

Social Work 693 Applied Learning in Practicum Education IV

Section #60460

3 Units

Spring 2024, Thursday 11:00am-12:50pm

Location: MRF 320

SYLLABUS

"As human beings, our job in life is to help people realize how rare and valuable each one of us really is, that each of us has something that no one else has or ever will have something inside that is unique to all time. It's our job to encourage each other to discover that uniqueness and to provide ways of developing its expression." ~ Fred Rogers

Instructor



Instructor:

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*Replies can be expected within 2 business days

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Social Work Center (SWC) 227

Office Hours Days & Times:

Fridays 10:00 – 11:00 am

Zoom Meeting Link:

Provided when a meeting is scheduled

Course Lead:

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Course Prerequisites and/or Co-Requisites

This is the final master's level Practicum Education course in specialized practice and the fourth in the practicum series. To participate in this course, students must successfully complete SOWK 591, SOWK 593, and SOWK 691.

I. Catalogue Description

Supervised placement and practicum seminar to develop specialized practice skills in working with individuals, families, groups, communities and/or organizations. Graded CR/IP/NC.

II. Course Description

This course is the specialized practicum experience within the MSW program, which is designed to extend and enhance the nine social work competencies. It provides students the opportunity to integrate social work theory while they practice social work skills under the supervision of professional social workers. Practicum Education is the signature pedagogy of social work education because it serves as a bridge between academic instruction and application of skills learned in the classroom (CSWE, 2008). Students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their selected area of practice.

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

Seminar instructors also serve as Practicum Faculty Liaisons. Each student receives continual support provided by a Practicum Faculty Liaison who serves as an educator, consultant, and coach for the practicum education internship experience. In collaboration with the School, agencies provide learning opportunities and resources for an effective educational experience for students.

Practicum Instructors are professional masters' level social workers who guide and teach students how to apply social work practice, values and ethics in a professional setting. Practicum Instructors also collaborate with students and preceptors, if applicable, to create and approve learning agreements, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is completed on time.

At the end of the semester, the Practicum Faculty Liaison will confirm that the student has completed all practicum assignments and that development of the necessary learning competencies has occurred at a satisfactory level. The Practicum Faculty Liaison will be responsible for assigning students a grade of Credit or No Credit.

III. Course Objectives

By the completion of this course, students will be able to:	
1.	Students will apply Relational Cultural Theory, critical reflection, and reflexivity, in classroom discussions, case presentations, and at their practicum placements.
2.	Students will critically reflect on implementing the theories and skills of the practice, policy, and research coursework at their practicum placement, during oral and written case presentations, in Reflective Learning Tools (RLT), and during participation in class discussions.
3.	Students will complete a professional plan that articulates a professional identity and professional goals for the next five years.
4.	Students will demonstrate 4th-semester competency requirements outlined in Council on Social Work Education's (CSWE) Core Competencies as articulated in the Practicum Learning Agreement and Comprehensive Skills Evaluation.

IV. CSWE Core Competencies Addressed in this Course

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 be incorporated into your practicum experience and 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 6: Engage Individuals, Families, Groups, Organizations, and Communities

6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies

6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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.

V. 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.

Instructional methods consist of seminar instruction and guidance combined with community agency activities under the supervision of a designated practicum Instructor. These activities include hands-on interactions with clients, shadowing opportunities, trainings, individual and group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. A teaching plan known as the Learning Agreement will be developed and/or revisited collaboratively between the student and their agency practicum Instructors. At the end of the semester, the practicum Instructors will complete the student evaluation and recommend a grade to the practicum Faculty Liaison. The Faculty Practicum Liaisons are assigned to oversee the students' progress in their practicum placements, including consultation for students' practicum education internship assignments. The Practicum Faculty Liaisons meet with students as needed to support the practicum placement experiences and schedule at least one practicum visit meeting a semester between the student and agency practicum Instructor to ensure the quality of students' learning opportunities and progress. The Practicum Faculty Liaisons will also clarify the Schools expectations and serve as consultants and mediators for student and internship-related conflicts. During practicum seminars, students will process social work theory and instruction with their practicum placement experiences.

***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 Kelley Macmillan, PhD, MSW at kmacmill@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.

VI. 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.

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

The table below presents all course assignments, due dates, and grading.

Assignment	Due Date	Grading
SEMINAR-BASED ASSIGNMENTS		
Assignment 1 Learning from Mistakes	Unit 3 (Feb 8th) Written reflection paper and sharing work in dyads	Credit/No Credit (CR/NC) <i>Student must meet standards outlined in assignment description</i>

Assignment	Due Date	Grading
Assignment 2 Social Work Professional Plan	Unit 6 (March 21st)	CR/NC To receive credit for this assignment the template must be completed
Assignment 3 Seminar Participation and Self-Evaluation	Units 1-7 Mid-semester evaluation due Unit 4 (Feb 22nd)	CR/NC <i>Student will complete a self-evaluation relating to participation in seminar consultation at mid-semester for Credit</i>
PRACTICUM -BASED ASSIGNMENTS		
Assignment 4 Reflective Learning Tools (RLTs) – 4 total	2 RLTs completed by Unit 4 (Feb 22 nd), remaining 2 due by April 26, 2024	CR/NC <i>All 4 RLTs required for Credit</i>
Assignment 5 Review of Learning Agreement	Review Learning Agreement by Unit 3	CR/NC <i>Review Learning Agreement required for Credit</i>
Assignment 6 Development of Competencies reflected via Final Evaluation	Development of Competencies as evidenced in Evaluation due by April 26, 2024	CR/NC <i>Completed Competency Evaluation required for Credit</i>
Assignment 7 Completion of Practicum Hours	50% of semester hours due by Unit 4, 100% due by April 26, 2024	CR/NC Students will intern 24 hours a week at the assigned practicum site. Students need a minimum of 650 hours for SOWK 691 and SOWK 693.

[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. For

students to receive credit (CR), all practicum hours and documentation must be completed. Partial credit for these requirements will not be given.

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 Learning from Mistakes

Mistakes are an inevitable part of social work practice. Through reflection, mistakes can be corrected and are opportunities for improving skills and addressing systemic factors that can contribute to failures in service. Sharing our reflections on our mistakes with others can create feelings of vulnerability but opens us to hearing other perspectives and new ideas. Sharing our mistakes with others reduces the potential for developing feelings of shame which can lead to burnout. Students will critically reflect on a mistake made during their practicum work using the Mistake Reflection Framework. In dyads using the principles of RCT students will share their written reflections and provide each other supportive perspectives and ideas for addressing mistakes.

Due: Dyad sharing and written Mistake Reflection Framework Unit 3 (**Feb 8th**).

Grading: Credit/No Credit: To receive credit for the assignment:

1. The written reflection paper must include all six of the areas outlined in the **Mistake Reflection Framework** with sufficient detail to demonstrate self-awareness, reflection, and critical analysis.
2. Participation in the in-class reflection dyads using RCT and reflexivity.

This assignment relates to course objectives 1, & 2

Assignment 2 Social Work Professional Plan

Students will create a professional plan. This deliberative process requires students to provide specific action steps and tasks to facilitate their transition from graduate school to the professional workplace. The process of writing a professional plan informs the initial direction they want to take to begin their social work career and what specific goals and tasks need completion to secure their first MSW position. Students will need to analyze and evaluate their skills and knowledge base to identify strengths and areas that need further development. Writing a plan provides organization and accountability in what can be a stressful time.

Due: Unit 6 (**March 21st**)

Grading: Credit/No Credit:

To receive credit for this assignment students must complete and submit the entire provided template.

This assignment relates to course objective 3.

Assignment 3 Seminar Participation and Self-Evaluation

Class participation should consist of thoughtful, respectful, and meaningful contributions based on relevant practicum experience or instructional themes of the week, required readings, and assignments prior to class. Class participation is defined by being actively engaged in your learning, demonstrated by participating in class discussions, corresponding with the instructor and classmates, asking questions, sharing thoughts/feelings/experiences, and other curiosities as related to how to apply these concepts to your professional practicum education settings. Students will be provided an opportunity to engage in self-evaluation at the mid-semester to reflect on their active and proactive learning & meaningful seminar participation.

Active and Proactive Learning, & Meaningful Participation

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.

Due: Consultation occurs Units 1-7; Mid-semester evaluation due Unit 4 (Feb 22nd)

This assignment relates to course 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 using the Relational Cultural Theory (RCT) model

and the application of the required readings. In addition, students will utilize the content of their RLTs in sharing their reflections on their practicum 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 RLTs completed by Unit 4 (Feb 22nd); remaining two due by April 26, 2024. All four RLTs must be completed and reviewed by Practicum Instructor to receive Credit for this assignment and for successful completion of this course (no partial credit).

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

Assignment 5 Review of Learning Agreement

- Review Learning Agreement practicum goals with Practicum Instructor

Due: Review Learning Agreement due by Unit 3 (Feb 8th).

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

Assignment 6: Development of Competencies reflected via Final Evaluation

- Demonstrate second-semester specialized 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, 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 Evaluation due by April 26, 2024. 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 course 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 Manual. 50% of semester hours due by Unit 4, 100% due by April 26, 2024. All required hours must be completed for successful completion of this course and to receive credit for this assignment (no partial credit). Students will intern 24 hours a week at the assigned practicum site. Students need a minimum of 650 hours for SOWK 691 and SOWK 693.

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

SOWK 693 is graded Credit/No Credit (CR/NC).

Additional Information about practicum:

If there are unresolved practicum-related issues, discuss with your practicum Instructor and, if needed, contact your practicum Liaison.

All University Holidays are sanctioned time off. If a University Holiday falls on one of the student's regularly scheduled days at the agency, students are not required to attend 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.

On-Campus Programs (OCP): All practicum forms and information, including the calendar, can be found here:

<https://dworakpeck.usc.edu/academics/msw-on-campus/practicum-education/students-forms>

Virtual Academic Center (VAC): 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/>

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.

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.

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 Scale

Assignment and course grades will be based on the following: SOWK 693 is graded Credit/No Credit (CR/NC).

VIII. 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.

IX. 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.

X. 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.

XI. 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.

XII. 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.

XIII. 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.

XIV. 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](#).

XV. 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).

XVI. 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.

XVII. Required Textbooks

None

On Reserve

All additional required readings that are not in the above-required texts are available online through the electronic reserve (ARES) under Professor Kelley Macmillan. 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.

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/>

XVIII. Course Schedule

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

Unit #	Date	Topics	Assignments
1		Course Overview <ol style="list-style-type: none"> 1. Introductions 2. Review course: syllabus, assignments, and practicum requirements. 3. Placement consultation suggested topic: Completing your practicum placement and preparation for professional practice. 	Practicum Documents: Due ongoing through semester. Please consult assignment section of syllabus. Participation: Ongoing (all Units)
2		Learning from Mistakes <ol style="list-style-type: none"> 1. Mistake Reflection Framework 2. Sharing reflections using RCT and reflexivity. 3. Placement consultation suggested topic: How mistakes are handled at practicum placement. 	
3		Sharing Mistakes <ol style="list-style-type: none"> 1. Building professional resiliency and self-care through sharing mistakes. 2. Placement Consultation: suggested topic: Is there a protocol. 	Assignment 1: In-class Mistake Reflection Framework exercise Written Mistake Reflection Framework due Unit 3 (Feb 8 th)
4		Policy Advocacy and Persuasion: Macro-centered practice <ol style="list-style-type: none"> 1. The use of persuasion for policy advocacy. 	50% of RLTs Unit 4 Assignment 3: Seminar Participation and Self-Evaluation (mid-term) due Unit 4 (Feb 22 nd)

		2. Placement Consultation suggested topic: Sharing persuasive statements.	
5		Licensure 1. Licensure for all? Placement consultation suggested topic: Plans to get licensed?	March 7th – Guest Panel
6		Endings: 1. Terminating with clients. 2. Sharing Assignment 2: Professional Social Work Plan 3. Placement consultation suggested topic: Practicum experiences with termination.	Assignment 2: Social Work Professional Plan due Unit 6
7		Transition to Professional Practice: 1. Sharing Professional Plan 2. Evaluations 3. Placement consultation suggested topic: Development into a MSW social worker.	Practicum Competencies: Evaluation due April 26, 2024 Practicum Hours by April 26, 2024 100% of RLTs due by April 26, 2024

Required Reading Schedule

Unit 1

Jordan, J. V. (2004). Relational learning in psychotherapy consultation and supervision. *How connections heal: Stories from relational-cultural therapy*, 22-30.

Williams, T. R., & Raney, S. (2020). Relational cultural supervision enhances the professional development of postdoctoral residents of color in health service psychology. *Journal of Psychotherapy Integration*, 30(1), 140.

Unit 2

Sicora, A. (2019). Reflective practice and learning from mistakes in social work student placement. *Social Work Education*, 38(1), 63–74.

<https://doi.org/10.1080/02615479.2018.1508567>

Unit 3

Reamer F. G. (2008). Social workers' management of error: ethical and risk management issues. *Families in Society*, 89(1), 61–68. <https://doi.org/10.1606/1044-3894.3710>

Unit 4

Curry-Stevens, A. (2012). Persuasion: Infusing advocacy practice with insights from anti-oppression practice. *Journal of Social Work*, 12(4), 345-363. <https://doi.org/10.1177/1468017310387252>

Unit 5

Miller, J., Deck, S., Conley, C., & Bode, M. (2017). Practicum supervisor perspectives about social work licensing: An Exploratory Study. *Field Educator*, 7(1).

Miller, J.J., Deck, S.M., Grise-Owens, E. & Borders, K. (2015). Exploring graduate students' perceptions about social work licensing. *Social Worker Education*, 34(8), 986-1004. <https://doi.org/10.1080/02615479.2015.1096924>

Plitt Donaldson, L., Fogel, S. J., Hill, K., Erickson, C., & Ferguson, S. (2016). Attitudes toward advanced licensing for macro social work practice. *Journal of Community Practice*, 24(1), 77-93. <https://doi.org/10.1080/10705422.2015.1127864>

Unit 6

Felton, E., & Polowy, C., I. (2019, January 22). *Termination: Ending the therapeutic relationship-avoiding abandonment*. NASW News California. <https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/>

Unit 7

No reading

XIX. 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

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!