University of Southern California
Social Work 639:67497

Social Policy for Managers, Planners and Community Organizers
3 Units

*"Government is the mechanism we use to make communal decisions;
where to build a highway, what to do about homeless people, what kind of
education to provide for our children." Osborne and Gaebler*

*"Politics is one way we help each other see from different perspectives."
Stone*

Fall 2013

Instructor:	Renee Smith-Maddox, Ph.D.		
E-Mail:	smithmad@usc.edu	**Course Day:**	Tuesday
Office:	City Center H375	**Course Time:**	4:00-5:15 pm PST
Phone:	213.821.7053	**Course Location:**	VAC
Office Hours:	By appointment		

I. COURSE PREREQUISITES. SOWK 535

II. CATALOGUE DESCRIPTION

Analysis of efforts to improve local human services organizations and agencies with consideration of political, social, demographic and organizational contexts.

III. COURSE DESCRIPTION

This course focuses on social policy and the politics of reform including ideas about how to "reinvent" or reform public social services to better serve the needs of diverse populations, especially those living in multicultural urban environments. The course includes four modules addressing related aspects of reform: 1) *The Policy Paradox* focuses on changing policy in a political context; 2) *Analysis, Systems and Results* focuses on policy analysis for complex human service systems in the context of increasing expectations about results or outcomes for clients; 3) *Common Purpose and the Role of Policy* provides examples of how such ideas are guiding reform across systems serving diverse client populations; and 4) *Advocacy* focuses on interactions between institutional change and social movements. The course is designed to provide a conceptual and skill base for advanced macro practitioners who may need to formulate, implement and/or evaluate policies at local, state and federal levels. Illustrations from various arenas of practice supplement theoretical approaches. The course addresses special issues faced by disadvantaged groups, including both discrimination and opportunities that may arise as a result of class, race, ethnicity, culture, sexual preference or religious beliefs. The course also addresses systemic and institutional barriers and opportunities, values and ethical issues that may affect social policy processes and outcomes.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Present principles and concepts driving efforts to reform, reinvent and restructure public sector human services, including results-based accountability and evidence-based practice.
2	Examine approaches to policy analysis and differential application to specific areas of social policy at all levels of government.
3	Examine ethical dilemmas inherent in achieving equity, fairness and efficiency through social policy and community building processes, including social, economic and distributive justice.
4	Describe differences in the roles and responsibilities of elected officials and public sector managers; illustrate interactions between public and private sectors, including community-based, inter-disciplinary, inter-faith, or issue-oriented advocacy.
5	Provide illustrations of processes and methods used in formulating, implementing and evaluating social policies.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The role of the instructor in this course is varied, including lecturer, facilitator, consultant and resource person. Modes of instruction will include lecture, in-class discussions, video presentations, and student presentations. Individual and group in-class activities will be used to provide application of content, theories and concepts. This class will also be Web-enhanced using Blackboard: https://blackboard.usc.edu

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to 3 of the following 10 social work core competencies:

	Social Work Core Competencies	SOWK 639	Course Objective
1	Professional Identity		
2	Ethical Practice		
3	Critical Thinking	*	1 & 2
4	Diversity in Practice		
5	Human Rights & Justice	*	3
6	Research Based Practice		
7	Human Behavior		
8	Policy Practice	*	4 & 5
9	Practice Contexts		
10	Engage, Assess, Intervene, Evaluate		

* Highlighted in this course

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

Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in critical thinking: are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. use critical thinking augmented by creativity and curiosity. understand that critical thinking also requires the synthesis and communication of relevant information.	Distinguish, appraise, and integrate multiple sources of knowledge about the forces driving reform, reinvention and restructuring of public social services.	Midterm
	Analyze methods of interpreting and evaluating the impact of social policies.	Midterm
Human Rights & Justice — Advance human rights and social and economic justice. Social workers competent in human rights and justice: acknowledge that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.	Demonstrate contextual understanding of policy, as well as ethical and social justice principles that undergird policy practice.	Final presentation

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.	Differentiate and examine the roles of elected officials in multiple settings from those played by leaders of issue-oriented advocacy and social justice groups.	Reports on policy meetings
	Demonstrate skills in critical analysis of local and state policy-making processes relevant to at least one key arena of public social services.	Final presentation

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Take home midterm	October 28	40%
Reports on two policy meetings	December 17	25%
Final group presentation	December 3 & 10	25%
Class participation	Weekly	10%

Class Participation (10% of Course Grade) – Weekly one-page reading summaries will be part of the participation grade. The instructor will explain its content (three sections: citation, key ideas/quotes, and discussion) and post a reading summary sample in Blackboard.

Each of the major assignments is described below.

Assignment 1: Take home midterm. The midterm take-home examination will be distributed on (Week 6) **October 1** and will be **due on <u>October 28</u>**. The examination will be based on reading and classroom discussions and will include three to five essay questions focused on reinvention and policy analysis in a political context (approximately 10-12 pages). *This assignment relates to student learning outcomes 1 and 2.*

Assignment 2: Two written reports on policy meetings. Students will be asked to attend two policy-related meetings in an area of individual interest and to submit written descriptions of the meetings by (or before) <u>**December 17**</u>. One report must be on a meeting of elected public policy makers (such as a County Board of Supervisors, a Board of Education or City Council). Students will also attend a meeting of an advocacy or social action group of NON-ELECTED members/employees/volunteers, who are trying to influence elected officials (e.g., Greenpeace, Sierra Club, Amnesty International, Disability Rights California, or another group in your area of interest). Students should let the instructor know what kinds of meetings they are planning to attend and when meetings are scheduled**.**

Students will submit two reports – one for each meeting (4-6 pages each) – on the process and substance of **each** meeting, organized according to the following outline:
  1) Description of the setting;
  2) Description of the participants;
  3) At least one of the key policy issues addressed;
  4) Observations of interactions between members;
  5) Observations of interactions between the members and the audience;
  6) Conclusions about what was accomplished during the meeting.
This assignment relates to student learning outcome 4.

Assignment 3: Final group presentation. During the semester, students will form small groups to plan a 30-45 minute classroom presentation on a key area of reform in the human services. During the first weeks of class, students will be asked to give their preference for a topic area (i.e., child welfare, immigration, homelessness, justice, health, education, aging, etc.). Student groups will give their presentations during the last two class sessions of the semester on **<u>Dec 3 or 10</u>**. Student groups will be asked to: 1) Design the format of the presentations, which may include videos, role plays or other appropriate teaching strategies; 2) Complete background research, including review of literature and discussions with key players; 3) Analyze key policy alternatives and make recommendations for action; 4) Support recommendations for action with evidence-based literature on effective policies or programs in the topic area; 5) Design and distribute informational handouts and select background readings for the class; 6) Make presentations that will engage the attention and interest of students. *This assignment relates to student learning outcome 3 and 5.*

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4.00	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-

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

1. David Osborne & Ted Gaebler. (1992). *Reinventing government: How the entrepreneurial spirit is transforming the public sector.* New York: The Penguin Group (Plume).

2. Deborah Stone. (2002). *Policy paradox: The art of political decision-making.* New York, NY: W.W. Norton & Company.

3. Diana M. DiNitto. (2011). *Social welfare: Politics and public policy* (7th edition). Boston, MA: Allyn and Bacon.

4. Note: Additional readings identified for individual class sessions will be available to download on ARES. Students may access ARES at http://usc.ares.atlas-sys.com. Readings for this class are listed under the lead instructor's name: ***Renee Smith-Maddox***

Course Schedule—Detailed Description

Module 1: The Policy Paradox

Unit 1:	The Policy Paradox: Policy, Politics and Reform	September 3

Topics

Need for reform of public social service systems

Interactions between politics and policy

This Unit relates to course objective 1.

Required Readings

> David Osborne & Ted Gaebler. (1992). Introduction: An American perestroika. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 1-24). New York: The Penguin Group (Plume).

Unit 2:	Politics and Rationality	September 10

Topics

Interactions between rational/empirical analyses and political contexts

EBP in policy and politics

This Unit relates to course objective 1.

Required Readings

> Deborah Stone. (2002). Introduction. In *Policy paradox: The art of political decision-making* (pp.1-14). New York: W.W. Norton & Company.

> Deborah Stone. (2002). The market and the polis. In *Policy paradox: The art of political decision-making* (pp. 15-34). New York: W.W. Norton & Company.

> Deborah Stone. (2002). Equity. In *Policy paradox: The art of political decision-making* (pp. 39-60). New York: W.W. Norton & Company.

> Deborah Stone. (2002). Efficiency. In *Policy paradox: The art of political decision-making* (pp. 61-85). New York: W.W. Norton & Company.

> Deborah Stone. (2002). Security. In *Policy paradox: The art of political decision-making* (pp. 86-107). New York: W.W. Norton & Company.

> Deborah Stone. (2002). Liberty. In *Policy paradox: The art of political decision-making* (pp. 108-130). New York: W.W. Norton & Company.

> Diana M. DiNitto. (2011). Introduction: Politics, rationalism, and social welfare policy. In *Social welfare: Politics and public policy* (7th ed., pp. 1-12). Boston, MA: Allyn and Bacon.

Unit 3:	Reinventing Government	September 17

Topics

Principles that guide "reinvention" of government

Alternative approaches to reform

This Unit relates to course objective 1.

Required Readings

David Osborne & Ted Gaebler. (1992). Catalytic government: Steering rather than rowing. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 25-48). New York: The Penguin Group (Plume).

David Osborne & Ted Gaebler. (1992). Community owned government: Empowering rather than serving. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 49-75). New York: The Penguin Group (Plume).

David Osborne & Ted Gaebler. (1992). Competitive government: Injecting competition into service delivery. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 76-107). New York: The Penguin Group (Plume).

David Osborne & Ted Gaebler. (1992). Mission-driven government: Transforming rule-driven organizations. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 108-137). New York: The Penguin Group (Plume).

David Osborne & Ted Gaebler. (1992). Results-oriented government: Funding outcomes, not inputs. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 138-165). New York: The Penguin Group (Plume).

B. Guy Peters. (1998). Tailoring change strategies: Alternative approaches to reform. In P. W. Ingraham, J.R. Thompson & R. P. Sanders (eds.). *Transforming government: Lessons from the reinvention laboratories* (pp. 173-190). San Francisco, CA: Jossey-Bass.

Unit 4:	Politics in America	September 24

Topics

Electoral politics

Elected officials, constituencies and policy

This Unit relates to course objective 4.

Required Readings

David Osborne & Ted Gaebler. (1992). Customer-driven government: Meeting the needs of the customer, not the bureaucracy. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 166-194). New York: The Penguin Group (Plume).

David Osborne & Ted Gaebler. (1992). Enterprising government: Earning rather than spending. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 195-218). New York: The Penguin Group (Plume).

David Osborne & Ted Gaebler. (1992). Anticipatory government: Prevention rather than cure. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 219-249). New York: The Penguin Group (Plume).

David Osborne & Ted Gaebler. (1992). Decentralization government: From hierarchy to participation and teamwork. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 250-279). New York: The Penguin Group (Plume).

David Osborne & Ted Gaebler. (1992). Market-oriented government: Leveraging change through the market. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 280-310). New York: The Penguin Group (Plume).

David Osborne & Ted Gaebler. (1992). Putting it all together. In *Reinventing government: How the entrepreneurial spirit is transforming the public sector* (pp. 311-331). New York: The Penguin Group (Plume).

Deborah Stone. (2002). Symbols. In *Policy paradox: The art of political decision-making* (pp. 137-162). New York: W.W. Norton & Company.

Deborah Stone. (2002). Causes. In *Policy paradox: The art of political decision-making* (pp. 188-209). New York: W.W. Norton & Company.

Deborah Stone. (2002). Interests. In *Policy paradox: The art of political decision-making* (pp. 210-231). New York: W.W. Norton & Company.

Deborah Stone. (2002). Decisions. In *Policy paradox: The art of political decision-making* (pp. 232-257). New York: W.W. Norton & Company.

Diana M. DiNitto. (2011). Politics and the policymaking process. In *Social welfare: Politics and public policy* (7th ed., pp. 13-34). Boston, MA: Allyn and Bacon.

Module 2: Analysis, Systems and Results

Unit 5:	Approaches to Policy Analysis	October 1 & 8

Topics
Policy formulation, implementation and evaluation
Backward mapping
This Unit relates to course objective 2.

Take-home midterm examination distributed (October 1)

Required Readings

Deborah Stone. (2002). Inducements. In *Policy paradox: The art of political decision-making* (pp. 265-283). New York: W.W. Norton & Company.

Deborah Stone. (2002). Rules. In *Policy paradox: The art of political decision-making* (pp. 284-304). New York: W.W. Norton & Company.

Deborah Stone. (2002). Facts. In *Policy paradox: The art of political decision-making* (pp. 305-323). New York: W.W. Norton & Company.

Deborah Stone. (2002). Rights. In *Policy paradox: The art of political decision-making* (pp. 324-353). New York: W.W. Norton & Company.

Deborah Stone. (2002). Powers. In *Policy paradox: The art of political decision-making* (pp. 354-375). New York: W.W. Norton & Company.

Deborah Stone. (2002). Political reason. In *Policy paradox: The art of political decision-making* (pp. 376-383). New York: W.W. Norton & Company.

Diana M. DiNitto. (2011). Analyzing, implementing and evaluating social welfare policy. In *Social welfare: Politics and public policy* (7th ed., pp. 35-67). Boston, MA: Allyn and Bacon.

Recommended Readings

Robert Nakamura & Frank Smallwood. (1980). Implementation and the policy process: A conceptual overview. In *The politics of policy implementation* (pp. 21-28). New York: St. Martin's Press.

Elizabeth S. Segal & Stephanie Brzuzy. (1998). Social welfare policy analysis. In *Social welfare policy, programs and practice* (pp. 59-74). Itasca, IL: Peacock Publishers.

Richard Elmore. (1979-80). Backward mapping: implementation research and policy decisions. *Political science quarterly*, *64*(4), pp. 601-616.

Coalition for Evidence Based Policy: What works in social policy? Findings from well-conducted randomized controlled trials (n.d.) Retrieved from www.evidencebasedprograms.org

Unit 6:	Results, Outcomes, Indicators and Performance Measures	October 15 & 22

Topics
Measuring results
Measuring performance
This Unit relates to course objective 5.

Required Readings

Deborah Stone. (2002). Numbers. In *Policy paradox: The art of political decision-making* (pp. 163-187). New York: W.W. Norton & Company.

David Osbourne & Peter Plastrik. (2000). Performance measurement: The critical competence. In *The reinventor's fieldbook: Tools for transforming your government* (pp. 247-271)*.* San Francisco: Jossey Bass.

Jacquelyn McCroskey. (2007). Using child and family indicators to influence communities and policy in Los Angeles County. *Social Indicators Research, 83,* 125-148.

Olivia Golden. (2009). What we know: How research can contribute to reform. In *Reforming child welfare* (pp. 85-124). Washington DC: Urban Institute Press.

Module 3: Common Purpose and the Role of Policy

Unit 7:	Finding Common Ground	October 29

Topics
Common ground
Addressing poverty
This Unit relates to course objective 3 and 4.

<div style="text-align: center; background-color: red; color: black; font-weight: bold;">Midterm due October 28 @ 9 pm PST!!</div>

Required Readings

Bruce A. Thyer. (2008). Evidence-based macro practice: Addressing the challenges and opportunities for social work education. *Journal of Evidence-based Social Work, 5*(3/4), 453-463.

Shanta Pandey, Min Zhan, & Shannon Collier-Tenison. (2004). Families' experiences with welfare reform on reservations in Arizona. *Social Work Research, (28)*2, 93-103.

Diana M. DiNitto. (2011). Ending poverty: Is it an issue anymore? In *Social welfare: Politics and public policy* (7th ed., pp. 107-146). Boston, MA: Allyn and Bacon.

Diana M. DiNitto. (2011). Preventing poverty: Social insurance and personal responsibility. In *Social welfare: Politics and public policy* (7th ed., pp. 153-191). Boston, MA: Allyn and Bacon.

Diana M. DiNitto. (2011). Helping needy families: An end to welfare as we knew it. In *Social welfare: Politics and public policy* (7th ed., pp. 233-268). Boston, MA: Allyn and Bacon.

<div style="background-color: red; color: white; font-weight: bold;">Unit 8:   Community Empowerment and Transformation   November 5</div>

Topics

Empowerment and organizing
Focusing on neighborhoods and community building
Comprehensive community initiatives
This Unit relates to course objectives 3, 4 and 5.

Required Readings

Lisbeth. B. Schorr. (1997). Synergy: Putting it all together to transform neighborhoods. In *Common purpose: Strengthening families and neighborhoods to rebuild America* (pp. 301-379). New York, NY: Anchor Books.

Robert D. Putnam. (2000). Safe and productive neighborhoods. In *Bowling alone: The collapse and revival of American community* (pp. 306-318). New York: Simon & Schuster.

Peter Medoff & Holly Sklar. (1994). Pathfinders. In *Streets of hope: The fall and rise of an urban neighborhood* (pp. 245-287). Boston, MA: South End Press.

Diana M. DiNitto. (2011). Preventing poverty: Education and employment policy. In *Social welfare: Politics and public policy* (7th ed., pp. 324-357). Boston, MA: Allyn and Bacon.

Recommended Readings

Paul T. Hill, Christine Campbell & James Harvey. (2000). The realities of urban school reform. In *It takes a city: Getting serious about urban school reform* (pp. 7-25). Washington DC: Brookings Institution Press.

Unit 9:	Diversity and Coalition	November 12

Topics

Diversity issues

Building coalitions

This Unit relates to course objective 3 and 4.

Required Readings

Cornel West. (1993). Introduction: Race matters. In *Race matters* (pp. 1-32). Boston: Beacon Press.

Roger Waldinger & Mehdi Bozorgmehr. (1996). The making of a multicultural metropolis. In R. Waldinger and M. Bozorgmehr (Eds.) *Ethnic Los Angeles* (pp. 3-37). New York: Russell Sage Foundation.

Daniel J. Walkowitz. (1999). Race and the modern professional. In *Working with class: Social workers and the politics of middle class identity* (pp. 211-251). Chapel Hill, NC: University of North Carolina Press.

Diana M. DiNitto. (2011). Challenges of a diverse society: Gender and sexual orientation. In *Social welfare: Politics and public policy* (7th ed., pp. 415-449). Boston, MA: Allyn and Bacon.

Diana M. DiNitto. (2011). Challenges of a diverse society: Race, ethnicity and immigration. In *Social welfare: Politics and public policy* (7th ed., pp. 455-493). Boston, MA: Allyn and Bacon.

Module 4: Advocacy

Unit 10:	Advocating for Institutional Change	November 26

Topics

Leading the way for reform

Policies that change institutions

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

Required Readings

James O'Toole. (1995). *Leading change: Overcoming the ideology of comfort and the tyranny of custom* (pp. 1-16). San Francisco, CA: Jossey-Bass Publishers.

Gregory A. Aarons. (2006). Transformational and transactional leadership: Association with attitudes toward evidence-based practice. *Psychiatric Services, 57*(8), 1162-1169.

Diana M. DiNitto. (2011). Financing healthcare: Can all Americans be insured? In *Social welfare: Politics and public policy* (7th ed., pp. 276-323). Boston, MA: Allyn and Bacon.

Recommended Readings

David L. Kirp. (2007). Small miracles. In *The sandbox investment: The preschool movement and kids-first politics* (pp. 1-49). Cambridge, MA: Harvard University Press.

Unit 11:	Advocacy and Social Movements	November 19

Topics

Who is in charge?
Social networks
Governing through networks
This Unit relates to course objectives 3, 4 and 5.

Required Readings

Yoland Trevino. (1999). Unleashing human capital (If you care for me, don't empower me and get out of my way). In Charles Bruner et al., *Wise counsel: Redefining the role of consumers, professionals, and community workers in the helping process* (pp. 75-85). Des Moines, IA: Child and Family Policy Center.

Robert D. Putnam. (2000). Against the tide: Small groups, social movements and the net. In *Bowling alone: The collapse and revival of American community* (pp. 148-180)*.* New York: Simon & Schuster.

Mark Buchanan. (2002). Strange connections. In *Nexus: Small worlds and the groundbreaking theory of networks* (pp. 23-33). New York: WW Norton & Company.

Stephen Goldsmith & William D. Eggers. (2004). The new shape of government. In *Governing by network: The new shape of the public sector* (pp. 3-23). Washington, DC: Brookings Institution Press.

Recommended Readings

Mimi Abramovitz. (1998). Social work and social reform: An arena of struggle. *Social Work, (43)*6, 512-526.

Unit 12:	Student Presentations	December 3 & 10

Topics

Student choice of topics
This unit relates to all course objectives. Final presentations will be scheduled for the last two weeks of class.

Written reports on two policy meetings due on or before December 17

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 (kmfergus@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. The phone number for DSP is (213) 740-0776.

XII.   EMERGENCY RESPONSE INFORMATION

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

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

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

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

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

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

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

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

XIII.   STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by 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. **For all late assignments, 1 point will be deducted from the grade per day that the assignment is late.**

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 (OPTIONAL)

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 cannot discuss it with the instructor, contact the co-chair of the COPA Concentration, Dr. Annalisa Enrile (enrile@usc.edu), or the COPA Field Faculty, Vivian Villaverde (villaver@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden (rmaiden@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.