



USC | School of Social Work

Social Work 535

Social Welfare

3 Units

*Give a person a fish and you feed him for a day.
Teach a person to fish and you feed him for a lifetime.
~Chinese Proverb*

For the Year 2014

| | | | |
|----------------------|----------------------|---------------------|-------------|
| Instructor: | Prof. Margaret Evans | Course Day: | As assigned |
| E-Mail: | margarle@usc.edu | Course Time: | As assigned |
| Telephone: | See instructor | Course | As assigned |
| Office: | VAC | Location: | |
| Office Hours: | See instructor | | |

I. COURSE PREREQUISITES

SOWK 534

II. CATALOGUE DESCRIPTION

Structure and operation of current American social welfare programs (social policy analysis).

III. COURSE DESCRIPTION

The purpose of this course is to understand – by study and by doing – the building blocks of how social welfare policy is developed and implemented in the United States; the substantive rationale for policy; the role of social workers in all areas of practice in promoting social justice; how to advocate; and the integration of practice with policy.

Understanding social welfare policy is vital to social work practice because it fundamentally affects the lives of those served by the profession. Social welfare policy defines who gets what services, resources, and opportunities, and shapes service delivery systems. For these reasons it's essential that social workers know about the issues and choices that are embedded in various responses to social problems, guided by an understanding of the ethical responsibilities as expressed in the NASW Code of Ethics, and by the analysis of processes that lead to the formulation and delivery of social welfare policies, to more effectively comprehend the ways in which you can be instrumental in shaping policy choices.

This course builds on the substantive understanding of policy development and critical thinking skills acquired in SOWK 534, focusing attention on the analysis of selected current policy issues in key sectors of social welfare, as well as in focusing student activity within the processes and strategies of policy advocacy to redress social and economic injustice and empower less advantaged groups in our society.

SOWK 535 provides a foundation for second year, concentration-specific, policy courses (SOWK 630s) in which students apply policy analytic and policy advocacy skills to develop specific policy proposals in a particular service sector.

IV. COURSE OBJECTIVES

The Social Welfare course (SOWK 535) will:

| Objective # | Objectives |
|-------------|--|
| 1 | Present the general provisions of major social welfare policies in several key institutional sectors as well as current pivotal issues that are central to the policy discourse in each sector. |
| 2 | Develop students' abilities to analyze various policy options for addressing social problems and the social, political and economic issues that are involved in decision making, through acquiring detailed knowledge of how culturally sensitive social welfare policies are developed in response to social needs. |
| 3 | Explain how to weigh ethical implications, social values, and professional mandates in shaping reasoned choices for advancing policy proposals. |
| 4 | Teach how to effectively advocate for services, rights, social justice, and equal protection for and with individuals, groups, and communities. |
| 5 | Provide the opportunity to learn and practice the roles and skills that social workers use to influence the policy process at organizational, community and institutional levels. Promote development of tools for monitoring and assessing the effectiveness of social welfare programs. |

V. COURSE FORMAT / INSTRUCTIONAL METHODS

This class will include a variety of teaching/learning modalities. The instructor will provide lectures, but classes will be interactive and students will be encouraged to discuss their ideas and experiences. Selected asynchronous sessions may feature videotapes or speakers to illustrate the topics under examination. Students will work in small groups on an advocacy project in which they will support a piece of proposed legislation or reform existing policy, and undertake activities outside of the classroom that could include lobbying visits, campaign activities, editorial submissions, and community actions, etc.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

| | Social Work Core Competencies | SOWK 535 | Course Objective |
|----|-------------------------------------|----------|------------------|
| 1 | Professional Identity | * | 3 & 5 |
| 2 | Ethical Practice | * | 2 & 3 |
| 3 | Critical Thinking | * | 1, 4, & 5 |
| 4 | Diversity in Practice | * | 2, 4, & 5 |
| 5 | Human Rights & Justice | * | 2, 3, & 4 |
| 6 | Research Based Practice | | |
| 7 | Human Behavior | | |
| 8 | Policy Practice | * | 1-5 |
| 9 | Practice Contexts | | |
| 10 | Engage, Assess, Intervene, Evaluate | * | 2, 4, & 5 |

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

| Competencies/ Knowledge, Values, Skills | Student Learning Outcomes | Method of Assessment |
|--|---|--|
| <p>Professional Identity—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Social workers competent in Professional Identity:</p> <ul style="list-style-type: none"> ▪ Serve as representatives of the profession, its mission, and its core values. ▪ Know the profession’s history. ▪ Commit themselves to the profession’s enhancement and to their own professional conduct and growth. | 1. Advocate for client access to the services of social work. | Experiential Dimension Activity and In-Class Discussion |
| | 2. Practice personal reflection and self-correction to ensure continual professional development. | Reports Partnership Efforts in Community and Team Development |
| | 3. Attend to professional roles and boundaries. | Case Advocacy through Partnerships |
| | 4. Demonstrate professional demeanor in behavior, appearance, and communication. | Interviewing Households and Advocating Through Teams and In-Class Discussion |
| | 5. Engage in career-long learning. | Discover Perspectives and Analysis of Social Problems and Synthesis of Elements to Understand Others and In-Class Discussion |
| | 6. Use supervision and consultation. | Through Partnerships, Teamwork, Reports To Class |
| <p>Ethical Practice—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. | 7. Recognize and manage personal values in a way that allows professional values to guide practice. | Triage to Select Cases for Advocacy, Collaborate with Peers to Focus on Social Issue and Agenda, and In-Class Discussion |
| | 8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. | Apply NASW Standards to Selection of Targets and Development of Strategies and In-Class Discussion |
| | 9. Tolerate ambiguity in resolving ethical conflicts. | In-Class Presentations, Class Dialog, and Final Paper |
| | 10. Apply strategies of ethical reasoning to arrive at principled decisions. | Paper and In-Class Discussion |

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| <p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Use critical thinking augmented by creativity and curiosity. Understand that critical thinking also requires the synthesis and communication of relevant information. | 11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. | Experiential Dimension Activity and Paper on Discovery and Analysis |
| | 12. Analyze models of assessment, prevention, intervention, and evaluation. | In-Class Presentations, Class Dialog, and Final Paper |
| | 13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | Papers on Discovery and Analysis and Experiential Dimension Activity |

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| <p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. | 14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. | In-Class Presentations, Class Dialog, and Final Paper |
| | 15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. | |
| | 16. Recognize and communicate understanding of the importance of difference in shaping life experiences. | |
| | 17. View themselves as learners and engage those with whom they work as informants. | Final Paper |

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| <p>Human Rights & Justice—Advance human rights and social and economic justice.</p> <p>Social workers competent in Human Rights & Justice:</p> <ul style="list-style-type: none"> ▪ Acknowledge that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. ▪ Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. ▪ Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. | 18. Understand the forms and mechanisms of oppression and discrimination. | Paper on Analysis, Effective Work with Target Group |
| | 19. Advocate for human rights and social and economic justice. | Experiential Dimension Activity |
| | 20. Engage in practices that advance social and economic justice. | In-Class Presentations, Class Dialog, and Final Paper |

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|--|---|--|
| <p>Policy Practice—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Social workers competent in Policy Practice:</p> <ul style="list-style-type: none"> ▪ Understand that policy affects service delivery, and they actively engage in policy practice. ▪ Know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. | 21. Analyze, formulate, and advocate for policies that advance social well-being. | Experiential Dimension Activity, In-Class Presentation Paper, and Final Assessment Project |
| | 22. Collaborate with colleagues and clients for effective policy action. | In-Class Presentations, Class Dialog, Final Paper, and Experiential Dimension Activity |

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|--|--|---|
| <p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> ▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals ▪ Using research and technological advances ▪ Evaluating program outcomes and practice effectiveness ▪ Developing, analyzing, advocating, and providing leadership for policies and services ▪ Promoting social and economic justice | <p>23. Engagement: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p> | <p>In-Class Presentations, Class Dialog, Final Paper, and Experiential Dimension Activity</p> |
| | <p>24. Assessment: Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p> | <p>Experiential Dimension Activity, In-Class Presentation, and Paper</p> |
| | <p>25. Intervention: Initiate actions to achieve organizational goals.</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p> | <p>Experiential Dimension Activity</p> |
| | <p>26. Evaluation: Critically analyze, monitor, and evaluate interventions.</p> | <p>Final Paper</p> |

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

| Assignment | Due Date | % of Final Grade |
|--|----------------------------|------------------|
| Assignment 1 | Class 6 | 25% |
| Assignment 2 | Class 12 | 35% |
| Assignment 3 | One Week After Final Class | 30% |
| Participation, incl. quality of experiential activity | Ongoing | 10% |

Assignment 1 : “Brief the Mayor” : written memo and small-group presentations

Examine a specific policy or legislation, its impact on a social problem impacting your community, then hand in an individual paper so describing, as well as do a small-group in-class presentation.

Due: prior to the Live Session of Class # 6; presentation will be done in Class # 7

This assignment relates to student learning outcomes 1-9.

Assignment 2 : Activism, Report-back memo and Presentation

Development of experiential activism, its goals and objectives, which is designed to impact specific policy or legislation. A report-back paper based on your activism, as well as an in-class presentation, are due.

Due: prior to the Live Session of Class # 12; Presentations during Class # 12

This assignment relates to student learning outcomes 1-10.

Assignment 3 : Submit an Editorial

The final assignment consists of a paper, an editorial, and your submission of the editorial to a local newspaper, on the issue(s) you have previously worked on this semester.

Due: one week after the final live class session

This assignment relates to student learning outcomes 1-10.

Note: assignments that are handed in late will experience a grade deduction.

Class Participation : Grading for “class participation” includes active and quality participation in: in-class discussions, in-class presentations, asynchronous work for those in the VAC campus, and the quality of the experiential activity as put forth in Assignment # 2 in which the student has engaged.

Class grades will be based on the following numerical standards:

| Class Grades | | Final Grade | |
|--------------|----|-------------|----|
| 3.85 – 4 | A | 93 – 100 | A |
| 3.60 – 3.84 | A- | 90 – 92 | A- |
| 3.25 – 3.59 | B+ | 87 – 89 | B+ |
| 2.90 – 3.24 | B | 83 – 86 | B |
| 2.60 – 2.87 | B- | 80 – 82 | B- |
| 2.25 – 2.50 | C+ | 77 – 79 | C+ |
| 1.90 – 2.24 | C | 73 – 76 | C |
| | | 70 – 72 | C- |

USC School of Social Work Grading Standards

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between C- to F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Jansson, B. S. (2011). *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.). Australia: Brooks-Cole.

Note: This book is the updated seminal text on “social work policy practice” and “policy advocacy.” It sets forth the historic basis, rationales, the context for social work policy practice and advocacy, and walks you through an understanding of the skills required, the procedures to be undertaken, the development of proposals, use of power, how to strategize and activate, finally how to assess your efforts.

Recommended Supplemental Reading

DiNitto, D. M. (2011). *Social welfare: Politics and public policy* (7th ed.). Needham Heights, MA: Pearson Education.

Handler, J. F., & Hasenfeld, Y. (2007). *Blame welfare, ignore poverty and inequality*. New York, NY: Cambridge University Press.

Note: Additional required & recommended readings may be assigned by instructor throughout the course.

Course Schedule—Detailed Description

Class 1: Becoming a Policy Advocate

This Unit relates to course objective 1.

Required Readings

Jansson, B. S. (2011). Becoming motivated to become a policy advocate. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 2-36). Australia: Brooks-Cole.

Class 2: What is Policy Practice?

This Unit relates to course objectives 1, 2, and 5.

Required Readings

Jansson, B. S. (2011). Articulating four rationales for participating in policy advocacy. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 37-76). Australia: Brooks-Cole.

Class 3: Developing Policy Advocacy Skills

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

Required Readings

Jansson, B. S. (2011). Obtaining skills and competencies for policy advocacy. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 77-112). Australia: Brooks-Cole.

Shipler, David: "A Poor Cousin to the Middle Class," *New York Times Magazine*, January 18, 2004.

Recommended Readings

Handler, J. F., & Hasenfeld, Y. (2007). The state of poverty: TANF recipients. In *Blame welfare, ignore poverty and inequality* (pp. 17-69). New York, NY: Cambridge University Press.

Class 4: Government's Role and the Legislative Process

This Unit relates to course objectives 2, 4, and 5.

Required Readings

Jansson, B. S. (2011). Understanding the ecology of policy in governmental, electoral, community, and agency setting. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 113-154). Australia: Brooks-Cole.

Recommended Readings

DiNitto, D. M. (2011). Politics and the History of Social Welfare Policy. In *Social welfare: Politics and public policy* (7th ed., pp. 68-100). Needham Heights, MA: Pearson Education.

Handler, J. F., & Hasenfeld, Y. (2007). The response to poverty and inequality: The welfare state. In *Blame welfare, ignore poverty and inequality* (pp. 70-149). New York, NY: Cambridge University Press.

Class 5: Building Agendas

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This Unit relates to course objectives 4 and 5.

Required Readings

Jansson, B. S. (2011). Committing to an issue: Building agendas. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 185-213). Australia: Brooks-Cole.

Recommended Readings

DiNitto, D. M. (2011). Ending poverty: is it an issue anymore? In *Social welfare: Politics and public policy* (7th ed., pp. 107-141). Needham Heights, MA: Pearson Education.

DiNitto, D. M. (2011). Preventing poverty: social insurance and personal responsibility. In *Social welfare: Politics and public policy* (7th ed., pp. 153-184). Needham Heights, MA: Pearson Education.

Handler, J. F., & Hasenfeld, Y. (2007). Demonizing the single mother family: The path to welfare reform. In *Blame welfare, ignore poverty and inequality* (pp. 150-185). New York, NY: Cambridge University Press.

Class 6: Analyzing Problems

This Unit relates to course objectives 2, 3, and 5.

Required Readings

Jansson, B. S. (2011). Analyzing problems in the first step of policy analysis. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 214-254). Australia: Brooks-Cole.

Recommended Readings

DiNitto, D. M. (2011). Helping needy families: an end to welfare as we knew it. In *Social welfare: Politics and public policy* (7th ed., pp. 233-265). Needham Heights, MA: Pearson Education.

Handler, J. F., & Hasenfeld, Y. (2007). The welfare bureaucracy. In *Blame welfare, ignore poverty and inequality* (pp. 186-237). New York, NY: Cambridge University Press.

Class 7: Small Group (in-class) Briefings to “The Mayor”**Class 8: Developing a Proposal**

This Unit relates to course objectives 2, 3, and 5.

Required Readings

Jansson, B. S. (2011). Developing policy proposals in the second, third, and fourth steps of policy analysis. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 255-289). Australia: Brooks-Cole.

Jansson, B. S. (2011). Presenting and defending policy proposals in the fifth and sixth steps of policy analysis. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 290-336). Australia: Brooks-Cole.

Recommended Readings

DiNitto, D. M. (2011). Providing social services. In *Social welfare: Politics and public policy* (7th ed., pp. 364-401). Needham Heights, MA: Pearson Education.

Handler, J. F., & Hasenfeld, Y. (2007). Work and the low wage labor market: mothers and children. In *Blame welfare, ignore poverty and inequality* (pp. 238-281). New York, NY: Cambridge University Press.

Class 9: Developing and Using Power

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

Required Readings

Jansson, B. S. (2011). Developing and using power. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 337-384). Australia: Brooks-Cole.

King Jr., Martin Luther: "Letter from Birmingham Jail;" April 16, 1963

Recommended Readings

DiNitto, D. M. (2011). Preventing poverty: education and employment policy. In *Social welfare: Politics and public policy* (7th ed., pp. 324-354). Needham Heights, MA: Pearson Education.

Handler, J. F., & Hasenfeld, Y. (2007). Addressing poverty and inequality. In *Blame welfare, ignore poverty and inequality* (pp. 316-348). New York, NY: Cambridge University Press.

Class 10: Developing Political Strategy

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

Required Readings

Jansson, B. S. (2011). Developing political strategy - Doing the research and analysis. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 385-442). Australia: Brooks-Cole.

Class 11: Engaging in Ballot Based Advocacy

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

Required Readings

Jansson, B. S. (2011). Engaging in ballot based advocacy. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 443-484). Australia: Brooks-Cole.

Recommended Readings

DiNitto, D. M. (2011). Implementing and evaluating social welfare policy—What happens after a law is passed. In *Social welfare: Politics and public policy* (7th ed., pp. 35-64). Needham Heights, MA: Pearson Education.

Class 12: Group Presentations; Community Based Organizing

This Unit relates to course objectives 4 and 5.

Recommended Readings

DiNitto, D. M. (2011). The challenges of a diverse society: gender and sexual orientation. In *Social welfare: Politics and public policy* (7th ed., pp. 415-448). Needham Heights, MA: Pearson Education.

Class 13: Coalition Building and Lobbying

This Unit relates to course objective 4.

Required Readings

Jansson, B. S. (2011). Troubleshooting policies. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 485-532). Australia: Brooks-Cole.

Recommended Readings

DiNitto, D. M. (2011). The challenges of a diverse society: race, ethnicity, and immigration. In *Social welfare: Politics and public policy* (7th ed., pp. 455-492). Needham Heights, MA: Pearson Education.

Class 14: Assessing Policies

This Unit relates to course objectives 3, 4, and 5.

Required Readings

Jansson, B. S. (2011). Assessing policy - Toward evidence-based policy. In *Becoming an effective policy advocate: From policy practice to social justice* (6th ed., pp. 533-553). Australia: Brooks-Cole.

Class 15: Ethics, Summary & Concluding Presentations**FINAL ASSIGNMENT**

The final paper is due one week after the last class session, the specific details of which will be shared by the Professor.

University Policies and Guidelines

IX. ATTENDANCE POLICY

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

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

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

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

| UNIVERSITY PARK CAMPUS | | ACADEMIC CENTERS | |
|------------------------|---|----------------------|----------------------|
| City Center | Front of Building (12 th & Olive) | Orange County | Faculty Parking Lot |
| MRF | Lot B | San Diego | Building Parking Lot |
| SWC | Lot B | Skirball | Front of Building |
| VKC | McCarthy Quad | | |
| WPH | McCarthy Quad | | |

Do not re-enter the building until given the "all clear" by emergency personnel.

XIII. STATEMENT ABOUT INCOMPLETES

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

XIV. POLICY ON LATE OR MAKE-UP WORK

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

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

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

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing 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.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact one of the co-chairs of the sequence, Sam Mistrano (mistrano@usc.edu) or Murali Nair (muralina@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at pmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
