <p>Values</p> <p>Skills and Critical Thinking</p>	<p>Units 1-14</p> <p>Learning Agreement</p> <p>Reflective Learning Tools</p> <p>Development of competencies and completion of field hours</p>

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

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

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

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

Appendix C: Recommended Instructional Materials and Resources

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

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

Appendix E: University Policies and Guidelines

Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to [SCampus](#) and to the [USC School of Social Work Policies and Procedures](#) for additional information on attendance policies.

Statement on Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

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

Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by 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.

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.symlicity.com/care_report/index.php/pid422659?

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

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

The Office of 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 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.