USC Suzanne Dworak-Peck
School of Social Work

Social Work 589a

Section # 67034
Applied Learning in Field Education
3 Units
"The best way to find yourself is to lose yourself in the service of others."
Mohandas Gandhi

Spring 2023

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Office Hours	Mondays at 5pm or by appointment
Course Day(s)	Mondays and Wednesdays
Course Time(s)	6pm – 8pm PST
Course Location(s)	VAC

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

This course is a Generalist Practice Level Field Education course. Students are required to take this course concurrently with SOWK 544 Social Work Practice with Individuals, Families, and Groups.

Catalogue Description

Supervised field education where students learn and apply evidence-based interventions and clinical skills in practice labs and social work settings. Concurrent enrollment: SOWK-544. Graded IP/CR/NC.

Course Description

This course is the generalist direct practice portion of the MSW program. It provides students the opportunity to practice social work skills under the supervision of professional social workers and apply evidence-informed interventions in their work with individuals and/or families, groups, organizations, and communities. The USC Suzanne Dworak-Peck School of Social Work prepares students to enter their Practicum by engaging them in evidence-based intervention (EBI) trainings. Continuing support and simulated practice is provided to students through weekly "Practice Labs" with Practicum Faculty Instructors who serve as educators, consultants and coaches for the internship experience while emphasizing the Four C's of Practicum at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. In these two-hour in-class labs, students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role plays and classroom discussion.

For students in the MSW On Campus Program (OCP), agencies will provide learning opportunities and resources for an effective educational experience for students, where on the Virtual Academic Center (VAC), this is provided in the virtual learning environment. Practicum Instructors who are professional social workers will guide and teach students how to apply social work practice, values and ethics in a professional setting. Practicum Instructors also collaborate with students to create and approve learning agreements, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is finished on time. Students in 589a Applied Learning in Field Education have the opportunity to implement research-influenced practices in multidisciplinary and/or

virtual settings, thereby contributing to the direct application of EBIs and influencing the capacity of the social work profession to provide EBIs. Infusing USC Suzanne Dworak-Peck School of Social Work Practicum Education with EBIs provides a translational link between research and practice, further solidifies a developing science of social work, and underscores Practicum as the "signature pedagogy" of social work. At semester end, the Practicum Faculty is responsible for assigning students a grade of Credit or No Credit.

Course Objectives

Objective #	Objectives
1	Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change
2	Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings
3	Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination
4	Develop professional use of self through consultation with professional social workers, self-reflection, understanding of social work values, and creative implementation of those values in internship settings
5	Increase proficiency in the required Council on Social Work Education's (CSWE) Competencies as indicated in the end of semester Skills Evaluation

Course Format / Instructional Methods

Practicum 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 evaluations. To prepare students for successfully achieving those competencies, a variety of instructional methods are utilized.

Instructional methods in the live seminar and practicum experiences consist of university-led trainings, activities, and supervision from a designated Practicum Instructor. Practicum activities could include direct client interactions, observation of professional social workers, shadowing opportunities, trainings, individual instruction, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. Students in the On Campus Program (OCP) may also develop a collaborative relationship with site-based employees, known as Preceptors, who help guide them in day-to-day operations with many of the activities listed above. For students in Virtual Academic Center (VAC), the virtual teaching platform will provide learning opportunities and resources for an effective educational experience for students. A combination of videos, simulated client, interactive virtual media, and written and/or oral assignments will provide students with opportunities to apply social work practice, values and ethics in various virtual practice settings.

All incoming students will be trained in Motivational Interviewing at the beginning of 589a. They will also be trained in at least one additional EBI. The process of training students on EBIs may include the use of:
- Case vignettes
- Videos
- Role plays
- Structured small group exercises

- Agency-based trainings

USC Practicum Faculty are assigned to oversee the progress of the students in their practicum experiences, including consultation for students' assignments. The USC Practicum Faculty meet in-class with students in weekly Practice Labs to reinforce their developing skills, facilitate feedback and processing of practicum experiences, and engage students in creative exercises to improve EBI implementation.

Reflective Learning Tools are used to describe students' client interactions, improve critical thinking skills, provide an opportunity for instructor input, and provide a formal opportunity for self-reflection. A teaching plan known as the Learning Agreement will be developed collaboratively between students and their instructors. At the end of the first semester, the end of semester evaluation will be completed for each student and a grade will be assigned by the USC Practicum Faculty.

As discussion and participation are an integral part of the learning process, students are expected to prepare for supervision and fully participate in lab and activities. The quality of written communication and the professionalism of presentations will be assessed as part of the grade for this course. Students are expected to be in practicum a minimum of 16 hours per week and are expected to attend the weekly seminar throughout the semester.

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 Outcome

The following table lists the nine Social Work 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 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

VAC STUDENTS: Please refer to the Learning Agreement for further details regarding the assignments for the 589a Virtual Field Practicum (VFP).

Assignment	Due Date	% of Final Grade
Assignment 1: Evidence-Based Intervention Trainings	Multiple Units	**30%**
Assignment 2: Field Documentation (Reflective Learning Tools and Learning Agreement)	Throughout	**20%** *(minimum of 4 RLTs (50%) submitted by Unit 9/ Week 7; 100% of Learning Agreement due by Unit 6/ Week 5)*
Assignment 3: Development of Competencies and Completion of Field Hours	Weekly	**40%** *(minimum 50% completed by Unit 9/ Week 7)*
Seminar Participation in Assigned Lab: Simulated Client, Role Plays, and Oral Presentations	Weekly	**10%** *(minimum 60% completed by Unit 9/ Week 7)*

Each of the major assignments are described below.

Assignment 1: Evidence-Based Intervention (EBI) Trainings
Students will be trained in Motivational Interviewing and at least one additional EBI. These trainings will be completed during the foundation semester and will equip students to apply EBIs in their field activities.
Due: Students must complete EBIs training.

This assignment relates to student learning outcomes 1, 2, 3, & 5

Assignment 2: Field Documentation (Reflective Learning Tools and the Learning Agreement)
VAC students: Complete and submit Reflective Learning Tools (RLTs) (a minimum of 4/semester) to the 589a Instructor as assigned throughout the semester.

Due (Reflective Learning Tools): RLTs are due throughout the semester (minimum of 4/semester) with at least 50% (2 RLTs) submitted by week 7. All 4 RLTs will be submitted by the end of the semester in order to pass this course.

Completed in collaboration with the Field Instructor, the Learning Agreement is the agreement between the student and the agency that specifies the students learning goals, clarifies field assignments, and addresses expectations for supervision.

Due (Learning Agreement): Due (week 5) of 589a.

This assignment relates to student learning outcomes 1,2,3,4, & 5

Assignment 3: Development of Competencies and Completion of Field Hours
For Credit in this assignment, students will:
- Demonstrate skills in the CSWE Competencies as listed in the end of semester evaluation portion of the *Generalist Practice Learning Agreement and end of semester skills evaluation*.
- Complete a self-assessment by rating themselves on the Generalist Practice end of semester skills evaluation.

- Review and discuss the Generalist Practice end of semester skills evaluation completed by the Field Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, students sign in the space indicated.
- Ensure that the completed Evaluation is submitted electronically to the Field Liaison.
- Complete all weekly asynchronous and class attendance for field hour credit.

Due: Student and Field Instructor will complete the End-of-Semester Evaluation by Unit 15 or the last day of field for the semester (see calendar).

This assignment relates to student learning outcomes 1, 2, 3, 4, & 5

Assignment 4: Seminar Participation in Assigned Lab: Simulated Client, Activities, and Oral Presentations
The weekly 2 hour in-class EBI seminar will create a laboratory environment where students will advance their skill and techniques in creatively implementing EBIs and well as enhance their knowledge of critical social work concepts. Student participation should be focused on small group collaboration and consist of thoughtful, respectful, and meaningful contributions based on having completed required and independent readings and assignments prior to class. When in class, students are encouraged to ask questions, share thoughts / feelings / experiences appropriately, and apply critical understanding of the material. They are also expected to be active in assigned role plays, activities and oral presentations.

Due: Student and Field Instructor will engage in these experiences throughout the course of the semester. By unit 9-week 7 student will have participated up to 60% of their expectation.

This assignment relates to student learning outcomes 1, 2, 3, 4, & 5

Guidelines for Evaluating Seminar Participation and In-Class Assignments
100%: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small-group discussions, and other activities.

90%: Very Good Contributor: Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small-group discussions, and other activities.

80%: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small-group discussions, and other activities.

70%: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small-group discussions, and other activities.

60%: Inadequate: This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

50%: Nonparticipant: Attends class only.
0: Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.

**Students will not receive a Credit in this course if they do not complete the required hours. To the fullest extent possible, students are expected to observe the live session attendance and time schedule policies. However, 589a is a class and students must adhere to the start and end dates as well as important Practicum Education activities and events in the USC Practicum Calendar. VAC students will find the VFP Practicum Calendar in the Toolbox located on the Digital Learning Platform.

Class grades will be based on the following:

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

Attendance and Participation

Students' active and substantive 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 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, will initiate follow up from your instructor.

Additional Expectations and Guidelines

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

Expectations
1. Students are expected to complete all written and other assignments on time.

2. Students are encouraged to share readings gleaned from their placement, as well as from other class assignments.
3. Students are expected to respect the confidentiality of clients: Use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the class.
4. Active participation is required of all students and will be considered in your final evaluation.
5. Problem solving, identification of issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the course experience will be conducted. Students will be asked to complete a written evaluation at the end of the semester.

Guidelines

Much of the course content will center on critical issues that may be controversial. The following guidelines have been adopted. It is hoped that these guidelines will create an environment in which we can learn from one another and enrich our experience in the Practicum course.

1. Every person participating in the program is of equal worth and value.
2. All opinions are valued and needed, even those with which you do not agree!
3. Please speak in "I" terms: "I think," "I believe," "It's been my experience that," etc.
4. Listen. We will be speaking from our experiences; it is important to understand and appreciate that we will be talking about what is true for us. We agree to listen to one another with respect. We also understand that points may arise on which we do not agree.
5. We want you to take home whatever you learn here. However, personal and client information shared in class is confidential.
6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, please work at increasing your contribution. We're here to learn from one another. On the other hand, avoid monopolizing discussion by talking too much, too long, or too loudly.
7. This course's content is shared by each member's contributions to the class discussion.
8. This is a setting where social work values need to be implemented, including respect and tolerance of differences.

Required Instructional Materials and Resources

Required Textbooks

There is no required textbook for this course.

Required readings are available online through electronic reserve (ARES) listed under Professor Renee Michelsen.

Recommended Textbooks

Garthwait, C. L. (2017). *The social work practicum: A guide and workbook for students* (7th ed.). Boston, MA: Pearson Education.

<div align="center">**OR**</div>

Garthwait, C. L. (2017). *The social work practicum: A guide and workbook for students **eText*** (7th ed.). Boston, MA: Pearson Education. (*Can be purchased directly through Pearson Publishing on-line*)

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

- See **Appendix C** for recommended instructional materials and resources

Course Schedule—Detailed Description

Guidelines for SOWK 589a: Applied Learning in Field Education

The USC Suzanne Dworak-Peck School of Social Work places MSW students in thousands of internships nationally and internationally in a variety of different settings: health, mental health, public child welfare, schools, in-person or virtual, etc. This syllabus serves as a general set of expectations for our students and their instructors. However, given the challenges of standardizing direct social work practice, a variety of experiences within these guidelines is expected. Therefore, all stakeholders involved in practicum education activities should view this document as best practice guidelines.

Module One - Unit 1-5: Orientation to Field Education/ Motivational Interviewing

Topics

Practicum

- ▽ Orientation to Practicum
- ▽ Group and/or individual Practicum Instruction
- ▽ Competency of the week: Professionalism
- ▽ Motivational Interviewing instruction and modeling
- ▽ CSWE EPAS
- ▽ EBI Instruction/Practice (e.g. Motivational Interviewing)
- ▽ Ethical Practice
- ▽ Tools for Client Engagement and Assessment
- ▽ Empathic Communication

Practice Lab

- ▽ Introduction to Social Work, Practicum Education, & Practice Lab
- ▽ Professional Development and Consultation: Collaboration Skills
- ▽ Defining the Social Work Profession
- ▽ Introduction to NASW Code of Ethics & CSWE Competencies
- ▽ Motivational Interviewing
- ▽ Using Effective Communication Skills
- ▽ Personal Risk/Safety Considerations
- ▽ Practicum Experiences

This Unit relates to course objectives 1,2, 3, 4, & 5.

Required Readings

Burry, C. L. (2002). Working with potentially violent clients in their homes: What child welfare professionals need to know. *Clinical Supervisor, 21*, 145-153.

Garthwait, C. L. (2017). Learning from supervision. *The social work practicum:* A *guide and workbook for students* (7th ed., pp. 28-40). Pearson Education.

Garthwait, C. L. (2017). Personal safety. *The social work practicum: A guide and workbook for students* (7th ed., pp. 41-50). Pearson Education.

Garthwait, C. L. (2017). Social work ethics. *The Social work practicum: A guide and workbook for students* (7ʰ ed., pp. 136-147). Pearson Education.

Garthwait, C. L. (2017). Purpose and expectations for practicum. In *The social work practicum: A guide and workbook for students* (7th ed., pp. 1-11). Pearson Education.

Phillips, B., Brekke, J., O, A., Duke, J., Lewis, J., & Cardinal, L. (2018). *Motivational interviewing: Training manual*. Unpublished manuscript.

Oh, H., & Lee, C. (2016). Culture and motivational interviewing. *Patient Education and Counseling*, *99*(11), 1914–1919. https://doi.org/10.1016/j.pec.2016.06.010

Reamer, F. G. (2018). Ethical standards for social workers' use of technology: Emerging consensus. *Journal of Social Work Values and Ethics, 15*(2), 71–80.

Sweitzer, H. F., & King, M. A. (2013) Stages of an internship re-visited: Facilitating learning and development through engagement. *Journal of Human Services, 33*(1), 56-72.

Required video:

Brown, B. (2013, December 10). *Brené Brown on empathy.* [Video]. RSA. https://brenebrown.com/videos/rsa-short-empathy/

Module Two - Unit 6-8: Assessment, Diagnostic Considerations & Treatment Planning

Topics

Practicum
- ▽ Group and/or individual Practicum Instruction
- ▽ EBI Instruction/Practice (MI, PST, CBT, etc.)
- ▽ Assessment
- ▽ Risk Assessment
- ▽ DSM-5
- ▽ Selecting Appropriate Evidence-Based Interventions
- ▽ Client Intervention
- ▽ Case Management & Community Resources
- ▽ Practicum Documentation
- ▽ Create and Submit Reflective Learning Tools

Practice Lab
- ▽ Professional Development and Consultation: Collaboration Skills
- ▽ Managing Ethical Dilemmas Using the NASW Code of Ethics
- ▽ Conducting Assessments and Introduction to Selecting Interventions
- ▽ Risk Assessments and Introduction to Mandated Reporting
- ▽ Experiences from Practicum

This Unit relates to course objectives 1, 2, 3, 4, & 5.

Required Readings

Lee, J. H. (2019). Integration of spirituality into the strengths-based *social work* practice*: A* transpersonal approach to the strengths perspective. *Journal of Sociology and Social Work, 7*(2), 925-935.

Marsiglia F. F., & Booth J. M. (2015). Cultural adaptation of interventions in real practice settings. *Research on Social Work Practice, 25*(4), 423-432. http://doi.org/10.1177/1049731514535989

Ofonedu, M. E., Belcher, H. M. E., Budhathoki, C., & Gross, D. A. (2017) Understanding barriers to initial treatment engagement among underserved families seeking mental health services. *Journal of Child and Family Studies*, *26*(3), 863-876. https://doi.org/10.1007/s10826-016-0603-6

Rawana, E., & Brownlee, K. (2009). Making the possible probable: A strength-based assessment and intervention framework for clinical work with parents, children, and adolescents. *Families in Society*, *90*(3), 255–260. https://doi.org/10.1606/1044-3894.3900

Stephens, T. N. (2021). Distinguishing racism, not race, as a risk factor for child welfare involvement: Reclaiming the familial and cultural strengths in the lived experiences of child welfare-affected parents of color. *Genealogy (Basel)*, *5*(11), 1-7. https://doi.org/10.3390/genealogy5010011

OCP: Practicum Liaison visit with the student, Practicum Instructor and Preceptor (if applicable) will occur between units 5-15. Students are expected to participate in educational planning, review the Learning Agreement and performance to date, and address practicum issues during this meeting.

Module Three - Units 9-11:   Problem Solving Therapy & Self Care

▽   Group and/or individual Practicum Instruction
▽   EBI Instruction/Practice (MI, PST, CBT, etc.)
▽   Change-Oriented Work with Clients
▽   Prepare for Termination

Practicum documentation

▽   Create and submit Reflective Learning Tools
▽   Practice Lab
▽   Professional Development: Collaboration Skills
▽   Managing Ethical Dilemmas Using the NASW Code of Ethics
▽   Problem-Solving Therapy Exercises
▽   Self-Care and Stress Management
▽   Compassion Fatigue, Burnout, and Compassion Satisfaction
▽   Experiences from Practicum

This Unit relates to course objectives 1, 2, 3, 4, & 5.

Required Readings

Bloomquist, K., Wood, L., Friedmeyer-Trainor, K., & Kim, H. (2016). Self-care and Professional Quality of Life: Predictive Factors among MSW Practitioners. *Advances in Social Work*, *16*(2), 292–311. https://doi.org/10.18060/18760

Collins, S. (2021). Social workers and self-care: A promoted yet unexamined concept? *Practice*, *33*(2), 87–102. https://doi.org/10.1080/09503153.2019.1709635

Feinberg, E., Stein, R., Diaz-Linhart, Y., Egbert, L., Beardslee, W., Hegel, M. T., & Silverstein, M. (2012). Adaptation of problem-solving treatment for prevention of depression among low-income, culturally diverse mothers. *Family & Community Health, 35*(1), 57–67. https://doi.org/10.1097/FCH.0b013e3182385d48

Gockel, A., Cain, T., Malove, S., & James, S. (2013). Mindfulness as clinical training: Student perspectives on the utility of mindfulness training in fostering clinical intervention skills. *Journal of Religion and Spirituality in Social Work: Social Thought, 32*(1), 36-59.

McGarrigle, T., & Walsh, C. A. (2011). Mindfulness, self-care, and wellness in social work: Effects of contemplative training. *Journal of Religion & Spirituality in Social Work: Social Thought*, *30*(3), 212-233, https://doi.org/10.1080/15426432.2011.587384

Phillips, B., Brekke, J., & Supranovich, R. (2016). *Problem-solving therapy: Training workbook*. Unpublished manuscript.

Module Four - Units 12-15:   Social Justice and Termination

Topics

Practicum

▽   Group and/or Individual Practicum Instruction
▽   Linking Clients' Experiences to Social Justice Issues
▽   Utilizing the framework of Intersectionality
▽   Managing Termination with Clients
▽   Practicum Documentation
▽   Create and submit final Reflective Learning Tools
▽   Complete Self-Assessment for end of semester evaluation
▽   Review, Sign and Submit Generalist Practice end of semester evaluation

Practice Lab

▽   Professional Development and Consultation: Collaboration Skills
▽   Managing Ethical Dilemmas Using the NASW Code of Ethics
▽   Explore Culture: Cultural Object Activity
▽   Exploring Topics of Culture, Social Justice, and Intersectionality
▽   Examining Privilege
▽   Termination: Self-Reflection
▽   Experiences from Practicum

This Unit relates to course objectives 1, 2, 3, 4, & 5.

Required Readings

Bussey, S. R, Jemal, A., & Caliste, S. (2021). Transforming social work's potential *in the* field: A radical framework. *Social Work Education.* 40 (1) 140-154. https://doi.org/10.1080/02615479.2020.1723536

Combs, G. (2019). White privilege: What's a family therapist to do? *Journal of Marital and Family Therapy*, *45*(1), 61-75.

Desai, M. Paranamana, N. Restrepo-Toro, M. O'Connell, M., Davidson, L., & Stanhope, V. (2021). Implicit organizational bias: Mental health treatment culture and norms as barriers to engaging with diversity. *The American Psychologist*, *76*(1), 78–90. https://doi.org/10.1037/amp0000621

Felton, E. M., & Polowy, C. I. (2015). Termination: Ending the therapeutic relationship-avoiding abandonment. https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/

Gelman, C. R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal, 35*(79), 79-90.

Gottlieb, L. (2020, June 18). I thought I was an antiracist therapist. Then I looked more closely. *Washington Post*. https://www.washingtonpost.com/opinions/2020/06/18/i-thought-i-was-an-antiracist-therapist-then-i-looked-more-closely/

Sue, D., Capodilupo, C., Torino, G., Bucceri, J., Holder, A., Nadal, K., & Esquilin, M. P. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist Journal, 62*(4), 272-286.

List of Appendices

A. Detailed Descriptions of Social Work 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 Competencies Highlighted in this Course

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
Competency 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 may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and	**3.** Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination **4.** Develop professional use of self through consultation with professional social workers, self-reflection, understanding of social work values, and creative implementation of those values in internship settings **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Competencies as	**1b.** Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Values, Cognitive and Affective Processes	**Units 2-5:** Orientation to Practicum Education/ Motivational Interviewing and Client Engagement **Units 6-8:** Assessment, diagnostic considerations, & Treatment Planning **Units 9 -11:** Problem Solving Therapy and Self Care **Units 12-15:** Social Justice and Termination **Observation of participation and engagement in weekly practice lab** **Participation in ethics, risk factor**

affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	indicated in the End of semester evaluation			**and other class vignettes/exercises** **Practicum documentation** **Weekly supervision** **Completion of practicum hours**
	3. Enhance collaboration and communication 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) Competencies as indicated in the End of semester evaluation	**1c.** Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Values, Cognitive and Affective Processes	
Competency	**Objective(s)**	**Behavior(s)**	**Dimension(s)**	**Content**
Competency 2: **Engage Diversity and Difference in Practice** Social workers understand how diversity and difference characterize and	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities	**2c.** Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients	Cognitive and Affective Processes	**Units 2-5:** Orientation to Practicum Education/ Motivational Interviewing and Client Engagement

shape the human experience and are critical to the formation of identity. 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 understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social,	where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change **4.** Develop professional use of self through consultation with professional social workers, self-reflection, understanding of social work values, and creative implementation of those values in internship settings **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Competencies as indicated in the End of semester evaluation	and constituencies.		**Units 6-8:** Assessment, diagnostic considerations & Treatment Planning **Units 9 -11:** Problem Solving Therapy and Self Care **Units 12-15:** Social Justice and Termination **Participation in ethics, risk factor and other class vignettes/exercises** **Observation of participation and engagement in weekly practice lab** **Practicum documentation** **Observation of interactions with clients (either with assigned clients or via role play)** **Weekly Supervision**

economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.				
Competency	**Objective(s)**	**Behavior(s)**	**Dimension(s)**	**Content**
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person 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 are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change

3. Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination

4. Develop professional use of self through consultation with professional social workers, self-reflection, | **3a.** Applies principles of social, economic, and environmental justice to advocate for human rights within the scope of the organization's mission. | Values, Cognitive and Affective Processes | **Units 12-15:** Social Justice and termination

Observation of participation and engagement in weekly practice lab

Participation in ethics, risk factor and other class vignettes/exercises

Practicum documentation

Weekly supervision

Completion of Practicum hours |

responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	understanding of social work values, and creative implementation of those values in internship settings **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Competencies as indicated in the End of semester evaluation			

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
Competency 4: **Engage in Practice-informed Research and Research-Informed Practice** Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change **2.** Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST),	**4a.** Implements evidence-based interventions. **4b.** Translates and integrates research findings with professional judgment to inform and improve practice.	Skills	**Units 2-5:** Orientation to Practicum Education/ Motivational Interviewing and Client Engagement **Units 9 -11:** Problem Solving Therapy and Self Care **Participation in Evidence-Based Intervention (EBI) Trainings** **Observation of participation and engagement in**

also understand the processes of translating research findings into effective practice.	and/or Cognitive Behavioral Therapy (CBT) in internship settings **3.** Enhance collaboration and communication 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) Competencies as indicated in the End of semester evaluation			**weekly practice lab** **Practicum documentation** **Observation of interactions with clients (either with assigned clients or via role play)** **Weekly Supervision**
Competency	**Objective(s)**	**Behavior(s)**	**Dimension(s)**	**Content**
Competency 5: **Engage in Policy Practice** Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change	5a. Demonstrates an understanding of how social welfare and/or agency policy affects the delivery of and access to social services.	Knowledge	**Units 2-5:** Orientation to Practicum Education/ Motivational Interviewing and Client Engagement **Units 12-15:** Social Justice and Termination **Observation of participation and engagement in**

structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.	**3.** Enhance collaboration and communication 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) Competencies as indicated in the End of semester evaluation			**weekly practice lab** **Practicum documentation** **Weekly Supervision**
Competency	**Objective(s)**	**Behavior(s)**	**Dimension(s)**	**Content**
Competency 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 social work	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression	6b. Uses knowledge of practice context to inform engagement with clients and constituencies. 6d. Uses interpersonal skills to engage	Knowledge and Skills Skills	**Units 1-5:** Orientation to Practicum Education/ Motivational Interviewing and Client Engagement **Units 9 -11:** Problem Solving Therapy and Self Care

practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to	are pervasive in an effort to bring about both individual and societal change

2. Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings

3. Enhance collaboration and communication 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) Competencies as indicated in the End of semester evaluation | diverse clients and constituencies. | | **Evaluation of participation and engagement in weekly practice lab**

Observation of engagement skills during EBI trainings

Observation of interactions with clients (either with assigned clients or via role play)

Practicum documentation

Weekly supervision |

facilitate engagement with clients, constituencies, and other professionals as appropriate.				

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with	**2.** Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings

3. Enhance collaboration and communication 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 | 7a. Applies knowledge of multi-disciplinary theoretical frameworks (i.e., human behavior and the social environment, person-and-environment, among others) in assessing information from clients and constituencies. Constituencies include individuals, families, groups, organizations, and/or communities. | Skills and Knowledge | **Units 1-5:** Orientation to Practicum Education/ Motivational Interviewing and Client Engagement

Units 6-8: Assessment, diagnostic considerations & Treatment Planning

Units 9 -11: Problem Solving Therapy and Self Care

Evaluation of participation and engagement in weekly practice lab

Observation of assessment skills during EBI trainings

Observation of interactions with clients (either with |

diverse clients and constituencies to specialized practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	(CSWE) Competencies as indicated in the End of semester evaluation	7b. Applies critical thinking in assessing information (e.g., client strengths, needs, and challenges) from clients and constituencies	Cognitive and Affective Processes	**assigned clients or via role play)** **Practicum documentation** **Weekly Supervision**
Competency	**Objective(s)**	**Behavior(s)**	**Dimension(s)**	**Content**
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including	**2.** Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings **3.** Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment,	8a. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. Constituencies include individuals, families, groups, organizations, and/or communities.	Skills and Knowledge	Units 1-5: Orientation to Practicum Education/ Motivational Interviewing and Client Engagement Units 6-8: Assessment, diagnostic considerations & Treatment Planning Units 9 -11: Problem Solving Therapy and Self Care **Units 12-15:** Social Justice and Termination Evaluation of participation and engagement in weekly practice lab

individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	goal-setting, intervention, evaluation, and termination **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Competencies as indicated in the End of semester evaluation			Observation of **intervention** skills during EBI trainings Observation of interactions with clients (either with assigned clients or via role play) Practicum documentation Weekly supervision

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that	1. Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable	9b. Evaluates (e.g., monitors and critically analyses) intervention processes and outcomes.	Skills and Cognitive and Affective Processes	Units 6-8: Assessment, diagnostic considerations & Treatment Planning Units 9 -11: Problem Solving

evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about both individual and societal change 2. Develop critical thinking skills to learn, apply, and creatively adapt evidence-based interventions (EBIs) such as Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings 3. Enhance collaboration and communication 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) Competencies as			Therapy and Self Care Evaluation of participation and engagement in weekly practice lab Observation of interactions with clients (either with assigned clients or via role play) Practicum documentation Weekly supervision

	indicated in the End of semester evaluation			

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

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

***All practicum 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 a _minimum_ of 210 hours of practicum activities for the first semester of the first year (Partial credit for these requirements will not be given).

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting
American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

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 (cpaddock@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

Approved by the 1996 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing,

supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead, Christina Paddock (On Campus Program Students), Jennifer Parga or Renee Michelsen (VAC Students). Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor, the Associate Director of Practicum Education Dr. Suh Chen Hsiao 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 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.