Social Work 535 Sec. 67253

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 2016 in the Virtual Academic Center

Instructor:	Nani Lee, J.D., Ph.D., MSW		
E-Mail:	naniannl@usc.edu	**Course Day:**	Tuesday
Telephone:		**Course Time:**	12 – 1:15 pm PST
Office:	VAC	**Course Location:**	VAC
Office Hours:	By appointment		

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, including the development and use 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.

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	**Demonstrate Ethical and Professional Behavior**	*	**2, 3 & 5**
2	**Engage in Diversity and Difference in Practice**		

3	**Advance Human Rights and Social, Economic, and Environmental Justice**	*	**1 - 5**
4	**Engage in Practice-informed Research and Research-informed Practice**		
5	**Engage in Policy Practice**	*	**1 - 5**
6	**Engage with Individuals, Families, Groups, Organizations, and Communities**		
7	**Assess Individuals, Families, Groups, Organizations, and Communities**	*	**2 & 4**
8	**Intervene with Individuals, Families, Groups, Organizations, and Communities**	*	**4 & 5**
9	**Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**		

* 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
Demonstrate Ethical and Professional Behavior: ▪ 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 ▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas ▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior ▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession ▪ Understand the role of other professions when engaged in inter-professional teams ▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective ▪ Understand emerging forms of technology and the ethical use of technology in social work practice	Make 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	In-class participation / discussions of public policies; in-class preparation for assignments 1, 2 and 3; review of assignments 1, 2 and 3.
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	In-class discussion; review of assignment # 1 and # 2 (both of which include an in-class presentation)
	Use technology ethically and appropriately to facilitate practice outcomes;	
	Use supervision and consultation to guide professional judgment and behavior.	

Advance Human Rights and Social, Economic, and Environmental Justice: ▪ 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 ▪ 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.	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	In-class participation; the review of each of the three assignments (including the in-class presentations in # 1 and #2)
	Engage in practices that advance social, economic, and environmental justice	Review of assignments # 2 and # 3.

Engage in Policy Practice: ▪ 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. ▪ 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. ▪ 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. ▪ Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. ▪ Knowledgeable about policy formulation, analysis, implementation, and evaluation.	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	In-class participation; review of all three assignments.
	Assess how social welfare and economic policies impact the delivery of and access to social services.	In-class participation; depending on the issues focused upon, assignments 1 – 3 may address economic and access issues.
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	In-class participation; the in-class presentation components of assignments # 1 and # 2; and review of assignments # 2 and # 3.

Assess Individuals, Families, Groups, Organizations, and Communities:	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	In-class participation; in-class discussion in preparation for assignment # 1; review of assignments # 1, # 2, and # 3.
▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. ▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. ▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making.		
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	In-class participation; in-class discussion in preparation for assignment # 1; review of assignments # 1, # 2, and # 3.
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	In-class participation; in-class discussion in preparation for assignment # 1; review of assignments # 1, # 2, and # 3.

Intervene with Individuals, Families, Groups, Organizations, and Communities: ▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. ▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. ▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	In-class presentation aspect of assignment # 2; review of assignments # 2 and # 3.
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	In-class presentation aspect of assignment # 2; review of assignments # 2 and # 3.
	Facilitate effective transitions and endings that advance mutually agreed-on goals.	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1	Paper due class 5; presentations class 6	25%
Assignment 2	Class 11	35%
Assignment 3	Draft op-ed due class 14; paper due one week after last 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 # 5; presentation will be done in Class # 6

This assignment relates to student learning outcomes 1, 2 & 3

Assignment 2 : Activism, Report-back memo and Presentation

Development and performance of experiential activism (i.e. lobbying visit), its goals and objectives, which is designed to impact a specific issue, 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 # 11; Presentations during Class # 12

This assignment relates to student learning outcomes 2, 3, 4 & 5.

Assignment 3 : Submit an Editorial

The final assignment consists of a paper, an editorial, and your submission of the editorial to an established news/media outlet, on the issue(s) you have previously worked on this semester.

Due: draft editorial to be review during class 14; final paper due one week after last class

This assignment relates to student learning outcomes 2, 3, 4 & 5.

Late Assignments: assignments that are handed in late will experience a grade deduction. The severity of the grade reduction will depend on the circumstances and on the quality of the student's communication regarding these circumstances.

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. (2014). *Becoming an effective policy advocate: From policy practice to social justice* (7th ed.). Belmont, CA: 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. (2014). Becoming motivated to become a policy advocate. In *Becoming an effective policy advocate: From policy practice to social justice* (7th ed., pp. 3-31). Belmont, CA: Brooks-Cole.

Class 2:   What is Policy Practice?

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

Required Readings

Jansson, B. S. (2014). Articulating four rationales for participating in policy advocacy. In *Becoming an effective policy advocate: From policy practice to social justice* (7th ed., pp. 32-67). Belmont, CA: Brooks-Cole.

Class 3:   Developing Policy Advocacy Skills

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

Required Readings

Jansson, B. S. (2014). Obtaining skills and competencies for policy advocacy. In *Becoming an effective policy advocate: From policy practice to social justice* (7th ed., pp. 69-97). Belmont, CA: 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. (2014). Understanding the ecology of policy in governmental, electoral, community, and agency setting. In *Becoming an effective policy advocate: From policy practice to social justice* (7th ed., pp. 99-137). Belmont, CA: 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   ear

This Unit relates to course objectives 4 and 5.

Required Readings

Jansson, B. S. (2014). Committing to an issue: Building agendas. In *Becoming an effective policy advocate: From policy practice to social justice* (7th ed., pp. 174-199). Belmont, CA: 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:   Small Group (in-class) Briefings to "The Mayor"

Class 7:   Analyzing Problems

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

Required Readings

Jansson, B. S. (2014). Analyzing problems in the first step of policy analysis. In *Becoming an effective policy advocate: From policy practice to social justice* (7th ed., pp. 200-237). Belmont, CA: 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 8:   Developing a Proposal

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

Required Readings

Jansson, B. S. (2014). 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* (7th ed., pp. 240-270). Belmont, CA: Brooks-Cole.

Jansson, B. S. (2014). 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* (7th ed., pp. 274-315). Belmont, CA: 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. (2014). Developing and using power. In *Becoming an effective policy advocate: From policy practice to social justice* (7th ed., pp. 320-358). Belmont, CA: 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. (2014). Developing political strategy and putting it into action. In *Becoming an effective policy advocate: From policy practice to social justice* (7th ed., pp. 363-412). Belmont, CA: 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. (2014). Engaging in ballot based advocacy. In *Becoming an effective policy advocate: From policy practice to social justice* (7th ed., pp. 416-449). Belmont, CA: 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. (2014). Troubleshooting the implementation of policies. In *Becoming an effective policy advocate: From policy practice to social justice* (7th ed., pp. 454-481). Belmont, CA: 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, and Reviewing Draft Editorials

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

Required Readings

Jansson, B. S. (2014). Assessing policy - Toward evidence-based policy. In *Becoming an effective policy advocate: From policy practice to social justice* (7th ed., pp. 484-496). Belmont, CA: Brooks-Cole.

Class 15:	Ethics, Summary & Conclusions

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. 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 describes reporting options and other resources.

XI. 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 Office of Disability Services and Programs* 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.

XII.   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."

XIII.   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.

XIV.   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.

XV.   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.

XVI.   COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the course, Sam Mistrano, at mistrano@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

XVII.   TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

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

Don't procrastinate or postpone working on assignments.