I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

The course provides an in-depth understanding of aging issues at individual and societal levels for effective social work practice with older adults and their families.

III. COURSE DESCRIPTION

The course is designed to provide students with an in-depth understanding of aging theories and issues related to old age at individual and societal levels for effective social work practice with older adults and their families. This course examines both normative and pathological aging for their impact on physical, psychological, and economic functioning. The course will also discuss social aspects of aging relating to family roles and responsibilities, cultural diversity, support networks, and the use of health and social service. Students will understand the needs of older adults and their families, as defined by race/ethnicity, age, socioeconomic status, gender, sexual orientation and the unique barriers to service manifested from language and cultural differences. Students will learn the policymaking process while focusing on a particular aging related policy area such as health, work and retirement, housing and transportation, and long term care. Upon completion, students will be able to articulate a working definition of social policy practice as it relates to an aging society and understand major economic developments and current societal trends that affect older persons and their families. Students will also understand the processes of agenda building, problem definition, and policy analysis to assess how these forces affect and shape delivery of service to older persons and their families.
IV. COURSE OBJECTIVES

The Social Work with Older Adults course (SOWK 599) will:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide an introduction to major bio-psycho-social theories and frameworks used to explain the aging process within the individual, and its impact on the family, community, and larger society.</td>
</tr>
<tr>
<td>2</td>
<td>Examine the effect of ageism on older adults.</td>
</tr>
<tr>
<td>3</td>
<td>Examine the variations in aging experiences for older adults of diverse racial/ethnic, cultural, social class, health status, and sexual orientation backgrounds, and introduce what is culturally appropriate practice.</td>
</tr>
<tr>
<td>4</td>
<td>Discuss social aspects of aging as they relate to family roles and responsibilities and social support networks.</td>
</tr>
<tr>
<td>5</td>
<td>Introduce major aging policies and programs through analyzing the structure of the American political system, the major stages in the policy process, and the roles and interaction of the various civic elements of society.</td>
</tr>
</tbody>
</table>

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Different methods will be used for acquiring knowledge and skills, including lectures, discussion, guest speakers, and in-class activities. Specifically, three primary instructional methods will be used in class: (1) critical discussion, interaction and transaction among the instructor and students; (2) didactic presentation by the instructor; and (3) student reflection.

The online teaching and learning environment provided by the University’s Blackboard Academic Suite will support and facilitate student-to-student communication and interaction outside of class as well as access to instructor support. The URL for Blackboard is https://blackboard.usc.edu.

VI. STUDENT LEARNING OUTCOMES

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

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SOWK 599</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Professional Identity</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2 Ethical Practice</td>
<td>*</td>
<td>2 &amp; 5</td>
</tr>
<tr>
<td>3 Critical Thinking</td>
<td>*</td>
<td>3 &amp; 5</td>
</tr>
<tr>
<td>4 Diversity in Practice</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>5 Human Rights &amp; Justice</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6 Research Based Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Human Behavior</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>8 Policy Practice</td>
<td>*</td>
<td>5</td>
</tr>
<tr>
<td>9 Practice Contexts</td>
<td>*</td>
<td>4</td>
</tr>
<tr>
<td>10 Engage, Assess, Intervene, Evaluate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.
<table>
<thead>
<tr>
<th>Competencies/ Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethical Practice</strong>—Apply social work ethical principles to guide professional practice.</td>
<td>1. Evaluate their own views, biases, and fears toward aging, death and dying.</td>
<td>Midterm Exam &amp; Presentation</td>
</tr>
<tr>
<td>Social workers competent in Ethical Practice:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking</strong>—Apply critical thinking to inform and communicate professional judgments.</td>
<td>2. Learn social construction theory to critically assess the societal views and attitudes toward aging, death and dying</td>
<td>Presentation &amp; Term Paper</td>
</tr>
<tr>
<td>Social workers competent in Critical Thinking:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</td>
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<td></td>
</tr>
<tr>
<td>▪ Use critical thinking augmented by creativity and curiosity.</td>
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<td></td>
</tr>
<tr>
<td>▪ Understand that critical thinking also requires the synthesis and communication of relevant information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Critically review the social policies on older adults for their fairness and appropriateness.</td>
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<td></td>
</tr>
</tbody>
</table>
### Diversity in Practice—Engage diversity and difference in practice.

Social workers competent in Diversity in Practice:
- Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.
- Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

<table>
<thead>
<tr>
<th>4. Recognize inequality in the aging experience as it relates to gender, race/ethnicity, sexual orientation, functional ability, and class.</th>
</tr>
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<tbody>
<tr>
<td>5. Demonstrate cultural competency in professional social work practice, in particular, with vulnerable elderly clients.</td>
</tr>
<tr>
<td>Midterm Exam &amp; Presentation</td>
</tr>
</tbody>
</table>

### Human Behavior—Apply knowledge of human behavior and the social environment.

Social workers competent in Human Behavior:
- Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.
- Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

<table>
<thead>
<tr>
<th>6. Understand the complexity of interaction between physical, emotional, and social forces of aging on individual.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam &amp; Presentation</td>
</tr>
</tbody>
</table>
**Policy Practice**—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social workers competent in Policy Practice:
- Understand that policy affects service delivery, and they actively engage in policy practice.
- Know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

**Practice Contexts**—Respond to contexts that shape practice.

Social workers competent in Practice Contexts:
- Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.
  Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>7.</td>
<td>Recognize the range of policies and services available for older adults and their family members;</td>
<td>Term Paper</td>
</tr>
<tr>
<td>8.</td>
<td>Articulate policy process and formation, and evaluate major stakeholders in the policy formation; and</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Describe, evaluate, and critique existing aging policies and programs on their diversity and culture appropriateness.</td>
<td></td>
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<tr>
<td>10.</td>
<td>Understand and analyze intergenerational relationship and how it enhances the quality of life for the older adults;</td>
<td>Midterm Exam &amp; Presentation</td>
</tr>
<tr>
<td>11.</td>
<td>Understand the importance of family support and informal caregiving on the aging experiences of older adults, and articulate formal social service network for family members of older persons;</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Apply existing community resources or advocate for additional resources to support older adults and their families to achieve aging in place.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Midterm Exam</td>
<td>10/4/2011</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 2: Presentation</td>
<td>11/29/2011</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3: Term Paper</td>
<td>12/7/2011</td>
<td>45%</td>
</tr>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each of the major assignments is described below.

**Assignment 1**

The midterm examination will cover readings and materials presented and discussed in class from Unit 1 to Unit 7. It can consist of different forms of short essays, true and false, and multiple choice questions.

**Due: 10/4/2011**

*This assignment relates to student learning outcome 1, 2, and 6-8.*
Assignment 2

Student will make a present at the end of the class. The product should be a Power Point presentation that outlines one important issue among older adults and their families identified from the readings. The presentation will (1) define and analyze the issue, in particular from cultural perspectives, (2) evaluate the existing social programs and services, or indigenous practice interventions addressing that issue, and/or (3) propose a program or intervention to tackle the issue. Specific guidelines will be discussed in class. The presentations should be about 15 minutes with 5 minutes discussion. A draft of the slides should be provided to the instructor a week before the presentation.

Due: 11/29/2011

*This assignment relates to student learning outcome 3-5 and 8-12.*

Assignment 3

The final paper will apply readings and materials presented and discussed in the class. Students are expected to write an essay on an important issue facing older adults and their families that should be addressed by U.S. policy makers as we move through the 21st century. The purpose of this assignment is to make students “think” about the social, economic, and political importance of the aging issues currently being faced by society. Specific guidelines will be discussed in class.

The paper should be 15-18 pages, typed, double-spaced, and carefully proofread. Draw extensively from class readings and other sources. Provide a detailed bibliography; appendices do not count toward page limit. All references MUST be cited in APA format. A minimum of 15 references are expected.

Due: 12/7/2011

*This assignment relates to student learning outcome 3-6 and 9-12.*

Class Participation (10% of Course Grade)

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active, oral class participation. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material.

Students are further expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations will result in the reduction of grades.

Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.85 – 4</td>
<td>93 – 100 A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>90 – 92 A-</td>
</tr>
<tr>
<td>3.25 – 3.59</td>
<td>87 – 89 B+</td>
</tr>
<tr>
<td>2.90 – 3.24</td>
<td>83 – 86 B</td>
</tr>
<tr>
<td>2.60 – 2.89</td>
<td>80 – 82 B-</td>
</tr>
<tr>
<td>2.25 – 2.59</td>
<td>77 – 79 C+</td>
</tr>
<tr>
<td>1.90 – 2.24</td>
<td>73 – 76 C</td>
</tr>
<tr>
<td></td>
<td>70 – 72 C-</td>
</tr>
</tbody>
</table>
VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks


Reference Books and Suggested Readings:


Recommended Guidebook for APA Style Formatting


Recommended Websites

National Associate of Social Workers

The Elements of Style – A rule book for writing.
http://www.bartleby.com/141/.
(Instructor Note: You can read it online.)

USC Guide to Avoiding Plagiarism

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Course Overview</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Aging Population</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Myths and Realities of Aging</td>
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<tr>
<td></td>
<td>Careers in Aging</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Social theories of Aging</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Successful Aging Perspective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Person-Environment Theories of Aging</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Social Consequences of Physical Aging</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Cognitive Changes with Aging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Future of Aging, Technology and Aging</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Managing Chronic Diseases in Old Age</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Health Promotion and Disease Prevention</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Personality in Old Age</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Love, Intimacy and Sexuality in Old Age</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Review on Policy Process and Formulation</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Social Policies and Services for Older People</td>
<td></td>
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<td></td>
<td>Older Americans Act</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Care Programs (Medicare &amp; Medicaid)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Formal Versus Informal Care</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Policy and Programs to Support Family Caregivers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid-Term Exam</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Diversity in Aging Experiences</td>
<td>Mid-Term Examination</td>
</tr>
<tr>
<td></td>
<td>Cultural and Diversity Competence of Providers</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td>9</td>
<td>Intergenerational Relations</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Grandparents Raising Grandchildren</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intergenerational Programs</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Psychological Well-Being of Older Adults</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Loss &amp; Grief</td>
<td></td>
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<tr>
<td></td>
<td>Depression and Suicide in Elders</td>
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<tr>
<td>11</td>
<td>Productive Aging</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Employment and Retirement</td>
<td></td>
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<tr>
<td></td>
<td>Civic Engagement</td>
<td></td>
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<tr>
<td>12</td>
<td>Income Maintenance (Social Security)</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Employment Policies (Age Discrimination)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Long Term Care Policy and Programs</td>
<td>Weekly Readings</td>
</tr>
<tr>
<td></td>
<td>Quality of Life in Long-Term Care Facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Policy on Guardianship, Living Will and Advanced Directive</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Student Presentation and Course Evaluation</td>
<td>Student Presentation</td>
</tr>
</tbody>
</table>

**STUDY DAYS / NO CLASSES**

**FINAL EXAMINATIONS / Term Paper**
Course Schedule—Detailed Description

Unit 1: Introduction

August 23, 2011

Topics

- Introduction and course overview
- Aging population
- The myths and realities of aging
- Careers in aging

This Unit relates to course objective 2.

Required Readings


Recommended Readings


(Instructor Note: This report is also available at www.agingstats.gov.)


Unit 2: Aging Theories

August 30, 2011

Topics

- Social theories of aging
- Successful aging perspective
- Person-environment theories of aging
- Evidence-based policy and practice in elder care

This Unit relates to course objective 1.

Required Readings


Recommended Readings

Angel, R. J. (2009). Structural and cultural factors in successful aging among older Hispanic. *Family and Community Health, 32*(1S), S46.


### Unit 3: Physical Aging

September 6, 2011

#### Topics

- The social consequences of physical aging
- Cognitive changes with aging
- The future of aging, technology and aging

This Unit relates to course objective 1.

#### Required Readings


#### Recommended Readings


#### Useful Website

Aging In Place Technology Watch
## Unit 4: Managing chronic diseases  
**September 13, 2011**

### Topics
- Managing chronic diseases in old age
- Health promotion and disease prevention

This Unit relates to course objective 1.

### Required Readings


### Recommended Readings


---

## Unit 5: Personality  
**September 20, 2011**

### Topics
- Personality and mental health in old age
- Love, intimacy and sexuality in old age

This Unit relates to course objective 1.

### Required Readings


### Recommended Readings

---

## Unit 6: Policies and Services  
**September 27, 2011**

### Topics
- Review on policy process and formulation
- Social policies and services for older people
- Older Americans Act
- Health care programs (Medicare & Medicaid)

This Unit relates to course objective 5.
Required Readings


Recommended Readings


Useful Websites
AARP
http://www.aarp.org

National Council On Aging (NCOA)
http://www.ncoa.org/

Centers for Medicare and Medicaid Services
http://www.cms.gov

Henry J. Kaiser Foundation
http://www.kff.org

Families USA
http://www.familiesusa.org/

National Committee to Preserve Social Security And Medicare (NCPSSM)
http://www.ncpssm.org/

Unit 7: Family Caregiving October 4, 2011
Topics
Formal versus informal care
Policy and programs to support family caregivers
Mid term exam
This Unit relates to course objectives 5, 6, and 7.
Required Readings


Recommended Readings


Unit 8: Diversity and Cultural Competence October 11, 2011

Topics
- Diversity in aging experiences
- Cultural and diversity competence of providers

This Unit relates to course objective 3.

Required Readings


Recommended Readings


Useful Websites
National Hispanic Council On Aging (NHCOA)
http://www.nhcoa.org/

National Indian Council On Aging (NICOA)
http://www.nicoa.org/

National Caucus And Center on Black Aged, Inc. (NCBA)
http://www.ncba-aged.org/

National Asian Pacific Center on Aging
http://www.napca.org/

Unit 9: Intergenerational Relations October 18, 2011
Topics
- Intergenerational relations
- Grandparents raising grandchildren
- Intergenerational programs
This Unit relates to course objective 4.

Required Readings


Recommended Readings


Unit 10: Psychological Well-Being October 25, 2011
Topics
- Psychological well-being of older adults
- Loss & grief
- Depression and suicide in elders
This Unit relates to course objectives 1 and 2.

Required Readings


**Recommended Readings**


Buck, J. A. (2009). Recent changes in Medicaid policy and their possible effects on mental health services. *Psychiatric Services, 60*(11), 1504-1509.


**Unit 11: Productive Aging** November 1, 2011

**Topics**

- Productive aging
- Employment and retirement
- Civic engagement

This Unit relates to course objectives 1 and 2.

**Required Readings**


**Recommended Readings**


Unit 12: Economic Aging

Topics
- Income maintenance (Social Security)
- Employment policies (Age discrimination)

This Unit relates to course objective 5.

Required Readings


Recommended Readings


Useful Website
AARP
http://www.aarp.org

Unit 13: Long-Term Care

Topics
- Long term care policy and programs
- Quality of life in long-term care facilities
- Policy on guardianship, living wills and advance directives

This Unit relates to course objective 5.

Required Readings


**Recommended Readings**


**Unit 14: Student Presentations**

**Topics**

- Student presentation
- Wrap up and course evaluation

**STUDY DAYS / NO CLASSES**

December 3-6, 2011

**FINAL ASSIGNMENT DUE**

December 7, 2011
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 (ichi@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.

X. STATEMENT ON ACADEMIC INTEGRITY

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

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

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

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

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

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.
To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311
For additional university information, please call (213) 740-9233
Or visit university website: http://emergency.usc.edu

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

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

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<thead>
<tr>
<th>UNIVERSITY PARK CAMPUS</th>
<th>ACADEMIC CENTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Center</td>
<td>Orange County</td>
</tr>
<tr>
<td>Front of Building</td>
<td>Faculty Parking Lot</td>
</tr>
<tr>
<td>(12th &amp; Olive)</td>
<td></td>
</tr>
<tr>
<td>MRF</td>
<td>San Diego</td>
</tr>
<tr>
<td>Lot B</td>
<td>Building Parking Lot</td>
</tr>
<tr>
<td>SWC</td>
<td>Skirball</td>
</tr>
<tr>
<td>Lot B</td>
<td>Front of Building</td>
</tr>
<tr>
<td>VKC</td>
<td>McCarthy Quad</td>
</tr>
<tr>
<td>WPH</td>
<td>McCarthy Quad</td>
</tr>
</tbody>
</table>

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 your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at 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 for further guidance.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

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

Don't procrastinate or postpone working on assignments.