USC Suzanne Dworak-Peck
School of Social Work

Social Work 698A

Section #61188

Integrative Learning for Advanced Social Work Practice

1 Unit

"Transformation doesn't ask that you stop being you. It demands that you find a way back to the authenticity and strength that's already inside of you. You only have to bloom." Cheryl Stralyed

Fall 2023

Instructor	Dr. Rosemary Alamo, DBH, LCSW, PPSC
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Office Hours	Thursdays-9:30a.m. to 10:30a.m. or by Appointment
Course Day(s)	Alternating Thursdays 1st day of class 08/24/23
Course Time(s)	11:00a.m. to 12:50p.m.
Course Location(s)	Building- MRF #204

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

This is a master's level Integrative Learning for Advanced Social Work Practice course. Students take this class concurrently with 699a. To participate in this course, students must successfully complete SOWK 589a, 589b, and 588.

Catalogue Description

Advanced integrative learning that incorporates practicum experiences, evidenced-based interventions, NASW Code of Ethics, case vignettes and dialogical inquiry. Graded CR/NC/IN

Course Description

The Integrative Learning course is organized as a small group educational experience that incorporates practicum experiences and the Four C's of Practicum Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. Students will engage in critical thinking, focused dialogue, exploration of theory, and examination of practice and policy analysis utilizing department specific practicum experiences. This course will focus on enhancing the understanding of intrapersonal, interpersonal, and interdisciplinary communication skills, and NASW Code of Ethics within the micro, mezzo, and macro level of practice.

Students will intentionally and thoughtfully apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies.

Students are expected to keep their instructor informed of their practicum experiences. This will allow for further socialization into the practicum and an opportunity for students to receive faculty and peer support for issues and challenges. Assignments will be activity-driven. At semester end, the Integrative Learning instructor is responsible for assigning students a grade of Credit, In Progress, or No Credit.

Course Objectives

1. Students will critically analyze the application of professional social work behavior in themselves and their peers. Practicum experiences will serve as the learning platform for student. In class they will examine and exchange views on practicum experiences to develop advanced self-reflection, self-awareness and the skill of conducting critical conversations in relation to professionalism in social work.
2. Students will demonstrate the integration of social work professional ethics and values, self-awareness and self-reflection. This will be demonstrated via a class presentation and written assignment related to their practicum.

Course Format / Instructional Methods

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from practicum will be used to illustrate class content and to provide integration between class and practicum. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

Student Learning Outcomes

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

***Please note that in 2022, CSWE officially adopted new EPAs (9 core competencies). USC is gradually implementing the new EPAs in phases. However, SOWK 698 students will continue to follow the 2015 EPAS.

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

* Highlighted in this course

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

Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1: Forums	1 and 2: Unit 4 3 and 4: Unit 7	40%
Assignment 2: Self-Reflection and Developing a Professional Self	Units 4-6	50%
Assignment 3: Class Participation and Discussion	Ongoing	10%

Assignment Descriptions:

Assignment 1: Class Forums (40% of Course Grade)

Assignment 1 requires the ongoing participation of students within the class and/or outside Class Forums created by the course instructor. The instructor will post vignette/current event/social media issue, video or event/links related to professionalism in social work. Students can respond to their peers' replies to the postings as well. The students must participate in at least 4 different forums/posts per semester as directed by instructor. Specific instructions will be provided by the course instructor.

Due dates: Students must complete at least 2 forum posts by Unit 4 and all 4 forums/ posts are to be completed before Unit 7

This assignment relates to course objective two and social work competency 1.

Assignment 2: Self-Reflection and Developing a Professional Self
This assignment promotes:

- Application of critical thinking
- Ability to analyze and reflect on their own and their peers' level of integration of professional social work behavior, emotional regulation, and judgement
- Integration of social work values and ethics
- Develop precise and concise oral presentation and writing skills

Students will have the opportunity to examine and present a practicum situation that challenged their communications, boundaries, biases, strengths, belief systems, motivations, fears, feelings, and interactions with external systems. In addition, students will assess their thinking and behavior.

- Students will do presentations within units 4 - 6. The timing of presentations may vary due to class size.
- Refer to detailed assignment description and grading rubric for specific instructions.

<u>Due:</u> Presented within Units 4 - 6

This assignment relates to course objective one and social work competency 1.

Assignment 3

Class Participation and Discussion

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed recommended and independent readings and assignments before class.

When in class, students are encouraged to ask questions, share thoughts/feelings/experiences appropriately, and demonstrate understanding of the material**.**

This assignment relates to course objectives 1 &2 and social work competency 1.

Class Participation (10% of Course Grade)

SOWK 698A is graded Credit/No Credit (CR/NC): Students must earn at least 83 out of a possible 100 points in the course in order to receive a CR.

Assignment Grades		Final Grade	
83 – 100	Credit	83% – 100%	Credit
<70 – 82	No Credit	<70% – 82%	No Credit

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. Students are expected to attend every class and remain in class for the duration of the session. 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 telephone or email of any anticipated absence or reason for tardiness. University of Southern California policy permits students to be excused from class without penalty for the observance of religious holy days.

This policy also covers scheduled final examinations that conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination due to observance of a religious holiday. Having more than 2 *unexcused* absences in class may impact your grade. Students earn practicum hours through attendance in practicum seminar. Substantive participation in remote/hybrid VAC and 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 in the VAC before the live class, without prior instructor permission, also may result in a lowered grade.

Class participation will be assessed according to the following criteria:

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

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

Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small-group discussions, and other activities.

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

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

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

50%: Nonparticipant: Attends class only.

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

Additional Expectations and Guidelines

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

Expectations
1. Students are expected to complete all written and other assignments on time.
2. Students are encouraged to share readings identified by their practicum placement, and other class assignments.
3. Students are expected to respect the clients' confidentiality. To 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 the final evaluation.
5. Problem-solving, identifying 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 an evaluation at the end of the semester.

Class Agreements and Guidelines

Much of the course content will center on critical issues that may be challenging and controversial. Therefore, the following guidelines have been adopted as agreements to support a safe, inclusive, and respectful class environment.

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 that is 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 are here to learn from one another. On the other hand, avoid monopolizing discussion.
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.

Classroom Norms

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

Please note: Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another's point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the *Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*. An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student's responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are

encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Grading Timeline

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

Course Content Distribution and Synchronous Session Recordings

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: The USC Student Handbook, page 13).

Course Evaluations

The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by the instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by the instructor.

Required Instructional Materials and Resources

Required Textbooks

No required textbook for this course

Note: The instructor may assign additional required and recommended readings throughout the course.

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue: https://owl.purdue.edu/

USC guide to avoiding plagiarism: https://libguides.usc.edu/writingguide/plagiarism

USC guide to APA 7th writing style https://libguides.usc.edu/APA7th

Sample List of Professional Social Work Organizations

National Association of Social Workers. Available at http://www.naswdc.org

Institute for the Advancement of Social Work Research.
Available at http://www.iaswresearch.org

Society for Social Work and Research. Available at http://www.sswr.org

Council on Social Work Education (CSWE). Available at https://www.cswe.org/

Required Readings

Ash, S. L., & Clayton, P. H. (2004). The Articulated Learning: An Approach to Guided

Reflection and Assessment. *Innovative Higher Education*, *29*(2), 137–154.

https://doi.org/10.1023/b:ihie.0000048795.84634.4a

Bair, M. A. (2016). Professionalism: a comparative case study of teachers, nurses, and social

workers. *Educational Studies*, *42*(5), 450–464.

https://doi.org/10.1080/03055698.2016.1219651

Barsky, A. (2019, July 8). *Ethics Alive! Using Ethics Consultation: What, Why, When, Who, and*

How. SocialWorker.Com. https://www.socialworker.com/feature-articles/ethics-

articles/ethics-alive-using-ethics-consultation-what-why-when-who-how/

Dainkeh, F. (2020, November 12). *Beyond Self-Care: Understanding Community Care and Why*

It's Important. She+ Geeks Out. https://shegeeksout.com/beyond-self-care-

understanding-community-care-and-why-its-important/

Ellis, A. (2003). How to Deal with Your Most Difficult Client--You. *Journal of Rational-*

Emotive and Cognitive-Behavior Therapy, *21*(3/4), 203–213.

https://doi.org/10.1023/a:1025885911410

Felton, E., & Poloway, C. (2019, January 22). *Termination: Ending the Therapeutic*

Relationship-Avoiding Abandonment. NASWCANEWS.ORG.

https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-

abandonment/

Fook, J. (2015). Reflective practice and critical reflection. *Handbook for practice learning in social work and social care*, *3*, 440-454.

Grand Challenges For Social Work. (n.d.). Https://Grandchallengesforsocialwork.Org/. Retrieved July 30, 2021, from https://grandchallengesforsocialwork.org/

Guo, W. H., & Tsui, M. S. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work*, *53*(2), 233–245. https://doi.org/10.1177/0020872809355391

National Association of Social Workers (NASW). (2021). NASW - National Association of Social Workers. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Scholtz, Leigha. (2012). Social Workers Interactions within the Profession and the Effects on Collaboration in the Workplace. Retrieved from Sophia, the St. Catherine University repository website: https://sophia.stkate.edu/msw_papers/88

Sweitzer, H.F. & King, M (2009). Chapter 4: Understanding Yourself. *The Successful Internship* (3rd ed., pp. 78-88). Belmont, California: Brooks/Cole.

Tang Yan, C., Orlandimeje, R., Drucker, R., & Lang, A. J. (2021). Unsettling reflexivity and critical race pedagogy in social work education: narratives from social work students. *Social Work Education*, 1–24. https://doi.org/10.1080/02615479.2021.1924665

Thieleman, K., & Cacciatore, J. (2014). Witness to Suffering: Mindfulness and Compassion Fatigue among Traumatic Bereavement Volunteers and Professionals. *Social Work*, *59*(1), 34–41. https://doi.org/10.1093/sw/swt044

- Additional required and recommended readings may be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources

Course Overview

Unit	Date	Topics	Readings	Assignments
1	8/24/23	**Course Overview:** 1. Introductions/Ice breakers 2. Discussion: Purpose for Advanced Social Work Practice Year Practicum Education 3. Instructor facilitated peer consultation to process practicum experiences 4. Review course expectations and assignments	*Grand Challenges For Social Work.* (n.d.). Https://Grandchallengesforsocialwork.Org/. Retrieved July 30, 2021, from https://grandchallengesforsocialwork.org/ Sweitzer, H.F. & King. (2009) Chapter 4: Understanding Yourself. *The Successful Internship* (3rd ed., pp. 78-88). Belmont, California: Brooks/Cole.	**Participation:** **Ongoing**
2	9/7/23	**Ethics and Professionalism:** 1. Instructor facilitated peer consultation to	Ash, S. L., & Clayton, P. H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education*, *29*(2), 137–154. https://doi.org/10.1023/b:ihie.0000048795.84634.4a Fook, J. (2015). Reflective practice and critical reflection. *Handbook for*	**Two forums due by Unit 4** **Assignment 2 Presentations begin Unit 4**

		process practicum experiences 2. Discussion: Critical reflection and the DEAL model 3. Review assignment two: *Self-Reflection and Developing a Professional Self and the DEAL Model.*	*practice learning in social work and social care*, *3*, 440-454.	
3	9/21/23	**Ethical Reasoning and Critical Thinking:** 1. Instructor facilitated peer consultation to process the practicum experiences 2. Discussion: Application of frameworks for ethical decision making 3. Student presentations	Barsky, A. (2019, July 8). *Ethics Alive! Using Ethics Consultation: What, Why, When, Who, and How*. SocialWorker.Com. https://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-using-ethics-consultation-what-why-when-who-how/ National Association of Social Workers Code of Ethics. Retrieved on 7/30/2021 from: *National Association of Social Workers (NASW)*. (2021). NASW - National Association of Social Workers. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English	**Two forums due by Unit 4**
4	10/5/23	**Professionalism and Professional Culture:** 1. Instructor facilitated peer consultation to process practicum experiences	Bair, M. A. (2016). Professionalism: a comparative case study of teachers, nurses, and social workers. *Educational Studies*, *42*(5), 450–464. https://doi.org/10.1080/03055698.2016.1219651	**Assignment 2: Student presentations begin** **Forums 1 and 2 due**

		2. Discussion: Professionalism and reflection on positionality 3. Student presentations	Ellis, A. (2003). How to Deal with Your Most Difficult Client-- You. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, *21*(3/4), 203–213. https://doi.org/10.1023/a:1025885911410 Tang Yan, C., Orlandimeje, R., Drucker, R., & Lang, A. J. (2021). Unsettling reflexivity and critical race pedagogy in social work education: narratives from social work students. *Social Work Education*, 1–24. https://doi.org/10.1080/02615479.2021.1924665	
5	10/19/23	**Resilience in Social Work:** 1. Instructor facilitated peer consultation to process practicum experiences 2. Discussion: Building strengths-resilience and resistance 3. Student presentations	Dainkeh, F. (2020, November 12). *Beyond Self-Care: Understanding Community Care and Why It's Important*. She+ Geeks Out. https://shegeeksout.com/beyond-self-care-understanding-community-care-and-why-its-important/ Guo, W. H., & Tsui, M. S. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work*, *53*(2), 233–245.	**Student presentations continue**

			https://doi.org/10.1177/0020872 809355391 Thieleman, K., & Cacciatore, J. (2014). Witness to Suffering: Mindfulness and Compassion Fatigue among Traumatic Bereavement Volunteers and Professionals. *Social Work*, *59*(1), 34–41. https://doi.org/10.1093/sw/swt0 44	
6	11/2/23	**Collaboration and Communication:** 1. Instructor facilitated peer consultation to process practicum experiences 2. Discussion: The challenges of collaboration and advocacy 3. Student presentations	Scholtz, L. (2012). Social workers interactions within the profession and the effects on collaboration in the workplace. *Master of Social Work Clinical Research Papers*. Paper 88. Retrieved from https://sophia.stkate.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1088&context=msw_papers	**Student presentations continue** **Forums 3 and 4 are due Unit 7**
7	11/16/23 Last Day of Class for Fall 2023 Semester	**Best practices: Termination** 1. Instructor facilitated peer consultation to process practicum experiences 2. Discussion: Endings and breaks from practicum 3. Preparation for final semester	Felton, E., & Poloway, C. (2019, January 22). *Termination: Ending the Therapeutic Relationship-Avoiding Abandonment*. NASWCANEWS.ORG. https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/	**Forums 3 and 4 due**

Course Schedule—Detailed Description

Unit 1: 08/24/23

Advanced Practicum Experience Overview

Topics

- Introductions/Ice breaker
- Discussion: Purpose for Advanced Social Work Practice Year Practicum Education
- Professional consultation, development, & mindful reflection allows for students to process the practicum experience
- Review course expectations and assignments

This unit relates to course objective(s) 1 & 2

Required Readings

Grand Challenges For Social Work. (n.d.). Https://Grandchallengesforsocialwork.Org/. Retrieved July 30, 2021, from https://grandchallengesforsocialwork.org/

Sweitzer, H.F. & King, M (2009). Chapter 4: Understanding Yourself. *The Successful Internship* (3rd ed., pp. 78-88). Belmont, California: Brooks/Cole.

Unit 2: 09/07/23

Ethics and Professionalism

Topics

- Professional consultation, development, and mindful reflection allows for students to process the practicum experience
- Discussion: Critical reflection and the DEAL model
- Review and assign assignment 2: Self Reflection and Developing a Professional Self

This unit relates to course objective(s) 1 & 2.

Required Readings

Ash, S. L., & Clayton, P. H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education*, *29*(2), 137–154. https://doi.org/10.1023/b:ihie.0000048795.84634.4a

Fook, J. (2015). Reflective practice and critical reflection. *Handbook for practice learning in social work and social care*, *3*, 440-454.

Unit 3: 09/21/23

Ethical Reasoning and Critical Thinking

Topics

- Professional consultation, development, & mindful reflection allows for students to process the practicum experience
- Discussion: Application of frameworks for ethical decision making

This unit relates to course objective(s) 1 & 2.

Required Readings

Barsky, A. (2019, July 8). *Ethics Alive! Using Ethics Consultation: What, Why, When, Who, and How*. SocialWorker.Com. https://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-using-ethics-consultation-what-why-when-who-how/

National Association of Social Workers Code of Ethics. Retrieved on 7/30/2021 from: *National Association of Social Workers (NASW)*. (2021). NASW - National Association of Social Workers. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Unit 4: 10/05/23

Professionalism and Professional Culture

Topics/assignments

- Professional consultation, development, & mindful reflection allows for students to process the practicum experience
- Discussion: Professionalism and reflection on positionality
- Student presentations Assignment 2 Self-Reflection and Developing a Professional Self
- Forums 1 and 2 due

This unit relates to course objective(s) 1 & 2.

Required Readings

Bair, M. A. (2016). Professionalism: a comparative case study of teachers, nurses, and social workers. *Educational Studies*, *42*(5), 450–464. https://doi.org/10.1080/03055698.2016.1219651

Ellis, A. (2003). How to Deal with Your Most Difficult Client--You. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, *21*(3/4), 203–213. https://doi.org/10.1023/a:1025885911410

Tang Yan, C., Orlandimeje, R., Drucker, R., & Lang, A. J. (2021). Unsettling reflexivity and critical race pedagogy in social work education: narratives from social work students. *Social Work Education*, 1–24. https://doi.org/10.1080/02615479.2021.1924665

Unit 5: 10/19/23

Resilience in Social Work: Promoting resilience in ourselves and our clients

Topics/assignments

- Professional consultation, development, & mindful reflection allows for students to process the practicum experience
- Student presentations Assignment 2 Self-Reflection and Developing a Professional Self
- Discussion: Building strengths-resilience and resistance

This unit relates to course objective(s) 1 & 2.

Required Readings

Dainkeh, F. (2020, November 12). *Beyond Self-Care: Understanding Community Care and Why It's Important*. She+ Geeks Out. https://shegeeksout.com/beyond-self-care-understanding-community-care-and-why-its-important/

Guo, W. H., & Tsui, M. S. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work*, *53*(2), 233–245. https://doi.org/10.1177/0020872809355391

Thieleman, K., & Cacciatore, J. (2014). Witness to Suffering: Mindfulness and Compassion Fatigue among Traumatic Bereavement Volunteers and Professionals. *Social Work*, *59*(1), 34–41. https://doi.org/10.1093/sw/swt044

Unit 6: 11/02/23

Collaboration and Communication

Topics/assignments

- Professional consultation, development, & mindful reflection allows for students to process the practicum experience
- Student presentations Assignment 2 Self-Reflection and Developing a Professional Self
- Discussion: The challenges of collaboration and advocacy

This unit relates to course objective(s) 1 & 2.

Required Readings

Scholtz, L. (2012). Social workers interactions within the profession and the effects on collaboration in the workplace. *Master of Social Work Clinical Research Papers*. Paper 88. Retrieved from https://sophia.stkate.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1088&context=msw_papers

Unit 7: 11/16/23

Best Practices Related to Termination

Topics/assignments

- Professional consultation, development, & mindful reflection allows for students to process the practicum experience
- Discussion: Endings and breaks from practicum
- Preparation for next semester
- Forums 3 and 4 due

This Unit relates to course objectives 1 & 2

Required Readings

Felton, E., & Poloway, C. (2019, January 22). *Termination: Ending the Therapeutic Relationship-Avoiding Abandonment*. NASWCANEWS.ORG. https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/

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

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
Competency 1: Demonstrate Ethical and Professional Behavior: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their	1. Critically analyze the application of professional social work behavior in self and peers. 2. Integration of social work professional ethics and values, self-awareness and self-reflection.	**CYF:** Demonstrates understanding of social work role and interdisciplinary team roles within and across family service sectors. **SCI:** Critically assesses the ethical harm and risks inherent in practice (including decision-making and conflicting values), and use this knowledge to manage personal values and maintain professionalism in practice situations. **AMHW:** Demonstrates and communicates understanding of the value base and ethical standards of the profession, as well as relevant laws and regulations and shifting societal mores that may affect the therapeutic relationship.	Knowledge and Skills Values Exercise of Judgement	**Unit 2:** Ethics and Professionalism **Unit 3:** Ethical Reasoning and Critical Thinking **Unit 4:** Professionalism and Professional Culture **Unit 5:** Resilience in Social Work **Unit 6:** Collaboration and Communication **Assignment 1:** Class Forums **Assignment 2:** Self-Reflection and Developing a Professional Self

| professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams.

Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.				

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

***All assignments must be completed to pass this course. In order for students to receive credit (CR), they need to obtain a minimum of 83% on assignments**

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting

Publication Manual of the American Psychological Association, Seventh Edition

OTG students: All practicum forms and information including the calendar can be found here: https://dworakpeck.usc.edu/academics/master-of-social-work/practicum-education/students-forms

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

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning

experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the NASW Code of Ethics, abide by the CSWE Educational Policy and Accreditation Standards, and address the American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.

Appendix E: University Policies and Guidelines

Attendance Policy

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

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

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

Statement 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 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble

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

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

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

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

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

University Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook.
All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the

instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity (OAI).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the Student Handbook, the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Special Note on the Use of AI Generators

AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see USC Libraries' generative AI guide), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the Office of Academic Integrity.

Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

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 in the classroom or in practicum. 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/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu

Appendix F: Support Systems and Additional Resources

Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for campus-based students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
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 - (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

Kortschak Center for Learning and Creativity - 213-740-7884, kortschakcenter@usc.edu
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, writing@usc.edu
The Writing Center offers individualized feedback on any kind of writing.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (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 - *UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*
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 - *UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*
Non-emergency assistance or information.

Office of the Ombuds - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

988 Suicide and Crisis Lifeline - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Emergency Preparedness and Response Resources

USC Earthquake Procedures:

https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/during-an-earthquake/

Campus Building Emergency Information Fact Sheets:

https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/

USC ShakeOut Drill:

https://fsep.usc.edu/shakeout/

Personal Preparedness Resources, such as preparing your home, etc.

https://fsep.usc.edu/personal-preparedness/

Tips for Maximizing Your Learning Experience in this Course (Optional)

- Be mindful of getting proper nutrition, exercise, rest and sleep!
- Come to class.

- Complete required readings and assignments BEFORE coming to class.
- BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- Come to class prepared to ask any questions you might have.
- Participate in class discussions.
- AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- Keep up with the assigned readings.