USC Suzanne Dworak-Peck
School of Social Work

Social Work 591
Section #67161
Applied Learning in Field Education I
3 Units
"The best way to find yourself is to lose yourself in the service of others."
Mohandas Gandhi
Spring 2023

Instructor	Karen Green
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Office Hours	Mon. & Wed. 5:15-5:45 PST
Course Day(s)	Monday and Wednesday
Course Time(s)	6:00pm-8:00pm 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 523 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-523. Graded IP/CR/NC.

Course Description
This course is the generalist direct practice portion of the MSW program. It provides students the opportunity to integrate social work theory while they practice social work skills under the supervision of professional social workers. Practicum Education is the signature pedagogy of social work education because it serves as a bridge between academic instruction and application of skills learned in the classroom (CSWE, 2008).

This course will introduce Relational Cultural Theory (RCT) as its guiding theoretical framework for seminar discussions. Instructors will encourage students to view their assignments and practicum experiences through this lens. RCT, as a framework, highlights the importance of relationships, neuroscience, intersectionality, and social justice. The relational component acknowledges the importance of authenticity, mutual empathy, and process in our work with clients and systems. Neuroscience focuses on the neurobiological impact of connection (Banks, 2015). The cultural component highlights the importance of intersectionality and the experiences of marginalization, racism, and power within our society (Jordan, 2009; Walker, 2019). Through a RCT lens, students will be able to evaluate their micro, mezzo, and macro interventions regarding power and privilege to align with social work's commitment to diversity, inclusion, and anti-racism. As a framework, RCT recognizes the "person in environment" and the impact of oppressive systems on our clients. Advance practice social work requires students to focus both on their interactions with clients and the need to translate social justice into action. "Now more than ever social workers must heed Bertha Capen Reynolds's call to 'maintain a dual focus on the individual in need and pain and on the socio-economic and political forces of the society which cause this misery'" (Cullen, 1980, p. 27).

This course 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 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 who serve as educators, consultants and coaches for the internship experience. In these classes/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 enrolled in this course 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, and further solidifies a developing science of social work.

At semester end, the Practicum Faculty is responsible for assigning students a grade of Credit or No Credit.

Course Objectives

	Objectives
1	Students will apply Relational Cultural Theory (RCT) as a guiding framework to integrate classroom theories and concepts with reflection about direct practice experiences with marginalized communities to support both individual and societal change.
2	Students will begin to apply evidence-based interventions (EBIs) such as Motivational Interviewing, Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship or classroom settings from a culturally humble lens.
3	Students will learn to demonstrate culturally humble, effective communication and collaboration skills across the spectrum of social work practice, from engagement to assessment, goal-setting, intervention, evaluation, and termination.
4	Students will begin to develop professional use of self and self-awareness through consultation with professional social workers, self-reflection, understanding of social work values, and creative implementation of those values in internship and classroom settings.
5	Students will meet the 1st-semester competency requirements outlined in Council on Social Work Education's (CSWE) Competencies as indicated in the Practicum Learning Agreement and end of semester evaluation.

Course Format / Instructional Methods

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

Instructional methods in the seminar and practicum experiences consist of university-led trainings, practicum activities, and supervision from a designated Practicum Instructor. Practicum activities could

include direct client interactions, observation of professional social workers, shadowing opportunities, trainings, individual practicum instruction, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. OCP students 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 VAC, the virtual teaching platform will provide learning opportunities and resources for an effective educational experience for students. A combination of videos, 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 this course. 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' practicum 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 practicum 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 practicum lab throughout the semester.

Students are expected to take an active role in their experiences through the use of three core learning processes: critical 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 through a process of cultural humility. Students will 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 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

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

Assignment	Due Date	Grading
SEMINAR-BASED ASSIGNMENTS		
Assignment 1 Evidence Based Intervention Trainings	Multiple Units	Credit/No Credit (CR/NC) *Students must **complete all** EBI related training and materials.*
Assignment 2 Seminar Participation and Self-Evaluation (2)	Units 1-15 Mid-semester evaluation due Unit 8; End of semester evaluation due Unit 15	CR/NC *Student will complete a self-evaluation relating to participation in seminar consultation at **mid-semester and end of semester** for Credit*
PRACTICUM-BASED ASSIGNMENTS		
Assignment 3 Reflective Learning Tools (RLTs) – 4 total	2 RLTs completed by Unit 8; remaining 2 due by Unit 15	CR/NC *All **4 RLTs required** for Credit*
Assignment 4 Completion of Learning Agreement	Learning Agreement due by Unit 5	CR/NC ***Completed Learning Agreement** required for Credit*
Assignment 5 Development of Competencies reflected via Final Evaluation	Development of Competencies as evidenced in Evaluation due by Unit 15	CR/NC ***Completed Competency Evaluation** required for Credit*

Assignment	Due Date	Grading
Assignment 6 Completion of Practicum Hours	Unit 15 (min of 50% due by Unit 8, 100% due by Unit 15)	CR/NC *minimum number of hours indicated in the practicum calendar must be completed for Credit*

Each of the major assignments are described below.

Assignment 1: Evidence-Based Intervention (EBI) Trainings
Students will be trained in Motivational Interviewing, Problem Solving Therapy and/or Cognitive Behavioral Therapy. These trainings will be completed during the foundation semester and will equip students to apply EBIs in their activities.

Due: Students must complete EBIs training. OCP students maybe required to present proof of attendance to Practicum Faculty.

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

Assignment 2: Seminar Participation and Self-Evaluation (2)
Class participation should consist of thoughtful, respectful, and meaningful contributions based on relevant practicum experience or instructional themes of the week, required readings, and assignments prior to class. Class participation is defined by being actively engaged in your learning, demonstrated by participating in class discussions, corresponding with the instructor and classmates, asking questions, sharing thoughts/feelings/experiences, and other curiosities as related to how to apply these concepts to your professional practicum education settings. Students will be provided a self-evaluation and end-of-semester evaluation to reflect on their seminar participation.

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

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

Assignment 3: Reflective Learning Tools (RLTs)
Four RLTs are due continuously to the Practicum Instructor (VAC this is your course instructor) and as identified in the Learning Agreement. Students will come to class prepared to share their practicum experiences and provide feedback using the Relational Cultural Theory (RCT) model and the application of the required readings. In addition, students will utilize the content of their RLTs in sharing their reflections on their practicum.

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

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

Assignment 4: Completion of Learning Agreement
- Complete Learning Agreement with practicum goals.
- Ensure that the completed Learning Agreement is signed by the Intern, Practicum Instructor, and Practicum Liaison.

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

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

Assignment 5: Development of Competencies reflected via Final Evaluation
- Demonstrate first-semester generalist skills in the CSWE Competencies as listed in the end-of-semester evaluation.
- Complete a self-assessment by rating themselves on the end-of-semester evaluation.
- Review and discuss the end-of-semester evaluation completed by the Practicum Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, student and Practicum Instructor sign as instructed.
- Ensure that the completed evaluation is received and signed by the Practicum Liaison.

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

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

Assignment 6: Completion of Practicum Hours

Complete the required number of practicum placement hours as identified in the Practicum Manual and calendar.

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

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

Additional Information about Practicum:

If there are unresolved practicum-related issues, discuss with your Practicum Instructor and, if needed, contact your Practicum 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 do not have to make-up for the hours. Students are required to make up any hours missed due to agency holidays that fall on their scheduled placement day and are not University Holidays. Students should consult with their Practicum 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 Practicum Instructor/Preceptor. This time counts in the 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 Practicum Instructor/Preceptor.

If agreed upon prior to the start of the placement, some students may be expected to complete additional practicum hours and/or other requirements in order to fulfil their professional commitment to the agency. Please note the calendars and some forms are different for OCP and VAC.

All practicum forms and information, including the student calendar, can be found on the website.

This course is Credit/No Credit. Class grades will be based on the following:

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

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

Attendance and Participation

Students' active involvement in the class is essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the receiving no credit for the course. Substantive participation VAC and remote/hybrid Ground courses, includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Additional Expectations and Guidelines

Students are expected to contribute to the development of a positive learning environment and demonstrate their learning through written and oral assignments including 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 and 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 written evaluations.

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

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

Required Instructional Materials and Resources

2021 Amendments to the NASW Code of Ethics: Self-Care and Cultural Competence
      https://www.socialworkers.org/LinkClick.aspx?fileticket=UyXb_VQ35QA%3d&portalid=0

Frederic G Reamer. (2018). Ethical Standards for Social Workers' Use of Technology: Emerging Consensus. Journal of Social Work Values and Ethics, 15(2), 71–80.

NASW Code of Ethics. (n.d.). Retrieved from: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Students: Please locate or ask your Practicum Faculty for the USC Suzanne-Dworak-Peck School of Social Work Practicum Manual & Calendar.

Required readings are electronically available at the USC Libraries: Social Work through ARES under Course Lead: **Professor Jennifer Parga**

Recommended Textbooks

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

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

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Guidelines for SOWK 591: Applied Learning in Field Education 1

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The USC Suzanne Dworak-Peck School of Social Work places MSW students in thousands of internships nationally and internationally in 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 (Units 1-5): Orientation to Practicum Education: Motivational Interviewing and Client Engagement

Topics

▽	Orientation to Practicum Education	▽	Professional Development and Consultation
▽	Group and/or Individual Practicum Instruction	▽	Self-Care
▽	Motivational Interviewing instruction and modeling	▽	Using Effective Communication and Collaboration Skills
▽	EBI Instruction/Practice (e.g. Motivational Interviewing)	▽	Defining the Social Work Profession
▽	Introduction to Relational Cultural Theory	▽	Introduction to NASW Code of Ethics & CSWE Competencies
▽	Ethical Practice	▽	Personal Risk/Safety Considerations
▽	Tools for Client Engagement and Assessment	▽	Experiences from Practicum
▽	Empathic Communication	▽	Creating and Submitting Reflective Learning Tools
▽	Practicum Documentation		

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

Required Readings: Module One (Unit 1)

Comstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., & G. II. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling and Development, 86*(3), 279–287. https://doi.org/10.1002/j.1556-6678.2008.tb00510.x

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]. School of Social Work, University of Southern California.

Required Readings: Module One (Unit 2)

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

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

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. (VAC p.62)

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

Required Readings: Module One (Unit 3)

Garthwait, C. L. (2017). Social work ethics. In *The Social Work Practicum A Guide and Workbook For Students* (7ʰ ed., pp. 136-147). Pearson Education.

McIntosh P. (1988). *White privilege: Unpacking the invisible knapsack.* National Seed Project.
https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack

Required Readings: Module One (Unit 4)

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

Required Readings: Module One (Unit 5)

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

Urmanche, A. A., Oliveira, J. T., Gonçalves, M. M., Eubanks, C. F., & Muran, J. C. (2019). Ambivalence, Resistance, and Alliance Ruptures in Psychotherapy: It's Complicated. *Psychoanalytic Psychology*, *36*(2), 139–147. https://doi.org/10.1037/pap0000237

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

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Topics

- ▽ Group and/or Individual Practicum Instruction
- ▽ EBI Instruction/Practice (MI, PST, and/or CBT)
- ▽ Feedback Informed Treatment (FIT)
- ▽ Assessing through Culturally Humble Lens
- ▽ DSM-5
- ▽ Selecting Appropriate Evidence-Based Interventions from Culturally Humble Lens
- ▽ Client Intervention
- ▽ Case Management & Community Resources
- ▽ Practicum Documentation
- ▽ Creating and Submitting Reflective Learning Tools
- ▽ Professional Development and Consultation
- ▽ Self-Care
- ▽ Managing Ethical Dilemmas Using the NASW Code of Ethics
- ▽ Risk Assessments and Introduction to Mandated Reporting
- ▽ Experiences from Practicum

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

OCP Students: Your Practicum Liaison will conduct a site visit during the semester with you and your Practicum Instructor and Preceptor where applicable to discuss your progress in practicum.

Required Readings: Module Two (Unit 6)

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. https://doi:10.15640/jssw.v7n2a4

Required Readings: Module Two (Unit 7)

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/

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*(1), 11–. https://doi.org/10.3390/genealogy5010011

Required Readings: Module Two (Unit 8)

Maglalang, D.D., Rao, S. (2021). Theory's cool, but theory with no practice ain't shit… Advances in Social Work (21)2/3, 672-689. https://journals.iupui.edu/index.php/advancesinsocialwork/article/view/24145

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

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

▽	Group and/or individual Practicum Instruction	▽	Exploring Culture: Cultural Object Activity
▽	EBI Instruction/Practice (MI, PST, and/or CBT)	▽	Managing Ethical Dilemmas Using the NASW Code of Ethics
▽	Change-Oriented Work with Clients	▽	Problem-Solving Therapy Exercises
▽	Prepare for Termination	▽	Self-Care and Stress Management
▽	Practicum Documentation	▽	Compassion Fatigue, Burnout, and Compassion Satisfaction
▽	Creating and Submitting Reflective Learning Tools	▽	Experiences from Practicum
▽	Professional Development and Consultation	▽	Self-Care

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

Required Readings: Module Three (Unit 9)

Phillips, B., Brekke, J., & Supranovich, R. (2016). *Problem-solving therapy: Training workbook.* [Unpublished manuscript]. School of Social Work, University of Southern California.

Wyatt, J.P., Ampadu, G.G. (2022) Reclaiming self-care: Self-care as a social justice tool for black wellness. Community Mental Health Journal, (58), 213–221. https://link.springer.com/article/10.1007/s10597-021-00884-9#citeas

Required Readings: Module Three (Unit 10)

Daftary, A.H. (2018) Intersectionality and the disparate experiences of Latinos based on the immigrant status of family members. *Social Work Research*, *42*(3),187-198.

Required Readings: Module Three (Unit 11)

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

Potapchuk, M., & Gulati-Partee, G. (2014). Paying attention to white culture and privilege: A missing link to advancing racial equity. *The Foundation Review, 6*(1), 25–. https://doi.org/10.9707/1944-5660.1189

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

Topics

▽ Group and/or Individual Practicum Instruction	▽ Examining Privilege
▽ Linking Clients' Experiences to Social Justice Issues	▽ Termination: Self-Reflection
▽ Managing Termination with Clients	▽ Experiences from Practicum
▽ Practicum Documentation	▽ Self-Care
▽ Creating and Submitting Final Reflective Learning Tools	▽ Managing Ethical Dilemmas Using the NASW Code of Ethics
▽ Completing Self-Assessment for Comprehensive Skills Evaluation	▽ Relational Cultural Theory Framework and Successes and Challenges in Practicum
▽ Reviewing, Signing and Submitting Generalist Practice Comprehensive Skills Evaluation	▽ Exploring Topics of Culture, Social Justice, and Intersectionality through Relational Cultural Theory Lens
▽ Professional Development and Consultation	

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

Required Readings: Module 4 (Unit 12)

Cénat. (2022). Complex Racial Trauma: Evidence, Theory, Assessment, and Treatment. *Perspectives on Psychological Science*, 17456916221120428–17456916221120428. https://doi.org/10.1177/17456916221120428

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

Required Readings: Module Four (Unit 13)

Grumbach, Johnson, A. H., Engel, E., & Campos-Moreira, L. D. (2021). Virtual Termination amid COVID-19: Strategies for School Social Work Interns and Field Instructors. Children & Schools, 43(4), 216–223. https://doi.org/10.1093/cs/cdab008

Randall CL, McNeil DW. Motivational Interviewing as an Adjunct to Cognitive Behavior Therapy for Anxiety Disorders: A Critical Review of the Literature. Cogn Behav Pract. 2017 Aug;24(3):296-311. doi:10.1016/j.cbpra.2016.05.003 PMID: 28871216; PMCID: PMC5580948

Required Readings: Module Four (Unit 14)

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

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

Required Readings: Module Four (Unit 15)

Cashwell, Campbell, M., & Cowser, J. (2021). Stone soup: social work community engagement in rural America's opioid crisis. Social Work in Mental Health, 19(2), 81–87. https://doi.org/10.1080/15332985.2021.1875965

List of Appendices

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

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 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.	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			engagement in weekly practice lab Participation in ethics, risk factor 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	**1.** Integrate classroom theories and	**2c.** Applies self-awareness and self-regulation to	Cognitive and Affective Processes	**Units 2-5:** Orientation to Practicum

and Difference in Practice Social workers understand how diversity and difference characterize and 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	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 **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) Core Competencies as indicated in the end of semester Evaluation	manage the influence of personal biases and values in working with diverse clients and constituencies.		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 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

oppression and discrimination and recognize the extent to which a culture's structures and values, including social, 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	**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	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

understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	**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) Core Competencies as indicated in the Comprehensive Skills 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	**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	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

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes of translating research findings into effective practice.	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) Core Competencies as indicated in the Comprehensive Skills Evaluation			engagement in 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	**1.** Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty,	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

and its implementation at the federal, state, and local levels. Social workers understand the history and current 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.	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 **5.** Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the Comprehensive Skills Evaluation			Observation of participation and engagement in 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**	**1.** Integrate classroom theories and concepts with direct practice in laboratory	6b. Uses knowledge of practice context to inform engagement with	Knowledge and Skills	**Units 1-5:** Orientation to Practicum Education/ Motivational

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse 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	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

5. Increase proficiency in the required Council on Social Work Education's | clients and constituencies.

6d. Uses interpersonal skills to engage diverse clients and constituencies. | Skills | Interviewing and Client Engagement

Units 9 -11: Problem Solving Therapy and Self Care

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 |

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and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	(CSWE) Competencies as indicated in the end of semester Evaluation			
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.	**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	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 assigned clients or via role play)

Social workers understand methods of assessment 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.	**5.** Increase proficiency in the required Council on Social Work Education's (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	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	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	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

achieve the goals of clients and constituencies, including 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.	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			Evaluation of participation and engagement in weekly practice lab 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,	1. Integrate classroom theories and concepts with	9b. Evaluates (e.g., monitors and critically analyses)	Skills and Cognitive and Affective Processes	Units 6-8: Assessment, diagnostic

Organizations, and Communities Social workers understand that 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.	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 5. Increase proficiency in the required Council	intervention processes and outcomes.		considerations & Treatment Planning Units 9 -11: Problem Solving 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

	on Social Work Education's (CSWE) Competencies as indicated in the end of semester Evaluation			

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 240 hours of activities for the first semester of the first year (Partial credit for these requirements will not be given).

For OCP, seminar

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.

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

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for DSM:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., <mark>Text Revision</mark>). https://doi.org/10.1176/appi.books.9780890425787

Recommended Guidebook for APA Style Formatting:

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

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.

Students and Disability Accommodations

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

Statement about Incompletes

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

Policy on Late or Make-up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

Code of Ethics of the National Association of Social Workers

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

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

Academic Dishonesty Sanction Guidelines

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

Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead, Tina Paddock, cpocpaddock@usc.edu, (On Campus Program Students), Jennifer Parga, jparga@usc.edu (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, Dr. Jennifer Lewis.

Tips for Maximizing Your Learning Experience in this Course

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 TRANSITIONED to 988 as of July 2022 in the USA
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 aggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

USC Office of Student Accessibility Services
https://osas.usc.edu/
Phone number (213) 740-0776
Support and accommodations for students with disabilities. Services include assistance in providing readers/note takers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention
https://campussupport.usc.edu/
Phone number (213) 821-4710
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC
https://diversity.usc.edu/

Phone number (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency
https://dps.usc.edu/
UPC phone number (213) 740-4321
HSC phone number (323) 442-1000
On call 24/7
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety
https://dps.usc.edu/
UPC phone number (213) 740-6000
HSC phone number (323) 442-120
On call 24/7
Non-emergency assistance or information.

Additional Resources

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.