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

~p:			
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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

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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 <u>minimum</u> 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

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

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

Assignment	Due Date	Grading
Assignment 6	Unit 15 (min of 50% due by	CR/NC
Completion of Practicum Hours	Unit 8, 100% due by Unit 15)	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.

Assignment GradesFinal GradesCredit83% or aboveCredit83% or aboveNo Credit82% or belowNo Credit82% or below

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

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: <u>https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</u>
- 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 <u>USC Libraries: Social Work</u> 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.

OR

Garthwait, C. L. (2017). *The social work practicum: A guide and workbook for students <u>eText</u> (7th ed.). Pearson Education. (<i>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 591: Applied Learning in Field Education 1

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, inperson 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

		1	
▼	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
▼	Practicum Documentation		Learning Tools

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

<u>Required Readings: Module One (Unit 1)</u>

- Comstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., & G. II. (2008). Relationalcultural 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. <u>https://doi.org/10.18060/18760</u>
- 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* (7^h 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-invisibleknapsack

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. <u>https://doi.org/10.1016/j.pec.2016.06.010</u>

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. <u>https://doi.org/10.1037/pap0000237</u>

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

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
- **V** 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. <u>https://doi:10.15640/jssw.v7n2a4</u>

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. <u>https://www.washingtonpost.com/opinions/2020/06/18/i-thought-i-was-an-antiracist-therapist-then-i-looked-more-closely/</u>
- 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. <u>http://doi.org/10.1177/1049731514535989</u>

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
\checkmark	Change-Oriented Work with Clients	▼	Problem-Solving Therapy Exercises
\checkmark	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.

<u>Required Readings: Module Three (Unit 9)</u>

- 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.

<u>Required Readings: Module Three (Unit 11)</u>

- Collins, S. (2021). Social workers and self-care: A promoted yet unexamined concept? *Practice*, 33(2), 87–102. <u>https://doi.org/10.1080/09503153.2019.1709635</u>
- 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. <u>https://doi.org/10.1037/amp0000621</u>

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
- 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

Competency	Objective (s)	Behavior(s)	Dimension (s)	Content
Competency 1:	3. Enhance	1b. Uses	Values,	Units 2-5:
Demonstrate	collaboration and	reflection and	Cognitive and	Orientation to
Ethical and	communication	self-regulation to	Affective	Practicum
Professional	skills across the	manage personal	Processes	Education/
Behavior	spectrum of	values and		Motivational
Social workers	culturally	maintain		Interviewing and
understand the	appropriate social	professionalism		Client Engagement
value base of the	work services,	in practice		
profession and its	from engagement	situations.		Units 6-8:
ethical standards,	to assessment,			Assessment,
as well as relevant	goal-setting,			diagnostic
laws and	intervention,			considerations, &
regulations that	evaluation, and			Treatment Planning
may impact	termination			
practice at the				Units 9 -11:
micro, mezzo, and	4. Develop			Problem Solving
macro levels.	professional use			Therapy and Self
Social workers	of self through			Care
understand	consultation with			
frameworks of	professional			Units 12-15: Social
ethical decision-	social workers,			Justice and
making and how to	self-reflection,			Termination
apply principles of	understanding of			
critical thinking to	social work			Observation of
those frameworks	values, and			participation and
in practice,	creative			_

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

	theories and	self-regulation to	Processes	Practicum
Engage Diversity	classroom	awareness and	Affective	Orientation to
Competency 2:	1. Integrate	2c. Applies self-	Cognitive and	Units 2-5:
Competency	Objective (s)	Behavior(s)	Dimension (s)	Content
practice.				
social work				
technology in				
ethical use of				
technology and the				
emerging forms of				
understand				
workers also	Evaluation			
effective. Social	end of semester			
relevant and	indicated in the			
to ensure they are	Competencies as			
updating their skills	(CSWE)			
continually	on Social Work Education's			
are committed to	required Council			
long learning and	proficiency in the			
importance of life-	5. Increase			
recognize the				
Social workers	termination			
professional teams.	evaluation, and			
engaged in inter-	intervention,			
professions when	goal-setting,			
role of other	to assessment,			
also understand the	from engagement			
Social Workers	work services,	communication.		
the profession.	appropriate social	electronic		
responsibilities of	culturally	oral, written, and		
and the roles and	spectrum of	appearance; and		
history, its mission,	skills across the	behavior;	Processes	
the profession's	communication	demeanor in	Affective	
workers understand	collaboration and	professional	Cognitive and	
behavior. Social	3. Enhance	1c. Demonstrates	Values,	
judgment and		4 5		
professional	Evaluation			Practicum hours
influence their	end of semester			Completion of
affective reactions	indicated in the			
experiences and	Competencies as			Weekly supervision
their personal	(CSWE)			
understand how	Education's			documentation
They also	on Social Work			Practicum
professional values.	required Council			
personal and	proficiency in the			vignettes/exercises
distinction between	5. Increase			and other class
values and the				ethics, risk factor
recognize personal	settings			Participation in
Social workers	internship			
policy arenas.	of those values in			weekly practice lab
research, and	implementation	1		engagement in

and Difference in	concepts with	manage the	Education/
Practice	direct practice in	influence of	Motivational
Social workers	laboratory	personal biases	Interviewing and
understand how	settings and/or	and values in	Client Engagement
diversity and	with vulnerable	working with	8.8
difference	communities	diverse clients	Units 6-8:
characterize and	where the effects	and	Assessment,
shape the human	of poverty,	constituencies.	diagnostic
experience and are	discrimination		considerations &
critical to the	and oppression		Treatment Planning
formation of	are pervasive in		6
identity. The	an effort to bring		Units 9 -11:
dimensions of	about both		Problem Solving
diversity are	individual and		Therapy and Self
understood as the	societal change		Care
intersectionality of	4. Develop		
multiple factors	professional use		Units 12-15: Social
including but not	of self through		Justice and
limited to age,	consultation with		Termination
class, color,	professional		
culture, disability	social workers,		Participation in
and ability,	self-reflection,		ethics, risk factor
ethnicity, gender,	understanding of		and other class
gender identity and	social work		vignettes/exercises
expression,	values, and		vignettes/exercises
immigration status,	creative		Observation of
marital status,	implementation		participation and
political ideology,	of those values in		engagement in
race,	internship		weekly practice lab
religion/spirituality,	settings		weekiy practice lab
sex, sexual	settings		Practicum
orientation, and	5. Increase		documentation
tribal sovereign	proficiency in the		documentation
status. Social	required Council		Observation of
workers understand	on Social Work		interactions with
that, as a	Education's		clients (either with
consequence of	(CSWE) Core		assigned clients or
difference, a	Competencies as		via role play)
person's life	indicated in the		via tote play)
experiences may	end of semester		Weekly
include oppression,	Evaluation		Supervision
poverty,	Lvaldation		Supervision
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, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.				Content
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	1. Integrate classroom theories and concepts with direct practice in laboratory	3a. Applies principles of social, economic, and environmental justice to	Values, Cognitive and Affective Processes	Units 12-15: Social Justice and termination Observation of participation and
Social workers understand that every person regardless of position in society has fundamental human rights such	settings and/or with vulnerable communities where the effects of poverty, discrimination and oppression	advocate for human rights within the scope of the organization's mission.		engagement in weekly practice lab Participation in ethics, risk factor and other class vignettes/exercises
as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the	are pervasive in an effort to bring about both individual and societal change 3. Enhance			Practicum documentation Weekly supervision Completion of
global interconnections of oppression and human rights violations, and are knowledgeable about theories of	collaboration and communication skills across the spectrum of culturally appropriate social work services,			Practicum hours
human need and social justice and strategies to promote social and economic justice and human rights. Social workers	from engagement to assessment, goal-setting, intervention, evaluation, and termination			

understand	4. Develop			
strategies designed	professional use			
to eliminate	of self through			
oppressive	consultation with			
structural barriers	professional			
to ensure that social	social workers,			
goods, rights, and	self-reflection,			
responsibilities are	understanding of			
distributed	social work			
equitably and that	values, and			
civil, political,	creative			
environmental,	implementation			
economic, social,	of those values in			
and cultural human	internship			
rights are protected.	settings			
	5 Increase			
	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 Competency 4:		Behavior(s) 4a. Implements	Dimension (s) Skills	Content Units 2-5:
	Objective (s)			
Competency 4:	Objective(s) 1. Integrate	4a. Implements		Units 2-5:
Competency 4: Engage in Practice-informed Research and	Objective(s) 1. Integrate classroom	4a. Implements evidence-based		Units 2-5: Orientation to
Competency 4: Engage in Practice-informed Research and Research-	Objective(s) 1. Integrate classroom theories and	4a. Implements evidence-based interventions.		Units 2-5: Orientation to Practicum
Competency 4: Engage in Practice-informed Research and Research- Informed Practice	Objective(s) 1. Integrate classroom theories and concepts with	4a. Implementsevidence-basedinterventions.4b. Translates and		Units 2-5: Orientation to Practicum Education/
Competency 4: Engage in Practice-informed Research and Research- Informed Practice Social workers	Objective(s) 1. Integrate classroom theories and concepts with direct practice in laboratory settings and/or	4a. Implementsevidence-basedinterventions.4b. Translates andintegrates		Units 2-5: Orientation to Practicum Education/ Motivational
Competency 4: Engage in Practice-informed Research and Research- Informed Practice Social workers understand	Objective(s) 1. Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings 		Units 2-5: Orientation to Practicum Education/ Motivational Interviewing and Client Engagement
Competency 4: Engage in Practice-informed Research and Research- Informed Practice Social workers understand quantitative and	Objective(s) 1. Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities	4a. Implementsevidence-basedinterventions.4b. Translates andintegrates		Units 2-5: Orientation to Practicum Education/ Motivational Interviewing and Client Engagement Units 9 -11:
Competency 4: Engage in Practice-informed Research and Research- Informed Practice Social workers understand quantitative and qualitative research	Objective(s) 1. Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional 		Units 2-5: Orientation to Practicum Education/ Motivational Interviewing and Client Engagement Units 9 -11: Problem Solving
Competency 4: Engage in Practice-informed Research and Research- Informed Practice Social workers understand quantitative and qualitative research methods and their	Objective(s) 1. Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty,	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to 		Units 2-5: Orientation to Practicum Education/ Motivational Interviewing and Client Engagement Units 9 -11: Problem Solving Therapy and Self
Competency 4: Engage in Practice-informed Research and Research- Informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in	Objective(s) 1. Integrate classroom theories and concepts with direct practice in laboratory settings and/or with vulnerable communities where the effects of poverty, discrimination	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		Units 2-5: Orientation to Practicum Education/ Motivational Interviewing and Client Engagement Units 9 -11: Problem Solving
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	Objective(s) 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	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		Units 2-5: Orientation to Practicum Education/ Motivational Interviewing and Client Engagement Units 9 -11: Problem Solving Therapy and Self
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	Objective(s) 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	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		Units 2-5: Orientation to Practicum Education/ Motivational Interviewing and Client Engagement Units 9 -11: Problem Solving Therapy and Self Care Participation in
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	Objective(s) 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	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		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
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	Objective(s) 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	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		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)
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	Objective(s) 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	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		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
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,	Objective(s) 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	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		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)
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,	Objective(s) 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	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		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
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,	Objective(s) 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	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		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
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	Objective(s) 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	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		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
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	Objective(s) 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	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		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
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	Objective(s) 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,	 4a. Implements evidence-based interventions. 4b. Translates and integrates research findings with professional judgment to inform and 		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

workers understand that evidence that informs practice derives from multi- disciplinary sources and multiple ways of knowing. They also understand the and/or Cognitive Behavioral minternship settingsendset of the the spectrum of culturally appropriate social work services, from engagement to assessment, social worksendset of the settingsendset of the settingCompetency 5: Engage in Policy PracticeObjective(s) Behavioral ensities and/or culturally appropriate social work services and intervention, evaluation, and terminationDimension(s)Observation of interactions with clients (either with assigned clients or via role play)Competency 5: Engage in Policy PracticeObjective(s) Behavioral eclients and/or and/or agency policy attrices the spectrum of culturally appropriate social work services and intervention, evaluation, and terminationDimension(s)ContentCompetency 5: Engage in Policy PracticeObjective(s) settings and/or agency policy attrices the downary settings and/or agency policy attrices the downary settings and/or with vulnerable work services, are understand that human rights and social workers understand that human rights and social workers where the effects where the effects where the effects where the effects where the effects where the effectsBehavior(s)Dimension(s)ContentCompetency 5: Engage in Policy Practice social workers understand that human rights and social workers where the effects where the effects where the effects where the effects where the effects where the effects		Γ	1	T	· · · · · · · · · · · · · · · · · · ·
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disciplinary sources and multiple ways of knowing, They also understand the processes of translating research findings into effective practice.Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settingsInteral (CBT) interactions with clients (cilher with assigned clients or via role play)Practicum documentation3. Enhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and terminationSenhance collaboration and communication skills across the spectrum of culturally appropriate social work services, from engagement to assessment, social work services and intervention, evaluation, and terminationWeekly Supervision5. Increase proficiency in the required Council on Social Work Education's (CSWE) Core Competency Skills EvaluationDimension(s)ContentCompetency1. Integrate classroom theories and theories and theorie					
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Practicetheories and concepts with understand thatan understanding of how social welfare and/or agency policy affects the delivery of and access to social services, arePracticum Education/ Motivational Interviewing and Client EngagementPracticein understanding of how social welfare and/or access to social services, arePracticum Education/ Motivational Interviewing and Client Engagement	Engage in Policy			Ŭ	Orientation to
Social workersconcepts with direct practice in human rights andconcepts with direct practice in laboratorywelfare and/or agency policy affects the delivery of and access to social services, areEducation/ Motivational Interviewing and Client Engagementwelfare and services, arecommunities where the effectswelfare and/or agency policy affects the delivery of and services.Units 12-15: Social Justice and		theories and	Ũ		Practicum
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human rights and social justice, aslaboratory settings and/or with vulnerable communitiesagency poncy affects the delivery of and access to social services.Interviewing and Client Engagementwelfare and services, arecommunities where the effectsservices.Units 12-15: Social Justice and	understand that	.			Motivational
social justice, as well as social welfare and services, aresettings and/or with vulnerable communities where the effectsantects the delivery of and access to social services.Client EngagementUnits 12-15: Social Justice and	human rights and	-			Interviewing and
well as social welfare and services, arewith vulnerable communities where the effectsdenvery of and access to social services.Units 12-15: Social Justice and	ę	-			-
welfare and services, arecommunities where the effectsaccess to social services.Units 12-15: Social Justice and			-		
services, are where the effects Justice and					Units 12-15: Social
			services.		
	mediated by policy	of poverty,			Termination

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and its	discrimination			
implementation at	and oppression			Observation of
the federal, state,	are pervasive in			participation and
and local levels.	an effort to bring			engagement in
Social workers	about both			weekly practice lab
understand the	individual and			
history and current	societal change			
structures of social	_			Practicum
policies and	3. Enhance			documentation
services, the role of	collaboration and			
policy in service	communication			
delivery, and the	skills across the			Weekly
role of practice in	spectrum of			Supervision
policy	culturally			
development.	appropriate social			
Social workers	work services,			
understand their	from engagement			
role in policy	to assessment,			
development and	goal-setting,			
implementation	intervention,			
within their	evaluation, and			
practice settings at	termination			
the micro, mezzo,				
and macro levels	5. Increase			
and they actively	proficiency in the			
engage in policy	required Council			
practice to effect	on Social Work			
change within those	Education's			
settings. Social	(CSWE) Core			
workers recognize	Competencies as			
and understand the	indicated in the			
historical, social,				
cultural, economic,	Comprehensive Skills Evaluation			
organizational,	Skills Evaluation			
environmental, and				
global influences				
that affect social				
policy. They are				
also knowledgeable				
about policy				
formulation,				
analysis,				
implementation,				
and evaluation.				
Competency	Objective (s)	Behavior(s)	Dimension (s)	Content
Competency 6:	1. Integrate	6b. Uses	Knowledge and	Units 1-5:
Engage with	classroom	knowledge of	Skills	Orientation to
Individuals,	theories and	-		Practicum
Families, Groups,	concepts with	practice context to inform		Education/
Organizations,	direct practice in			Motivational
and Communities	laboratory	engagement with		
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Social workers	settings and/or	clients and		Interviewing and
understand that	with vulnerable	constituencies.		Client Engagement
engagement is an	communities		01 '11	
ongoing component	where the effects	6d. Uses	Skills	
of the dynamic and	of poverty,	interpersonal		Units 9 -11:
interactive process	discrimination	skills to engage		Problem Solving
of social work	and oppression	diverse clients and		Therapy and Self
practice with, and	are pervasive in	constituencies.		Care
on behalf of,	an effort to bring	constituencies.		
diverse individuals,	about both			Evaluation of
families, groups,	individual and			participation and
organizations, and	societal change			engagement in
communities.				weekly practice lab
Social workers	2. Develop			
value the	critical thinking			Observation of
importance of	skills to learn,			engagement skills
human	apply, and			during EBI
relationships.	creatively adapt			trainings
Social workers	evidence-based			
understand theories	interventions			Observation of
of human behavior	(EBIs) such as			interactions with
and the social	Motivational			clients (either with
environment, and	Interviewing and			assigned clients or
critically evaluate	Problem-Solving			via role play)
and apply this	Therapy (PST),			
knowledge to	and/or Cognitive			Practicum
facilitate	Behavioral			documentation
engagement with	Therapy (CBT) in			
clients and	internship			Weekly supervision
constituencies,	settings			
including				
individuals,	3. Enhance			
families, groups,	collaboration and			
organizations, and	communication			
communities.	skills across the			
Social workers	spectrum of			
understand	culturally			
strategies to engage	appropriate social			
diverse clients and	work services,			
constituencies to	from engagement			
advance practice	to assessment,			
effectiveness.	goal-setting,			
Social workers	intervention,			
understand how	evaluation, and			
their personal	termination			
experiences and				
affective reactions	5. Increase			
may impact their	proficiency in the			
ability to	required Council			
effectively engage	on Social Work			
with diverse clients	Education's			

and constituencies. Social workers value principles of relationship- building and inter- professional collaboration to facilitate engagement with clients, constituencies, and	(CSWE) Competencies as indicated in the end of semester Evaluation			
other professionals as appropriate.				
Competency	Objective (s)	Behavior(s)	Dimension (s)	Content
Competency 7:	2. Develop	7a. Applies	Skills and	Units 1-5:
Assess	critical thinking	knowledge of	Knowledge	Orientation to
Individuals,	skills to learn,	multi-disciplinary	C	Practicum
Families, Groups,	apply, and	theoretical		Education/
Organizations,	creatively adapt	frameworks (i.e.,		Motivational
and Communities	evidence-based	human behavior		Interviewing and
Social workers	interventions	and the social		Client Engagement
understand that	(EBIs) such as	environment,		
assessment is an	Motivational	person-and-		Units 6-8:
ongoing component	Interviewing and	environment,		Assessment,
of the dynamic and	Problem-Solving	among others) in		diagnostic
interactive process of social work	Therapy (PST),	assessing information from		considerations &
practice with, and	and/or Cognitive Behavioral	clients and		Treatment Planning
on behalf of,	Therapy (CBT) in	constituencies.		Units 9 -11:
diverse individuals,	internship	Constituencies		Problem Solving
families, groups,	settings	include		Therapy and Self
organizations, and	settings	individuals,		Care
communities.	3. Enhance	families, groups,		
Social workers	collaboration and	organizations,		
understand theories	communication	and/or		Evaluation of
of human behavior	skills across the	communities.		participation and
and the social	spectrum of			engagement in
environment, and	culturally			weekly practice lab
critically evaluate	appropriate social			
and apply this	work services,			Observation of
knowledge in the	from engagement			assessment skills
assessment of	to assessment,			during EBI
diverse clients and	goal-setting,			trainings
constituencies, including	intervention, evaluation, and			Observation of
individuals,	termination			interactions with
families, groups,				clients (either with
organizations, and				assigned clients or
communities.				via role play)
	1		1	······································

Social workers		1		1
understand	5. Increase			
understand	proficiency in the			Practicum
methods of	required Council			documentation
assessment with	on Social Work			
diverse clients and	Education's	7b. Applies		Weekly supervision
constituencies to	(CSWE)	critical thinking	Cognitive and	
specialized practice	Competencies as	in assessing	Affective	
effectiveness.	indicated in the	information (e.g.,	Processes	
Social workers	end of semester	client strengths,		
recognize the	Evaluation	needs, and		
implications of the		challenges) from		
larger practice		clients and		
context in the		constituencies		
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.				
Competency	Objective (s)	Behavior(s)	Dimension (s)	Content
Competency 8:	2. Develop	8a. Selects	Skills and	Units 1-5:
Intervene with	critical thinking	appropriate	Knowledge	Orientation to
Individuals,	skills to learn,	intervention		Practicum
Families, Groups,	apply, and	strategies based		Education/
Organizations,	creatively adapt	on the		Motivational
and Communities	evidence-based	assessment,		Interviewing and
Social workers	interventions	research		Client Engagement
	(EBIs) such as	knowledge, and	1	
understand that	(LDIS) such as	knowledge, and		
	Motivational	values and		Units 6-8:
understand that		-		Units 6-8: Assessment,
understand that intervention is an	Motivational Interviewing and Problem-Solving	values and preferences of clients and		Assessment, diagnostic
understand that intervention is an ongoing component of the dynamic and interactive process	Motivational Interviewing and	values and preferences of		Assessment,
understand that intervention is an ongoing component of the dynamic and	Motivational Interviewing and Problem-Solving	values and preferences of clients and		Assessment, diagnostic
understand that intervention is an ongoing component of the dynamic and interactive process	Motivational Interviewing and Problem-Solving Therapy (PST),	values and preferences of clients and constituencies. Constituencies include		Assessment, diagnostic considerations & Treatment Planning
understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of,	Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in	values and preferences of clients and constituencies. Constituencies		Assessment, diagnostic considerations & Treatment Planning Units 9 -11:
understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and	Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral	values and preferences of clients and constituencies. Constituencies include		Assessment, diagnostic considerations & Treatment Planning Units 9 -11: Problem Solving
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,	Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in	values and preferences of clients and constituencies. Constituencies include individuals, families, groups, organizations,		Assessment, diagnostic considerations & Treatment Planning Units 9 -11:
understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals,	Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship	values and preferences of clients and constituencies. Constituencies include individuals, families, groups,		Assessment, diagnostic considerations & Treatment Planning Units 9 -11: Problem Solving
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,	Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship	values and preferences of clients and constituencies. Constituencies include individuals, families, groups, organizations,		Assessment, diagnostic considerations & Treatment Planning Units 9 -11: Problem Solving Therapy and Self
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	Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings	values and preferences of clients and constituencies. Constituencies include individuals, families, groups, organizations, and/or		Assessment, diagnostic considerations & Treatment Planning Units 9 -11: Problem Solving Therapy and Self
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.	Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings 3. Enhance	values and preferences of clients and constituencies. Constituencies include individuals, families, groups, organizations, and/or		Assessment, diagnostic considerations & Treatment Planning Units 9 -11: Problem Solving Therapy and Self Care
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	Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings 3. Enhance collaboration and	values and preferences of clients and constituencies. Constituencies include individuals, families, groups, organizations, and/or		Assessment, diagnostic considerations & Treatment Planning Units 9 -11: Problem Solving Therapy and Self Care Units 12-15: Social
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	Motivational Interviewing and Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship settings 3. Enhance collaboration and communication	values and preferences of clients and constituencies. Constituencies include individuals, families, groups, organizations, and/or		Assessment, diagnostic considerations & Treatment Planning Units 9 -11: Problem Solving Therapy and Self Care Units 12-15: Social Justice and
understand that intervention is an	Motivational	values and		

achieve the goals of	appropriate social			Evaluation of
clients and	work services,			participation and
constituencies,	from engagement			engagement in
including	to assessment,			weekly practice lab
individuals,	goal-setting,			
families, groups,	intervention,			Observation of
organizations, and	evaluation, and			intervention skills
communities.	termination			during EBI
Social workers				trainings
understand theories	5. Increase			-
of human behavior	proficiency in the			Observation of
and the social	required Council			interactions with
environment, and	on Social Work			clients (either with
critically evaluate	Education's			assigned clients or
and apply this	(CSWE)			via role play)
knowledge to	Competencies as			
effectively	indicated in the			Practicum
intervene with	end of semester			documentation
clients and	Evaluation			
constituencies.				Weekly supervision
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.				
Competency	Objective (s)	Behavior(s)	Dimension (s)	Content
Competency 9:	1. Integrate	9b. Evaluates	Skills and	Units 6-8:
Evaluate Practice	classroom	(e.g., monitors	Cognitive and	Assessment,
with Individuals,	theories and	and critically	Affective	diagnostic
Families, Groups,	concepts with	analyses)	Processes	

Organizations,	direct practice in	intervention	considerations &
and Communities	laboratory	processes and	Treatment Planning
Social workers	settings and/or	outcomes.	
understand that	with vulnerable		Units 9 -11:
evaluation is an	communities		Problem Solving
ongoing component	where the effects		Therapy and Self
of the dynamic and	of poverty,		Care
interactive process	discrimination		
of social work	and oppression		Evaluation of
practice with, and	are pervasive in		participation and
on behalf of,	an effort to bring		engagement in
diverse individuals,	about both		weekly practice lab
families, groups,	individual and		
organizations and	societal change		Observation of
communities.			interactions with
Social workers	2. Develop		clients (either with
recognize the	critical thinking		assigned clients or
importance of	skills to learn,		via role play)
evaluating	apply, and		
processes and	creatively adapt		Practicum
outcomes to	evidence-based		documentation
advance practice,	interventions		
policy, and service	(EBIs) such as		Weekly supervision
delivery	Motivational		
effectiveness.	Interviewing and		
Social workers	Problem-Solving		
understand theories	Therapy (PST),		
of human behavior	and/or Cognitive		
and the social	Behavioral		
environment, and	Therapy (CBT) in		
critically evaluate	internship		
and apply this	settings		
knowledge in			
evaluating	3. Enhance		
outcomes. Social	collaboration and		
workers understand	communication		
qualitative and	skills across the		
quantitative	spectrum of		
methods for	culturally		
evaluating	appropriate social		
outcomes and	work services,		
practice	from engagement		
effectiveness.	to assessment,		
	goal-setting,		
	intervention,		
	evaluation, and		
	termination		
	5. Increase		
	proficiency in the		
	required Council		



on Social	Vork	
Education	s	
(CSWE)		
Competen	vies as	
indicated i	n the	
end of sem	ester	
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 <u>minimum</u> 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., Text Revision). 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* (7th ed.). 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 <u>NASW Code of Ethics</u>, abide by the <u>CSWE Educational</u> <u>Policy and Accreditation Standards</u>, and address the <u>American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.</u>

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 <u>SCampus</u> and to the <u>USC School of Social Work Policies and Procedures</u> 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 <u>osas.usc.edu</u>. You may contact OSAS at (213) 740-0776 or via email at <u>osasfrontdesk@usc.edu</u>.

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 <u>https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</u>

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, <u>cpocpaddock@usc.edu</u>, (On Campus Program Students), Jennifer Parga, <u>jparga@usc.edu</u> (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.