USC Suzanne Dworak-Peck
School of Social Work

SOWK 588 Integrative Learning for Social Work Practice

Section #67068
2 Units
Fall 2023: Tuesday: 5:45 – 7:00 pm PST
Location: VAC

SYLLABUS

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		VAC: 833-740-1273, techsupport@digitalcampus.2u.com

I. **Course Prerequisites and/or Co-Requisites**

Students are required to take this course concurrently with SOWK 589b. SOWK 588 Integrative Learning for Social Work Practice (2 credits) integrates content from one of the three departments—CYF, AMHW, or SCI—and graded CR/NC. Students must earn at least 83/100 points in the course in order to receive a CR.

II. **Catalogue Description**

Integrative learning is organized as a small-group educational environment that incorporates practicum experiences, case vignettes, and dialogical inquiry through a problem-based learning framework.

III. **Course Description**

CYF students will enhance core practice skills underlying social work services to children, youth, and families within a complex system. **AMHW** students will enhance core practice skills underlying social work services within health, mental health, and integrated care settings with the adult population. **SCI** students will enhance core practice skills underlying social work services to organizations, and business and community settings. Students will engage in critical thinking, focused dialogue, exploration of theory, examination of practice, and policy analysis utilizing department specific practicum experiences. In addition, this course will provide a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage students' creativity. Students will also have the opportunity to engage in activities that enhance professional communication. Therefore, **collaboration, critical thinking, communication, and creativity** will be the primary skills to be developed. The outcomes of the course are to develop requisite skills as professional social workers in the areas of **engagement, assessment, intervention, and evaluation** utilizing best-practice models and evidence-based practices. Honoring both the diversity of the clients and the multiplicity of problems that clients bring with them, the student will have the capacity to frame these issues for the enhancement of client well-being, resolution of problems, and securing creative solutions. The curriculum in this course is driven by problem-based learning, social development theory, transformative learning theory, and constructivism. This course also promotes mindfulness, in theory as well as in practice.

IV. **Course Objectives**

Prepare **AMHW, CYF, and SCI** students for practicum placement experiences and working with clients by exploring the role and responsibilities of a professional social worker, the values and mission of the profession, alongside the vision and mission of the agency for a more sustainable community.

AMHW, CYF, and SCI students will develop critical thinking skills, apply professional values that underlie social work practice, and the ethical standards of professional social work as they are applied in the students' practicum work

experiences with clients, agency staff, and various other stakeholders. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients, agency staff, and various other stakeholders.

To increase **AMHW, CYF, and SCI** students' awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.

Integration of core social work concepts with emphasis on *a systems paradigm and person-in-environment framework*.

AMHW, CYF, and SCI students will develop core practice skills underlying social work service to individuals, families, groups, communities, and organizations. The course will also demonstrate major concepts to support the intervention process (engagement, assessment, planning and contracting, implementation, and termination/evaluation phases), evidence-based practice protocols and procedures, and integrating and applying the knowledge and values taught in the foundation semester and first semester of department-specific coursework with practicum experience.

AMHW, CYF, and SCI students will develop and expand effective communication skills demonstrating critical thinking and creativity for intra-/interdisciplinary collaboration, service delivery, oral presentation, and written documentation within the practicum setting.

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

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

The following table lists the 2022 CSWE social work competencies that will replace the 2015 competencies as you progress in the program.

CSWE Core Competencies Highlighted in this Course:
Competency 1. Demonstrate Ethical and Professional Behavior 1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. 1b. Demonstrate professional behavior, appearance, and oral, written, and electronic communication. 1c. Use technology ethically and appropriately to facilitate practice outcomes; and 1d. Use supervision and consultation to guide professional judgment and behavior.
Competency 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice 2a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice. 2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice 3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and 3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self- regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

4a. Apply research findings to inform and improve practice, policy, and programs; and

4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

9a. Select and use culturally responsive methods for evaluation of outcomes; and

9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

I.   **Course Format & Instructional Methods**

This is a credit/no credit course offered in-person as well as online in the Virtual Academic Center (VAC). 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 EPAs and make up the end-of-semester evaluation for practicum education internship. Students are prepared to successfully achieve the competencies using various instructional methods by both the practicum Faculty Liaison and Agency practicum Instructors. The web-based teaching and learning environment provided by the University's Blackboard Academic Suite™ System (https://blackboard.usc.edu/) will support access to course-related materials and communication for campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include but are not limited to, the following: didactic presentations by the instructor, small and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

Four primary instructional methods will be used in the course: (1) critical discussion, interaction, and transaction among the instructor and students; (2) interactive and experiential exercises; and (3) student reflection. Open and honest participation in class discussion and activities is essential in the development of self-awareness, professional identity, and the appropriate use of self in practice.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

Instructor's Oath

As your instructor, to each of you, I pledge the following:
- To appreciate you, your time, and your effort.
- To be available and responsible.
- To be encouraging and supportive.
- To be objective and fair.
- To be prompt and timely.
- To be respectful, professional, and appropriate.
- To try to be an engaging and effective instructor and
- To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook.

If at any time students feel the instructor has not honored this oath, they should contact the instructor with their concerns, so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead, Kerry Doyle, DSW, MSSW at kerrydoy@usc.edu. If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further assistance.

II.   Technology Proficiency & Hardware/Software Required

This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students,](#) [Blackboard help for students,](#) [Software available to USC Campus.](#) VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, techsupport@digitalcampus.2u.com.

III. Course Assignments, Due Dates & Percent of Final Grade

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1: Deconstructing Dominant Discourses	Units 5-9	25
Assignment 2: Feedback-Informed Treatment	Unit 12	25
Assignment 3: Creative Expression as Reflection	Units 12-14	25
Assignment 4: Critical Reflections on Liberation Psychology	Units 1-15	15
Class Participation	Units 1-15	10

[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1: Deconstructing Dominant Discourses

Utilizing the framework of Liberation Psychology, students engage in sharing **Our Own Story** that illustrates the complexity of our identities within the context of privilege and oppression, and examine **Our Profession's Story** by inquiring into the personal, institutional and cultural assumptions of our profession. Through deconstructing experiences, students individually, and as a collective, build critical consciousness as emerging social work professionals, and develop the skills to assist clients in this same process. For this assignment, students will each write two journal reflections and participate in two in-class sharing sessions.

Due: Units 5-9

This assignment relates to course objectives 1, 2, & 3 and social work competencies 1 & 2.

Assignment 2: Feedback Informed Treatment (FIT)

Feedback-informed treatment (FIT) is a pan-theoretical approach for evaluating and improving the quality and effectiveness of social work treatment that dramatically improves both retention and outcome of social work services. FIT involves routinely and formally soliciting feedback from clients regarding the therapeutic alliance and outcome of care, and using the resulting information to inform and tailor service delivery. Students will utilize this new skill set (FIT) with clients and discuss their experiences with their practicum instructor. For the class, students will write a three-page reflection paper. Students will learn:

- The empirical foundation for routine monitoring of the alliance and outcome in treatment
- How to administer valid, reliable, and feasible measures of alliance and outcome
- How to use alliance and outcome measures to inform and improve the quality and outcome of social work treatment

Due: Implementation in practicum Units 3-12; written paper due Unit 12

This assignment relates course objective 3, 4, & 5 and social work competencies 1 & 2.

Assignment 3: Creative Expression as Reflection

Expressive arts therapy, also known as creative arts therapy, is the use of the creative arts (dance, photography, art, poetry, music, drama, creative writing, etc.) as a form of therapy, teaching, mediation, social action and group facilitation, and/or to awaken personal growth and creativity. Unlike traditional art expression, the process of creation is emphasized rather than the final product. Students will explore expressive art through process and content and share experiential learning, theory, and practice with the class. Students will learn to:

- Identify different clinical applications of creative expressive modalities
- Deepen cognitive skills, self-reflection, and creative explorations

Due: Students will present their work in class during Weeks 12-14

This assignment relates to course objective 4, 5, & 6 and social work competency 1.

Assignment 4: Critical Reflections on Liberation Psychology

Students will read and engage in critical reflection each week using the following text: Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken*. Routledge.

Due: Weeks 1-15

This assignment relates to course objective 2 & 4 and social work competency 2.

Assignment 3 **– Active and Proactive Learning, & Meaningful Participation (10%)**

Due: Units 1 – 15

Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

Proactive learning involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. "Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

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.

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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.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student's participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

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

Assignment 4 – Reflective Learning Tools (RLTs)
Four RLTs are due continuously to the agency practicum Instructor and as identified in the Learning Agreement. Students will come to class prepared to share their practicum experiences and provide feedback. In addition, students will utilize the content of their RLTs in sharing their reflections on their practicum work.

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

- *Individual (Micro) – may include* direct clinical practice with assigned clients and shadowing other social workers.
- *Group (Mezzo) – may include* conducting or observing group work, such as psychoeducation or community focus groups.
- *Community (Macro) – may include* analyzing data, developing policies and resources, coordinating community events, meetings, assigned projects, activities, and trainings.

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

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

Assignment 5 **– 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 6: Development of Competencies reflected via Final Evaluation

- Demonstrate second-semester generalist skills in the CSWE Core 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, the 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 the Evaluation due by Unit 15. The Evaluation 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 7: Completion of Practicum Hours

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

Due: See practicum 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). Practicum hours should be logged weekly into InPlace and approved by the Practicum Instructor.

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

Additional Information about practicum:

If there are unresolved practicum-related issues, discuss them 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 are not required to attend the internship. If students observe the University Holiday, they do not earn credit for practicum hours that day and are required to make up any missed practicum hours. Students are also required to make up any practicum 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 practicum 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 practicum placement, some students may be expected to complete additional practicum hours and/or other requirements to fulfill their professional commitment to the agency. The On Campus Program (OCP) practicum Calendar is available at: https://dworakpeck.usc.edu/msw-on-campus/practicum-education/students-forms. VAC students will find the VFP practicum Calendar in the Toolbox located on the Digital Learning Platform. Please note the calendars are different for OCP and VAC.

<u>On-Campus Programs (OCP)</u>: All practicum forms and information, including the calendar, can be found here:
https://dworakpeck.usc.edu/academics/msw-on-campus/practicum-education/students-forms

<u>Virtual Academic Center (VAC):</u> All practicum forms and information, including the calendar, can be found in your Toolbox and the practicum Manual here:
https://msw.usc.edu/academic/practicum-experience/

Please note: Course readings and classroom discussions 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 a 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 online 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 Scale
Assignment and course grades will be based on the following: SOWK 588 is graded Credit/No Credit (CR/NC).

IV. Assignment Submissions, Extensions & Extra Credit Policy
By the specified deadlines, assignments should be submitted through the course's learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

V. 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.

VI. Statement about Incompletes and In Progress Grades

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

[For Practicum courses only] At the discretion of the instructor, In Progress (IP) grades may be granted, given extenuating circumstances.

VII. Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email 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 that will be missed or to reschedule an examination, due to holy days observance.

Please refer to the USC Student Handbook and to the USC School of Social Work Student Handbook for additional information on attendance policies.

VIII. 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.

IX. Zoom Etiquette and Use of Technology in the Classroom

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

X.   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.

XI. 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).

XII. 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.

XIII. Required Textbooks
Afuape, T. (2011). *Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken.* Routledge.

On Reserve

All additional required readings that are not in the above-required texts are available online through the electronic reserve (ARES) under Professor Kerry Doyle. The textbook has also been placed on reserve at Leavey Library.

Notes:

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

In addition to the required texts, other required readings are available through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the system: https://reserves.usc.edu/ares/ares.dll. Use the search bar to locate the course by School, course number or Lead Instructor's last name.

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

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

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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/

XIV. Course Schedule
The table below presents the topics for each unit of instruction. <u>Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.</u>

Module 1: Introduction to Integrative Learning, Practicum Experience, and Liberation Psychology

- Introduction
- Overview of semester assignments: Afuape text and Liberation Psychology, Decolonizing Dominant Discourses, Feedback-Informed Treatment, Expressive Arts
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken.* Routledge.

Shaw, S. L., & Murray, K. W. (2014). Monitoring alliance and outcome with client feedback measures. *Journal of Mental Health Counseling, 36*(1), 43–57.

Boswell, J. F., Kraus, D. R., Miller, S. D., & Lambert, M. J. (2015). Implementing routine outcome monitoring in clinical practice: Benefits, challenges, and solutions. *Psychotherapy Research, 25*(1), 6–19.

Miller, S. D., Duncan, B. L., Brown, J., Sorrel, R., & Chalk, M. B. (2006). Using formal client feedback to improve retention and outcome: Making ongoing, real-time assessment feasible. *Journal of Brief Therapy*, *5*(1), 5–22.

Module 2: Deconstructing Identity and Social Work Practice & Feedback-Informed Treatment (FIT) in Placement

- **Assignment 1: Deconstructing Dominant Discourses** (Journals and two In Class Sharing Sessions due Weeks 5-9)
- Deconstructing in Social Work Practice: Why it Matters
- Introduction to Creative Expressive
- FIT discussions: Assess the use of FIT in placement
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

Required Readings

Afuape, T. (2011). In *Power, resistance and liberation in therapy with survivors of trauma.* Routledge.

Abrams, L.S., & Moio, J.A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 45*(2), 245-261.

Birdsey, N., & Kustner, C. (2021). Reviewing the Social GRACES: What do they add and limit in systemic thinking and practice? *The American Journal of Family Therapy, 49*(5), 429-442. https://doi.org/10.1080/01926187.2020.1830731

Module 3: Creative Expression, Liberation Psychology, and Termination

- Advancing social justice through clinical practice and critical consciousness in action
- Termination in social work practice with clients, practicum instructor, preceptor, and stakeholders
- FIT discussion
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken*. Routledge.

Kossak, M. S. (2009). Therapeutic attunement: A transpersonal view of expressive arts therapy. *Arts in Psychotherapy, 36,* 13–18.

Slayton, S. C., D'Archer, J., & Kaplan, F. (2010). Outcome studies on the efficacy of art therapy: A review of the findings. *Art Therapy, 27*(3), 108–118.

Wilkinson, R. A., & Chilton, G. (2013). Positive art therapy: Linking positive psychology to art therapy theory, practice, and research. *Art Therapy, 30*(1), 4–11.

Module 4: Presentation of Creative Expression as Reflection, Assessment, and Awareness

- **Assignment 2: Feedback-Informed Treatment (FIT) Reflection Paper** (due Unit 12)
- **Assignment 3:** Presentation of **Creative Expressive as Reflection**—Exhibition and Dialogue (due Units 12, 13 & 14)
- Course wrap-up
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken.* Routledge.

Gutheil, I. A. (1993). Rituals and termination procedures. *Smith College of Social Work*, *63*(2), 163–176.

XV. University Statement on Academic Conduct And Support Systems

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, 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. All incidences of academic misconduct will be reported to the Office of Academic Integrity 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 or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

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.

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.

VAC Students: Uwill Counseling Services

Fall 2023

Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

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.

XXII. List of Appendices

A.   Suzanne Dworak-Peck School of Social Work ADEI Statement
B.   Preamble to the NASW Code of Ethics
C.   Tips for Maximizing Your Learning Experience

Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement
At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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 B: National Association of Social Workers Code of Ethics
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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.

Appendix C: Tips for Maximizing Your Learning Experience in this Course

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could

present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.

✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
✓ Create a professional self-care plan.
✓ Complete required readings, assignments and activities before coming to class.
✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
✓ Come to class and participate in an active, respectful and meaningful way.
✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
✓ Stay offline while in class.
✓ Form study groups with other students in the class or in another section of the class.
✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
✓ Keep an open mind and positive attitude!