



## Social Work 638

### Policy in Integrated Care 3 units

<b>E-Mail:</b>	hileman@usc.edu	<b>Course Day:</b>	Tuesdays
<b>Telephone:</b>	619-466-4386 ext 110	<b>Course Time:</b>	1-3:50 pm
<b>Office:</b>	Room 206	<b>Course Location:</b>	Classroom B
<b>Office Hours:</b>	12 – 1 pm & 4 – 5 pm		

#### I. COURSE PREREQUISITES

SOWK 506, SOWK 536, SOWK 544, and SOWK 546

#### II. CATALOGUE DESCRIPTION

Overview and analysis of current health policies, health care delivery and payment models, and benefit programs with a specific focus on implications and opportunities for social workers and the clients they serve in health, behavioral health, integrated care settings with adults, families, and older adults.

#### III. COURSE DESCRIPTION

This course builds on SOWK 536 by examining myriad factors that influence how vulnerable and stigmatized populations secure access and encounter barriers in securing access to effective health and behavioral health services.

SOWK 638 emphasizes how clinical social workers in health, behavioral health and integrated care settings can both provide leadership in policy advocacy and participate in the policy-making process in organizational, community, and legislative settings. This course surveys major policies that can inform clinical practice and social work advocacy efforts for policy change at organizational, community and legislative levels. Key federal and state policies to inform social work practice as well as methods of obtaining data and research needed to develop policy proposals are emphasized.

**IV. COURSE OBJECTIVES**

SOWK 638 will:

Objective #	Objectives
1	Teach students about the evolution of the Public Policy in the US up to recent changes of the Affordable Care Act and how these policies can be viewed using the values-ethics of the NASW code of ethics.
2	Promote students' ability to navigate the different sources of public aid and how these systems match up to client's needs across behavioral health settings.
3	Facilitate utilization of conceptual and analytic reasoning skills to serve vulnerable populations and advance social and economic justice.
4	Demonstrate the ability to understand diversity in complex urban environments and to advocate effectively for a broad range of individuals, families, and groups across behavioral health and community settings.
5	Help enable students to work effectively within national and global contexts using Southern California, the Los Angeles region, and the Pacific Rim as a basis for study and action.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

A seminar format will be used in this class that asks students to participate in classroom discussion and presentations at multiple points during the semester while still giving the instructor a central role in presenting information, leading discussion, and promoting critical analysis.

This seminar will use a student-centered learning approach. Students are encouraged to attend policy meetings at their field placements and to provide brief oral reports to the class summarizing the policy meeting they attend and how it informs policy advocacy and/or policy practice.

**Student Learning Outcomes**

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

	Social Work Core Competencies	SOWK 638	Course Objective
1	Demonstrate Ethical & Professional Behavior	*	1
2	Engage Diversity & Difference in Practice	*	2 & 4
3	Advance Human Rights and Social, Economic, and Environmental Justice	*	1 & 3
4	Engage In Practice-informed Research and Research-informed Practice		
5	Engage in Policy Practice Human Rights & Justice	*	3, 4, & 5
6	Engage with Individuals, Families, Groups, Organizations, and Communities		

7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>		
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		

\* 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><b>Competency 1 – Demonstrate Ethical and Professional Behavior</b></p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>1a. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p> <p>1b. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>1c. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<p>All Assignments</p>

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b>Competency 2 – Engage Diversity and Difference in Practice</b></p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>2a. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<p>All Assignments</p>
	<p>2c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	

<p><b>Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice</b>                  Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>3a. Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.                  3b. Engage in practices that advance social, economic, and environmental justice.</p>	<p>All Assignments Participation</p>
<p><b>Competency 5 – Engage in Policy Practice</b>                  Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>5a. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.                   5b. Assesses how social welfare and economic policies impact the delivery of and access to social services.</p>	<p>All Assignments</p>
	<p>5c. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>All Assignments</p>

**VI. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Policy Issue Brief</b>	Unit 6	35%
<b>Assignment 2: Public Service Announcement</b>	Unit 9	20%
<b>Assignment 3: Policy Proposal Development &amp; Presentation</b>	Unit 15	35%
<b>Class Participation</b>	Ongoing	10%

Each of the major assignments is described below.

**Assignment 1: Policy Issue Brief (35% of grade)**

**Instructions:** Select a controversial health-related issue affecting a vulnerable or stigmatized population

- 1) Identify and describe either a health or behavioral health disparity issue related to health care access (equity/social justice), prevention, or quality; or a controversial health or behavioral health related issue affecting a vulnerable or stigmatized (use topic from 635 research course)
- 2) Describe how widespread the issue is (prevalence, incidence)
- 3) State explicitly where policy advocacy should occur to address the issue: at the *organizational and community or legislative levels (county, state, federal) AND* provide a rationale for why policy advocacy should occur at the levels you select,
- 4) Identify different *stakeholder* perspectives on the issue,
- 5) Make a case for a specific policy advocacy strategy or action(s) to address the issue/advocate for policy change at the community or legislative level (refer to Jansson, 2011), *Becoming an effective policy advocate*, SOWK 535 text: Part 5 Advocating for Change pp. 337-483),
- 6) Suggest a policy advocacy strategy to address the issue at the organizational level
- 7) Suggest *evidence-based interventions social workers can use in organizations* to address the issue, and
- 8) Identify *appropriate technological resources* that can inform social work strategies/interventions.

This assignment includes both a paper and presentation. The paper will be 7-8 pages in length and include a minimum of 7 references. This is an individual student assignment.

**Paper Due: Unit 6**

**Individual Presentations: Units 4-14**

*This assignment relates to student learning outcomes 1a-1C, 2a, 2c, 3a, 3b,5a-5c and course objectives 1-5.*

**Assignment 2: Public Service Announcement (20% of Course Grade)**

In a group of 2-3 students create a Public Service Announcement on one of the following topics: for example, Immigrant Health Coverage, Coverage to Care under the Affordable Care Act, Why Integrated Care is Important to Vulnerable Populations, Health Privacy or a topic to be approved by your instructor. Use digital media/technology to create your PSA (5 minutes maximum), create a 1 page handout to increase community member's awareness of the issue. Film on VAC, show it in class.

**Due: Unit 9**

*This assignment relates to student learning outcomes 1a-1C, 2a, 2c, 3a, 3b,5a-5c and course objectives 1-5.*

**Assignment 3: Integrated Care Policy Proposal Presentation (35% of Course Grade)**

This assignment is a 7-9 page paper focusing on how your field placement organization can become an integrated behavioral health care setting. Your group will develop and present a policy proposal for one of your group's field placement organizations. The proposal will present a plan for bringing Integrated Care into that organization. Be prepared to provide feedback from your group's presentation to the field placement, This is a group assignment of 2-3 students. Your group will present your proposal and agency feedback to the class Unit 15.

**Due: Unit 15**

*This assignment relates to student learning outcomes 1a-1C, 2a, 2c, 3a, 3b,5a-5c and course objectives 2-5.*

**Class Participation (10% of Course Grade)**

Class participation will include students' participation in class and small group discussions weekly, brief in class presentation, critical analysis of specific policy problems or issues that affect varying populations in health care settings and suggestions for the role of social workers as advocates.

**Grading**

Class grades will be based on the following:

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-

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

**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 evaluated in the assignment. To earn at least a B, students must incorporate relevant required and recommended readings.

**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.

**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.

**A grade of C** would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

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

**VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

**Required Textbook**

Schott, E. M. P., & Weiss, E. L. (Eds). (2016). *Transformative social work practice*. Thousand Oaks, CA: Sage Publications, Inc.  
 ISBN: 9781483359632  
 (\$89, \$85 Amazon Prime, \$71 Kindle)

\*\*\*Special USC custom book bundle is available only at the USC Bookstore (bundle not required, but is bonus for only USC SW students & financial aid can be applied to books at USC Bookstore). Bundle (\$85) includes a copy of *Transformative Social Work Practice* and a policy update reader from foundation

Policy 536 text by Bruce Jansson *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors*. Bundle can be purchased at USC Bookstore or online at:

<http://www.bkstr.com/usctextstore/shop/textbooks-and-course-materials>

Schott, E. M. P., & Weiss, E. L. (Eds). (2016). *Transformative Social Work Practice + Annual Edition Update -Social Policy and Advocacy Custom Edition*. Thousand Oaks, CA: Sage Publications, Inc.

Bundle ISBN: 9781506346984

**Note:** Readings on contemporary issues in American health care will be assigned for each class session drawn from journals and other sources. They will be available on *ARES*. **Additional readings may be assigned.**

### Required Internet Resources [consult for all assignments]

#### Policy resources at USC for Social Work

The Social Work Library Guide has links to healthcare-related demographic and statistics websites; it also has a list of a number of policy databases that can help you find, interpret, and analyze healthcare policies. Do not hesitate to contact the social work librarians M. Vicedo ([vicedo@usc.edu](mailto:vicedo@usc.edu)) or R. Halpern ([8alpern@usc.edu](mailto:8alpern@usc.edu)).

Please click on this link to access a brief tutorial on searching for policy relevant materials. To the right are websites specific to policy resources.

<http://libguides.usc.edu/content.php?pid=26798&sid=4617134>

Social Work Policy Institute <http://www.socialworkpolicy.org/>

Frameworks Institute <http://www.frameworksinstitute.org/> [see Issues and Frameblog]

### Recommended Internet Resources

101 greatest sites for social workers. Retrieved from <http://mswonlineprograms.org/great-sites/>

### Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: APA.

### Recommended Websites

Purdue Owl Online Writing Lab. (n.d.). *APA changes* (6<sup>th</sup> ed.). Retrieved from <http://owl.english.purdue.edu/owl/resource/560/24/>

American Psychological Association (2014). APASTyle blog. <http://blog.apastyle.org/> [Current answers to APA puzzles. You can email experts with questions]



## Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> <li>■ Introduction: Structure and Organization of Policy Makers                             <ul style="list-style-type: none"> <li>▼ Introductions</li> <li>▼ Syllabus</li> <li>▼ Assignments</li> <li>▼ NASW Code of Ethics: Guiding Principles for Policy Advocacy &amp; Social Justice in the U.S. Health System</li> <li>▼ Skills I Jansson- Policy Advocacy                                     <ul style="list-style-type: none"> <li>▪ Developing and Using Power</li> <li>▪ Developing Political Strategy and Putting it into Action</li> </ul> </li> <li>▼ Philosophy of Social Change</li> <li>▼ Public Health Social Work</li> <li>▼ Introduction to Integrated Care</li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Need for Integrated Behavioral Healthcare in the United States</li> <li>■ Disparities for vulnerable populations                             <ul style="list-style-type: none"> <li>▶ Homeless individuals</li> <li>▶ Persons with physical &amp; mental health disabilities</li> <li>▶ Limited English Proficiency/minorities</li> <li>▶ Immigrants</li> <li>▶ LGBTQQI</li> </ul> </li> <li>■ History of Health Policy in the United States</li> </ul>	
3	<ul style="list-style-type: none"> <li>■ Overview of the Affordable Care and its Impact on Integrated Care</li> <li>■ Integrated Health Care/Behavioral Health</li> <li>■ Implications for Social Work                             <ul style="list-style-type: none"> <li>▶ Integration/Implementation                                     <ul style="list-style-type: none"> <li>▼ Of Health, Mental Health, Substance Abuse</li> <li>▼ Integration in Settings</li> <li>▼ Medical home</li> <li>▼ Philosophical perspectives of each</li> </ul> </li> </ul> </li> </ul>	

Unit	Topics	Assignments
4	<ul style="list-style-type: none"> <li>■ Funding Mechanisms for Affordable Care Act</li> <li>■ Funding Integrated Health Care/Behavioral Health                             <ul style="list-style-type: none"> <li>▶ Accountable care organizations</li> <li>▶ HMOs</li> <li>▶ PPOs</li> <li>▶ Safety Net</li> <li>▶ Veteran's Health</li> </ul> </li> <li>■ Alternative Models for Financing</li> <li>■ Coverage &amp; New Plans for Immigrants- CA case study</li> </ul>	
5	<ul style="list-style-type: none"> <li>■ Mental Health Policy                             <ul style="list-style-type: none"> <li>▶ Community Mental Health Act of 1965</li> <li>▶ Deinstitutionalization</li> <li>▶ Rise in Homelessness</li> <li>▶ Incarceration</li> <li>▶ Legalization</li> </ul> </li> <li>■ Commitment and Treatment Laws</li> </ul>	
6	<p>Advocacy to Change Public Programs that Serve Vulnerable populations</p> <ul style="list-style-type: none"> <li>▼ Social Security (SS;OASDI;SSDI)</li> <li>▼ Supplemental Security Income (SSI)</li> <li>▼ General Relief (GR)</li> <li>▼ Food Stamps</li> <li>▼ State Disability/EDD</li> <li>▼ Temporary Assistance for Needy Families (TANF)</li> <li>▼ Children's Health Insurance Program (CHIP)</li> <li>▼ Women, Infant and Children Program (WIC)</li> <li>▼ Family and Medical Leave Act of 1993</li> <li>▼ Inmate Health</li> </ul>	<p><b>Assignment #1 Due</b></p>

Unit	Topics	Assignments
7	<ul style="list-style-type: none"> <li>■ Advocacy &amp; Policy Writing for Prevention, Wellness, and Health Promotion                             <ul style="list-style-type: none"> <li>▶ Skills II: Jansson Writing a Policy Proposal                                     <ul style="list-style-type: none"> <li>▼ Writing an Executive brief</li> </ul> </li> <li>▶ Survey of Policy Proposals in Health</li> <li>▶ Policy proposals in Organizations                                     <ul style="list-style-type: none"> <li>▼ Identifying procedural &amp; protocol flaws</li> <li>▼ Policy writing in organizational settings   <ul style="list-style-type: none"> <li>▪ Urban vs. rural</li> </ul> </li> </ul> </li> </ul> </li> </ul>	
8	<ul style="list-style-type: none"> <li>■ Policies affecting Older Americans and Americans with Disabilities                             <ul style="list-style-type: none"> <li>▼ Older Americans Act of 1965</li> <li>▼ Prevention of Elder Abuse, Neglect &amp; Exploitation</li> <li>▼ Long-Term Medicaid &amp; Medicaid Waiver Programs</li> <li>▼ Americans with Disabilities Act of 1990</li> <li>▼ Supreme Court Olmstead Decision 1999</li> </ul> </li> </ul>	
9	<ul style="list-style-type: none"> <li>■ Emerging Policy Needs to Meet the Needs of the Aging Population                             <ul style="list-style-type: none"> <li>▶ Aging in place</li> <li>▶ Long-Term Care</li> <li>▶ End-of-Life issues                                     <ul style="list-style-type: none"> <li>▼ Patient Self-Determination Act</li> </ul> </li> <li>▶ Incarceration                                     <ul style="list-style-type: none"> <li>▼ Growth of aging populations</li> </ul> </li> </ul> </li> </ul> <p>Policy reform concerning geriatric and hospice care in prisons</p>	<b>Assignment #2 in Class</b>
10	<ul style="list-style-type: none"> <li>■ Substance Use Disorder Policy                             <ul style="list-style-type: none"> <li>▶ Incarceration and substance use disorder</li> </ul> </li> </ul>	
11	<ul style="list-style-type: none"> <li>■ Integrated Behavioral Health Models</li> <li>■ Overcoming individual and systemic barriers to health and wellness</li> </ul>	
12	<ul style="list-style-type: none"> <li>■ Implementing Integrated Behavioral Health</li> <li>■ Student PSA Presentations</li> </ul>	
13	<ul style="list-style-type: none"> <li>■ Affordable Care Act: Coverage to Care                             <ul style="list-style-type: none"> <li>▶ Survey of Implementation Efforts Across the United States</li> </ul> </li> </ul>	

Unit	Topics	Assignments
14	<ul style="list-style-type: none"><li>■ Policy Advocacy &amp; Health Policy Progression<ul style="list-style-type: none"><li>▶ Implementation</li><li>▶ How to improve</li></ul></li><li>■ Alternative Models<ul style="list-style-type: none"><li>▶ Universal Care</li><li>▶ Global Models<ul style="list-style-type: none"><li>▼ Sweden</li></ul></li></ul></li></ul>	
15	■ Student Policy Proposal Presentations and Course Wrap Up	<b>Assignment #3</b>

## Course Schedule—Detailed Description

### Unit 1: Introduction to the Structure and Organization of Policy Makers

#### Topics

- Introduction: Structure and Organization of Policy Makers
  - ▼ Introductions
  - ▼ Syllabus
  - ▼ Assignments
  - ▼ NASW Code of Ethics: Guiding Principles for Policy Advocacy & Social Justice in the U.S. Health System
    - Use of the NASW code of ethics as evaluate criteria
  - ▼ Philosophy of Social Change
  - ▼ Skills I Jansson- Policy Advocacy
    - Developing and Using Power
    - Developing Political Strategy and Putting it into Action
  - ▼ Public Health Social Work
  - ▼ Introduction to Integrated Care

This Unit relates to course objectives 1-5

#### Required Readings

Blau, J. (1989). Theories of the welfare state. *Social Service Review*, 63(1),26-38.

Cederbaum, J.A., Hu, E., & Klusaritz, H.A. (2016). Public health social work. In Schott, E.M.P & Weiss, E.L. (Eds), *Transformative Social Work Practice* pp. 341-352. Los Angeles: SAGE Publications, Inc.

Jansson, B. S. (2011). Developing and using power. In B.S. Jansson. *Becoming an effective policy advocate: From policy practice to social justice* (6<sup>th</sup> ed.). Belmont, CA: Brooks-Cole. (pp. 338-384).

Jansson, B. S. (2011). Developing political strategy and putting it into action. In B.S. Jansson. *Becoming an effective policy advocate: From policy practice to social justice* (6<sup>th</sup> ed.). Belmont, CA: Brooks-Cole. (pp. 385-442).

NASW Code of Ethics. (2014). Retrieved from <http://www.socialworkers.org/pubs/code/code.asp>

Reynold, K. (2006). Doherty, McDaniel, Baird & Reynolds: Levels of integration.

Available at: [http://www.integration.samhsa.gov/integrated-care-models/Doherty-McDaniel-Baird-Reynolds\\_MH-PC\\_Integration\\_Options.pdf](http://www.integration.samhsa.gov/integrated-care-models/Doherty-McDaniel-Baird-Reynolds_MH-PC_Integration_Options.pdf)

## Unit 2: Need for Integrated Behavioral Healthcare in the United States

### Topics

- Need for Integrated Behavioral Healthcare in the United States
- Disparities for vulnerable populations
  - Homeless individuals
  - Persons with physical & mental health disabilities
  - Limited English Proficiency/minorities
  - Immigrants
  - LGBTQI
- History of Health Policy in the United States

This Unit relates to course objectives 1-5

### Required Readings

Hays, K. & Lincoln, K.D. (2016). Mental health promotion among African Americans.

In Schott, E.M.P & Weiss, E.L. (Eds), *Transformative Social Work Practice* pp. 379-398. Los Angeles: SAGE Publications, Inc.

Goldbach, J.T. & Dunlap, S.L. (2016). Sexual minorities. In Schott, E.M.P & Weiss, E.L. (Eds),

*Transformative Social Work Practice* pp. 361-378 341-352. Los Angeles: SAGE Publications, Inc

Land, H. (2016). Diverse people affected by HIV/AIDS. In Schott, E.M.P & Weiss, E.L. (Eds),

*Transformative Social Work Practice* pp. 25-40. Los Angeles: SAGE Publications, Inc

Reay, T., Goodrick, E., Casebeer, A., & Hinings, C. B. (2013). Legitimizing new practices in primary health care. *Health Care Management Review*, 38(1), 9-19.

Sanchez, K., Chapa, T., Ybarra, R., & Martinez, O. N., (2012). *Eliminating disparities through the integration of behavioral health and primary care services for racial and ethnic minorities, including populations with limited English proficiency: A review of the literature*. U.S. Department of Health and Human Services, Office of Minority Health and the Hogg Foundation for Mental Health.

### Unit 3: Overview of the Affordable Care and its Impact on Integrated Care

#### Topics

- Overview of the Affordable Care and its Impact on Integrated Care
- Integrated Health Care/Behavioral Health
- Implications for Social Work
  - ▶ Integration/Implementation
    - ▼ Of Health, Mental Health, Substance Abuse[substance use disorder]
    - ▼ Integration in Settings
    - ▼ Medical home
    - ▼ Philosophical perspectives of each

This Unit relates to course objectives 1-5.

#### Required Readings

- Bidassie, B., Davies, M. L., Stark, R., & Boushon, B. (2014). VA Experience in Implementing Patient-Centered Medical Home Using a Breakthrough Series Collaborative. *Journal of General Internal Medicine*, 29(Suppl 2), 563–571. <http://doi.org.libproxy2.usc.edu/10.1007/s11606-014-2773-5>
- Croft, B. & Parish, S.L. (2013). Care integration in the Patient Protection and Affordable Care Act: Implications for behavioral health. *Adm Policy Ment Health*, 40(4), 1-8.
- Scharf et al. (2013). Integrating primary care into community behavioral health settings: Programs and early implementation experiences. *Psych Services*, 64(7), 660-665.

### Unit 4: Funding Mechanisms for Affordable Care Act

#### Topics

- Funding Mechanisms for Affordable Care Act
- Funding Integrated Health Care/Behavioral Health
  - ▶ Accountable care organizations
  - ▶ HMOs
  - ▶ PPOs
  - ▶ Safety Net
  - ▶ Veteran's Health
- Alternative Models for Financing
- Coverage & New Plans for Immigrants- CA case study

This Unit relates to course objectives 1-5.

**Required Readings**

Mark, T. L. et al. (2011). Mental Health: Changes In US Spending On Mental Health And Substance Abuse Treatment, 1986–2005, And Implications For Policy. *Health Affairs* (30, 2284-292; doi:10.1377/hlthaff.2010.0765

Sommers, B. D., Kenney, G. M., & Epstein, A. M. (2014). Medicaid Expansion: New Evidence On The Affordable Care Act: Coverage Impacts Of Early Medicaid Expansions. *Health Affairs*, (33). 178-87; doi:10.1377/hlthaff.2013.1087

Williams, D. R., McClellan, M. B., & Rivlin, A. M. (2010). Beyond The Affordable Care Act: Achieving Real Improvements In Americans' Health. *Health Affairs*. 29(8), 1481-1488; doi:10.1377/hlthaff.2010.0071



## Unit 5: Mental Health Policy

### Topics

- Emerging Policy Needs Mental Health & Behavioral Health Policy
  - Community Mental Health Act of 1965
  - Deinstitutionalization -
  - Rise in Homelessness
  - Incarceration
  - Legalization
- Commitment and Treatment Laws

This Unit relates to course objectives 1-5.

### Required Readings

Collins, P. Y. et al. (2011). Grand challenges in global mental health. *Nature*, 475, 27–30

doi:10.1038/475027a

Davis, L., Fulginiti, A., Kriegel, L., & Brekke, J. (2012). Deinstitutionalization? Where have all the people gone? *Current Psychiatry Reports*. (14)3, 259-269

Finney, K. & Schott, EMP. (2016). Psychopharmacology and psychoeducation for the treatment of major depressive disorder. In Schott, E.M.P & Weiss, E.L. (Eds), *Transformative Social Work Practice* pp. 53-68. Los Angeles: SAGE Publications, Inc

Hjort, J. (2016). Mindfulness in mental health settings. (2016). In Schott, E.M.P & Weiss, E.L. (Eds), *Transformative Social Work Practice* pp. 69-81. Los Angeles: SAGE Publications, Inc

Talbott, J. A., & Sharfstein, S. S. (2014). A proposal for future funding of chronic and episodic mental illness. *Psychiatric Services*.

## Unit 6: Advocacy to Change Public Programs that Serve Vulnerable Populations

### Topics

- Advocacy to Change Public Programs that Serve Vulnerable Populations
  - ▼ Social Security (SS;OASDI;SSDI)
  - ▼ Supplemental Security Income (SSI)
  - ▼ General Relief (GR)
  - ▼ Food Stamps
  - ▼ State Disability/EDD
  - ▼ Temporary Assistance for Needy Families (TANF)
  - ▼ Children's Health Insurance Program (CHIP)
  - ▼ Women, Infant and Children Program (WIC)
  - ▼ Family and Medical Leave Act of 1993
  - ▼ Inmate Health

This Unit relates to course objectives 1-5.

### Required Readings

Child Welfare Information Gateway. (2011). *About CAPTA: A legislative history*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.

Jansson, B. (2011). Using advocacy to help consumers finance their healthcare. In B.S. Jansson. *Improving healthcare through advocacy: A guide for health and helping professionals*. Hoboken, NJ: Wiley. (pp. 280-296).

LA Health Action (2011, December.). The 1115 waiver: An opportunity to reduce the general relief caseload and chronic homelessness. Retrieved from [http://www.lahealthaction.org/index.php/library/full\\_entry/3069/#.U97hYmN5dM4](http://www.lahealthaction.org/index.php/library/full_entry/3069/#.U97hYmN5dM4)

Pérez, L. & Martinez, J. (2008). Community health workers: Social justice and policy advocates for community health and well-being. *American Journal of Public Health, 98*(1), 11-14.

### Internet Resources

California Department of Social Services Website: <http://www.cdss.ca.gov/cdssweb/PG141.htm>

California Department of Social Services. (n.d.) *CalFresh(Formerly Food Stamps)*. Retrieved from <http://www.cdss.ca.gov/research/PG223.htm>

Employment Development Department. (n.d.) *Paid family leave eligibility*. Retrieved from [http://www.edd.ca.gov/Disability/PFL\\_Eligibility.htm](http://www.edd.ca.gov/Disability/PFL_Eligibility.htm)

California Department of Public Health. (n.d.). Retrieved from

<http://www.cdph.ca.gov/programs/wicworks/Pages/default.aspx>

California Healthy Families Program transition to Medi-Cal. (n.d.). Retrieved from

<http://www.dhcs.ca.gov/services/Pages/HealthyFamiliesTransition.aspx>

Department of Justice. (2002). *Suspected child abuse report*. Retrieved from

[http://ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://ag.ca.gov/childabuse/pdf/ss_8572.pdf)

Kaiser Family Foundation. (2010). *Kaiser releases resources on women and health reform*.

Retrieved from <http://healthreform.kff.org/scan/2010/december/kaiser-releases-new-resources-on-women-and-health-reform.aspx>

Temporary Assistance to Needy Families (TANF) Application Website. (n.d.). Retrieved from

[http://www.tanfbenefits.com/?path=34&reset=1&s\\_source=Microsoft&s\\_network=Search&s\\_kw=tanf&s\\_ad=2808393201&s\\_qs=tanf&split\\_id=169](http://www.tanfbenefits.com/?path=34&reset=1&s_source=Microsoft&s_network=Search&s_kw=tanf&s_ad=2808393201&s_qs=tanf&split_id=169)

U.S. Department of Agriculture. (2011). *Nutrition program facts food and nutrition service*. WIC.

Retrieved from <http://www.fns.usda.gov/wic/WIC-Fact-Sheet.pdf>

U.S. Department of Labor. (n.d.). *Family and Medical Leave Act of 2014*. Retrieved from

<http://www.dol.gov/whd/fmla/>

U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2011). *Child maltreatment 2010*. Retrieved from [http://www.acf.hhs.gov/programs/cb/stats\\_research/index.htm#can](http://www.acf.hhs.gov/programs/cb/stats_research/index.htm#can)

## Unit 7: Advocacy & Policy Writing for Prevention, Wellness, and Health Promotion

### Topics

- Social Work advocacy for prevention, wellness, and health promotion
  - ▶ Skills II: Jansson Writing a Policy Issue Brief
    - ▼ Writing an Executive brief
    - ▼ Identifying procedural & protocol flaws
    - ▼ Policy writing in organizational settings
      - Urban vs. rural
    - ▼ Survey of Policy Proposals to promote health, wellness, and prevention
  - Process of Policy Making

This Unit relates to course objectives 1-5.

**Required Readings**

Cole, B. L., & Fielding, J. E. (2007). Health impact assessment: a tool to help policy makers understand health beyond health care. *Annu. Rev. Public Health*, 28, 393-412.

Heitshusen, V. (2012). Introduction to the Legislative Process in the U.S. Congress. *Analyst on*

*Congress and the Legislative Process*, 1-15. Available at:

<http://www.fas.org/sqp/crs/misc/R42843.pdf>

Jansson, B. S. (2011). Developing political strategy and putting it into action. In B.S. Jansson. *Becoming an effective policy advocate: From policy practice to social justice* (6<sup>th</sup> ed.). Belmont, CA: Brooks-Cole. (pp. 408-412).

Martyn, H., & Davis, K. (2014). Care coordination for people with complex care needs in the US: A policy analysis. *International Journal of Care Coordination*, 17(3-4), 93-98.

**Required Internet Resources**

California Legislative Advocacy

This pathfinder aims to assist researchers in locating materials on the legislative process in California. Researchers will learn how to find and track proposed legislation and how to engage in effective advocacy. URL: <http://libguides.law.ucla.edu/callegislativeadvocacy>

Links to U.S. House and Senate web sites

[http://www.house.gov/content/learn/legislative\\_process/](http://www.house.gov/content/learn/legislative_process/)

<http://www.senate.gov/>

## Unit 8: Policies affecting Older Americans and Americans with Disabilities

**Topics**

- Policies affecting Older Americans and Americans with Disabilities
  - ▼ Older Americans Act of 1965
  - ▼ Prevention of Elder Abuse, Neglect & Exploitation
  - ▼ Long-Term Medicaid & Medicaid Waiver Programs
  - ▼ Americans with Disabilities Act of 1990
  - ▼ Supreme Court Olmstead Decision 1999
- Commitment and Treatment Laws

This Unit relates to course objectives 1-5.

**Required Readings**

Joosten, D. (2016). Chronic Illness: A case study with a Latina client. In Schott, E.M.P & Weiss, E.L.

(Eds), *Transformative Social Work Practice* pp. 341-51. Los Angeles: SAGE Publications, Inc

Musumeci, M.B. & Claypool, H. (2014, June). Olmstead's role in community integration for people with disabilities under Medicaid: 15 Years after the Supreme Court's Olmstead decision. Kaiser Family Foundation Issue Brief. Retrieved from [http://kaiserfamilyfoundation.files.wordpress.com/2014/06/8602-olmstead\\_s-role-in-community-integration-for-people-with-disabilities-under-medicaid.pdf](http://kaiserfamilyfoundation.files.wordpress.com/2014/06/8602-olmstead_s-role-in-community-integration-for-people-with-disabilities-under-medicaid.pdf)

Reckrey J.M., Gettenberg, G. Ross, H., Kopke, V., Soriano, T. & Ornstein, K... (2014). The critical role of social workers in home-based primary care. *Social Work and Health Care*, 53 (4), 330-43. doi: 10.1080/00981389.2014.884041

O'Shaughnessy, C. (2012, February 23). The basics: Older Americans Act. Programs and funding. National Policy Forum. [http://www.nhpf.org/library/the-basics/Basics\\_OlderAmericansAct\\_02-23-12.pdf](http://www.nhpf.org/library/the-basics/Basics_OlderAmericansAct_02-23-12.pdf)

Pew Research Religion and Public Life Project. (2013, November 21). Views on end-of-life medical treatments: Growing minority of Americans say doctors should do everything possible to keep patients alive. Retrieved from <http://www.pewforum.org/2013/11/21/views-on-end-of-life-medical-treatments/>

## Internet Resources

California HealthCare Foundation. (2008). Living with chronic illness: California's perspectives on cost and coordination of care. Chronic Care Survey. Retrieved from <http://www.chcf.org/publications/2008/04/snapshot-living-with-chronic-illness-californians-perspectives-on-cost-and-coordination-of-care>

CANHR. (2014, April 25). Long term Medi-Cal fact sheet. Retrieved from [http://www.canhr.org/factsheets/medi-cal\\_fs/html/fs\\_medcal\\_overview.htm](http://www.canhr.org/factsheets/medi-cal_fs/html/fs_medcal_overview.htm)

Department of Justice. (2009). Americans with Disabilities Act of 1990 and ADA Amendments Act of 2008. Retrieved from <http://www.ada.gov/pubs/ada.htm>

Geri-pal: A geriatrics and palliative care blog. Retrieved from <http://www.geripal.org/>

Innovation Profile. (n.d.). *Team-developed care plan and ongoing care management by social workers and nurse practitioners result in better outcomes and fewer emergency department visits for low-income seniors*. IAHRQ Innovations Exchange. Retrieved from <http://www.innovations.ahrq.gov/content.aspx?id=2066>

Hartford National Center on Gerontological Social Work. (2014).

- Geriatric social work initiative. Retrieved from <http://www.gswi.org/programs/legacy-programs>
- Public policies that impact older Americans Retrieved from <http://www.gswi.org/programs/legacy-programs>
- See also: Kluss, T. (2013, October). 3 new centers to focus on enhanced geriatric social work training. [Press release]. Retrieved from [http://www.eurekalert.org/pub\\_releases/2013-10/tgso-tnc102313.php](http://www.eurekalert.org/pub_releases/2013-10/tgso-tnc102313.php)

Kaiser Family Foundation. (2012). Medicaid and long-term care services and support. Retrieved from <http://kff.org/medicaid/fact-sheet/medicaid-and-long-term-care-services-and/>

National Center on Elder Abuse. (n.d.). Fact Sheet on Caregiver Stress and Elder Abuse. Retrieved from [http://www.ncea.aoa.gov/Resources/Publication/docs/fact\\_sheet.pdf](http://www.ncea.aoa.gov/Resources/Publication/docs/fact_sheet.pdf)

National Center on Elder Abuse. (2010, March 3). Why should I care about elder abuse? Retrieved from [http://www.ncea.aoa.gov/Resources/Publication/docs/WhatsAbuse\\_2010.pdf](http://www.ncea.aoa.gov/Resources/Publication/docs/WhatsAbuse_2010.pdf)  
(Instructor Note: Definition, Warning Signs, Risk Factors, Types, and Where to Report Abuse)

National Council on Aging (n.d.) Older Americans Act Reauthorization. <http://www.ncoa.org/public-policy-action/older-americans-act/> [website for resources and status in legislature]

Smith, A. (2014, April) Older adults and technology use. <http://www.pewinternet.org/2014/04/03/older-adults-and-technology-use/>

## Unit 9: Emerging Policy Needs to Meet the Needs of the Aging Population

### Topics

- Emerging Policy Needs to Meet the Needs of the Aging Population
  - Aging in place
  - Long-Term Care
  - End-of-Life issues
    - ▼ Patient Self-Determination Act
  - Incarceration
    - ▼ Growth of aging populations
    - Policy reform concerning geriatric and hospice care in prisons

This Unit relates to course objectives 1-5.

**Required Readings**

Applebaum, P. (2007). Assessment of patients' competence to consent to treatment. *New England Journal of Medicine*, 357(18), 1834-1840.

Boyd, C. M., Darer, J., Boulton, C., Fried, L. P., Boulton, L., & Wu, A. W. (2005). Clinical practice guidelines and quality of care for older patients with multiple comorbid diseases. *JAMA: Journal of the American Medical Association*, 294(6), 716-724.

Joosten, D. (2016). Palliative and hospice care settings. In Schott, E.M.P & Weiss, E.L. (Eds), *Transformative Social Work Practice* pp. 13-24. Los Angeles: SAGE Publications, Inc

**Recommended Readings:**

Dyer, B., Pickens, S., & Burnett, J. (2007). Vulnerable elders: When it is no longer safe to live alone. *JAMA: Journal of the American Medical Association*, 298(12), 1448-1450.

Gleckman, H. (2009). The future of long-term care: What is its place in the health reform debate? Urban Institute and Brookings Institution Tax Policy Center. Retrieved from [http://www.urban.org/UploadedPDF/411908\\_longterm\\_care.pdf](http://www.urban.org/UploadedPDF/411908_longterm_care.pdf)

Joosten, D. (2007). Preferences for accessing community-based, in-home, and psychosocial services by older adults. *Home Health Services Quarterly*, 26(1), 1-18.

## Unit 10: Substance Use Policy

### Topics

- Substance Use Disorder Policy
  - ▶ Incarceration and substance use disorder
- Policy Needs in Substance Use Settings

This Unit relates to course objectives 1-5.

### Required Readings

Dilonardo, J. (2011). *Workforce issues related to physical and behavioral healthcare*

*integration specifically substance use disorders and primary care: A framework.*

Workforce Issues: Integrating Substance Use Services into Primary Care Conference.

Eastlund, E. & Weiss, E.L. (2016). Substance abuse: A harm reduction approach. In Schott, E.M.P & Weiss, E.L. (Eds), *Transformative Social Work Practice* pp. 83-93. Los Angeles: SAGE Publications, Inc

Mechanic, D. (2012). Seizing opportunities under the Affordable Care Act for transforming the mental health and behavioral health system. *Health Affairs*, 31(2), 376-382.

Solway, E. S. (2011). The lived experiences of tobacco use, dependence, and cessation: Insights and perspectives of people with severe mental illness. *Health & Social Work*, 36(1), 19-32.

## Unit 11: Integrated Behavioral Health Models

### Topics

- Integrated Behavioral Health Models
  - ▶ 4 Quadrants of Care
  - ▶ Strategies for introducing integrated care models health and/or behavioral health settings
- Overcoming individual and systemic barriers to health and wellness

This Unit relates to course objectives 1-5.

### Required Readings and Internet Resources:

Croze, C. (2015). Healthcare integration in the era of the Affordable Care Act. Association for Behavioral

Health and Wellness. Washington, DC. Available at  
[http://www.integration.samhsa.gov/integrated-care-models/Healthcare\\_Integration\\_In\\_the\\_Era\\_of\\_ACA.pdf](http://www.integration.samhsa.gov/integrated-care-models/Healthcare_Integration_In_the_Era_of_ACA.pdf)



Mechanic, D. (2012). Seizing opportunities under the Affordable Care Act for transforming the mental and behavioral health system. *Health Affairs*, 31(2), 376-382.

Reynold, K. (2006). Doherty, McDaniel, Baird & Reynolds: Levels of integration.

Available at: [http://www.integration.samhsa.gov/integrated-care-models/Doherty-McDaniel-Baird-Reynolds\\_MH-PC\\_Integration\\_Options.pdf](http://www.integration.samhsa.gov/integrated-care-models/Doherty-McDaniel-Baird-Reynolds_MH-PC_Integration_Options.pdf)

SAMSHA. (2014). Center for Integrated Health Solutions- *Integrated Care Model*. Available at:

<http://www.integration.samhsa.gov/integrated-care-models>

Warr, D. J., Mann, R., & Kelaher, M. (2013). 'A lot of the things we do... people wouldn't recognise as health promotion': addressing health inequalities in settings of neighbourhood disadvantage. *Critical Public Health*, 23(1), 95-109.

## Unit 12: Implementing Integrated Behavioral Health

### Topics

- Implementing Integrated Behavioral Health
- Student PSA Presentations

This Unit relates to course objectives 1-5.

### Required Readings

Chin, M. H., Goddu, A. P., Ferguson, M. J., & Peek, M. E. (2014). Expanding and Sustaining Integrated Health Care—Community Efforts to Reduce Diabetes Disparities. *Health promotion practice*, 15(2 suppl), 29S-39S.

SAMSHA. (2014). *Primary and behavioral health care integration program*. SAMHSA/HRSA Center for Integrated Health Solutions.

**Unit 13: Affordable Care Act: Coverage to Care****Topics**

- Affordable Care Act: Coverage to Care
  - ▶ Survey of Implementation Efforts Across the United States

This Unit relates to course objectives 1-5.

**Required Readings**

Hayes, K., et al. (2013). ACA policy implementation: A snapshot of key developments and what lies ahead. *HealthReformGPS*. [www.healthreformgps.org](http://www.healthreformgps.org)

Kocher, R., Emanuel, E.J., and DeParle, N.M. (2010). The Affordable Care Act and the future of clinical medicine: The opportunities and challenges. *Annals of Internal Medicine*, 153(8), 536-539.

Ku, L. (2010). Ready, set, plan, implement: Executing the expansion of Medicaid. *Health Affairs*, 29(6), 1173-1178.

Lyngsø, A. M., Godtfredsen, N. S., Høst, D., & Frølich, A. (2014). Instruments to assess integrated care: A systematic review. *International journal of integrated care*, 14.

Reinhard, S.C., Kassner, E. and Houser, A. (2011). How the Affordable Care Act can help move states toward a high-performing system of long-term services and supports. *Health Affairs*, 30(3), 447-453.

**Required Internet Resources**

California Healthcare Foundation. (2011). *Briefing—Health Reform 101: The basics of the Affordable Care Act*. Retrieved from <http://www.chcf.org/events/2011/briefing-health-reform-101>  
(Instructor Note: Provides Sacramento briefing slides for California Centers for Disease Control. Retrieved from <http://cdc.gov/>.)

California Healthcare Foundation. (n.d.). *Chronic conditions of Californians*. Retrieved <http://www.chcf.org/publications/2010/03/chronic-conditions-of-californians>

California Healthcare Foundation. (2014.). *Programs: Better chronic disease care*. Retrieved <http://www.chcf.org/programs/chronicdisease>

President Obama Issues Patients' Bill of Rights. (n.d.). Retrieved from [www.HealthCare.gov](http://www.HealthCare.gov)

The Henry J. Kaiser Family Foundation Health Reform Source. (n.d.). Retrieved from <http://healthreform.kff.org/the-basics.aspx>

## Unit 14: Policy Advocacy & Health Policy Progression

### Topics

- Policy Advocacy & Health Policy Progression
  - Implementation
  - How to improve
- Alternative Models
  - Universal Care
  - Global Models

This Unit relates to course objectives 1-5.

### Required Readings

Bezruchka S. (2012). The hurrier I go the behinder I get: the deteriorating international ranking of U.S. health status. *Annu Rev Public Health*. 33 157-173. doi:10.1146/annurev-publhealth-031811-124649. PubMed PMID: 22224875.

Jansson, B. S., Nyamathi, A., Duan, L., Kaplan, C., Heidemann, G. and Ananias, D. (2014), Validation of the Patient Advocacy Engagement Scale for Health Professionals. *Res. Nurs. Health*. doi: 10.1002/nur.21638

Mills, A. (2014). Health care systems in low-and middle-income countries. *New England Journal of Medicine*, 370(6), 552-557.

Ooms, G., Latif, L. A., Waris, A., Brolan, C. E., Hammonds, R., Friedman, E. A., ... Forman, L. (2014). Is universal health coverage the practical expression of the right to health care? *BMC International Health and Human Rights*, 14, 3. <http://doi.org.libproxy1.usc.edu/10.1186/1472-698X-14-3>

Steele, L. S., Glazier, R. H., & Lin, E. (2014). Inequity in mental health care under Canadian universal health coverage. *Psychiatric Services*.

## Unit 15: Course wrap up and Group Presentations

### Topics

- Student Policy Proposal Presentations and Course Wrap Up

This Unit relates to course objectives 1-5.

## University Policies and Guidelines

### VIII. 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 ([joosten@usc.edu](mailto:joosten@usc.edu)) of any anticipated absence or reason for tardiness.

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

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

### IX. STATEMENT ON ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### X. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The *The Office of Disability Services and Programs*

[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**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](mailto: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	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	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 the chair of the department, Suzanne Wenzel, PhD, [swenzel@usc.edu](mailto:swenzel@usc.edu) 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

[rmaiden@usc.edu](mailto:rmaiden@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](mailto: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.

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*Don't procrastinate or postpone working on assignments.*

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