



USC | School of Social Work

Social Work 587b Section xxxxx

Integrative Learning for Social Work Practice 2 Units

"Forget your perfect offering. There is a crack in everything. That's how the light gets in ..." — Leonard Cohen

Spring 2014

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Office: VAC

Office Hours: By Appointment

Course Day: Thursday

Course Time: 04:00pm-05:15 pm PST

Course Location: VAC

I. COURSE PREREQUISITES

Concurrent enrollment: SOWK 586b and SOWK 545.

II. CATALOGUE DESCRIPTION

Integrative content from Policy, Research, Human Behavior, Social Work Practice and Field Practicum. Graded CR/NC.

III. COURSE DESCRIPTION

The Integrative Learning Seminar is organized as a small group educational experience intended to last two semesters (587a and 587b). This course provides students an opportunity to engage in critical thinking, discussion, and exploration of theory, practice, policy, and field practicum experiences. Throughout the course, students have an opportunity to integrate the academic knowledge and values taught in foundation courses with their field placement experiences. In addition, the seminar provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises. As part of the regularly scheduled seminars, students can keep their seminar instructor appraised of their field experience. This format provides a vehicle for socialization into the field and offers early intervention and support for issues and challenges. Finally, the seminar purposely moves from one modality to the next in almost linear fashion with the understanding that social work practice involves working with multiple systems at the same time:

Individual - Family - Group - Community - Organization

IV. COURSE OBJECTIVES

The Integrative Learning for Social Work Practice course (SOWK 587b) will:

Objective #	Objectives
1	Prepare students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker, the values and mission of the profession, the profession’s history alongside the vision and mission of the agency for a more sustainable community.
2	Provide the student with an opportunity for discussion and critical analysis of the professional values that underlie social work practice and the ethical standards of professional social work as they are applied in the students’ field work experiences with clients, agency staff, and various other stakeholders. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients, agency staff and various other stakeholders.
3	Provide opportunities for students to increase awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.
4	Apply the foundation course materials (practice, human behavior, policy, and research) with emphasis on a systems paradigm and person-in-environment framework, both of which show the interaction between the biological, psychological, social, and cultural systems as they support the varied tasks and roles that social workers undertake as effective change agents especially in group, community, and organizational settings.
5	Offer opportunities for students to develop core practice skills underlying social work service to individuals, families, groups, communities, and organizations. The course will also demonstrate major concepts to support the treatment process (engagement, assessment, planning and contracting, implementation and termination/evaluation phases), evidence-based practice protocols and procedures, and integrating and applying the knowledge and values taught in foundation year with field experience.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Four primary instructional methods will be used in the course: (1) critical discussion, interaction and transaction among the instructor and students; (2) interactive and experiential exercises; (3) didactic presentation by the instructor; and (4) student reflection. Open and honest participation in class discussion and activities is essential in the development of self awareness, professional identity, and the appropriate use of self in practice.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates specifically to one or more of the following ten social work core competencies. In addition, because this course is designed to “integrate” knowledge, values, skills, and practice, all ten of the core competencies will be incorporated in the clinical case discussions.

Social Work Core Competencies	SOWK 587b		Course Objective
1 Professional Identity	*		1
2 Ethical Practice	*		2
3 Critical Thinking	*		1-5
4 Diversity in Practice	*		1-5
5 Human Rights & Justice			
6 Research Based Practice			
7 Human Behavior			
8 Policy Practice			
9 Practice Contexts			
10 Engage, Assess, Intervene, Evaluate	*		4 & 5

* Highlighted in this course Integrated throughout these courses

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p>Professional Identity—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Social workers competent in Professional Identity:</p> <ul style="list-style-type: none"> ▪ Serve as representatives of the profession, its mission, and its core values. ▪ Know the profession’s history. ▪ Commit themselves to the profession’s enhancement and to their own professional conduct and growth. 	<ol style="list-style-type: none"> 1. Practice personal reflection and self-correction to ensure continual professional development. 2. Attend to professional roles and boundaries. 3. Demonstrate professional demeanor in behavior, appearance, and communication. 4. Use supervision and consultation. 	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Assignment 1 Assignment 2 Assignment 3</p>
<p>Ethical Practice—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. 	<ol style="list-style-type: none"> 5. Recognize and manage personal values in a way that allows professional values to guide practice. 6. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. 7. Apply strategies of ethical reasoning to arrive at principled decisions. 	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Assignment 1 Assignment 2 Assignment 3</p>

<p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information. 	<p>8. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p>	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Assignment 1 Assignment 2 Assignment 3</p> <p>Case Discussion</p>
<p>9. Demonstrate a beginning level of effective oral and written communication in working with individuals.</p>		
<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. ▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. ▪ Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 	<p>10. Recognize that culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p>	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Assignment 1 Assignment 2 Assignment 3</p> <p>Case Discussion</p>
<p>11. Gain self-awareness to lesson the influence of personal biases and values in working with diverse groups.</p>		
<p>12. Recognize and communicate understanding of the importance of difference in shaping life experiences.</p>		

<p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals Using research and technological advances Evaluating program outcomes and practice effectiveness Developing, analyzing, advocating, and providing leadership for policies and services Promoting social and economic justice 	<p>13. Engagement:</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p>	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Case Discussion</p> <p>Assignment 1 & 2</p>
	<p>14. Assessment:</p> <p>Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p>	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Case Discussion</p> <p>Assignment 1 & 2</p>
	<p>15. Intervention:</p> <p>Initiate actions to achieve organizational goals.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p>	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p> <p>Case Discussion</p> <p>Assignment 1 & 2</p>
	<p>16. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	<p>Course Participation (In-Class Role Plays, Activities, and Oral Presentations)</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Written Assignments, Class Participation, Oral Presentations	Due Date	Points
1) Demonstration of Clinical Interventions	Unit 4	30
2) Psycho-educational / Group Presentation	Unit 7	30
3) Macro Project Oral Presentations	Units 13-14	30
Class Participation and Discussion	Ongoing	10

Each of the major assignments is described below.

Assignment 1: Demonstration of Clinical Interventions

Assignment #1 requires the student and a class partner to present ONE clinical intervention utilizing their dyad as the social worker and client respectively. This assignment requires the dyad to research and demonstrate an intervention in a “mock session” and assess the effectiveness of intervention using a Hierarchy of Evidence model. **Each dyad will submit a 2-page paper.**

Due: Demonstrated on the 4th class Unit.

This assignment relates to student learning outcomes 2, 5, 8, 11, 15, and 16.

Assignment 2: Psych-Educational Group Demonstration

Assignment #2 is the formation, development, and demonstration of a psycho-educational group which incorporates purpose, outreach, selection process, structure, group roles, facilitator interventions, and assessment of effectiveness. The class will be divided into two groups. The interventions selected by each group will examine best practices suitable for a particular group setting. In class, students will present a brief statement supporting the interventions that they selected and then demonstrate the implementation of the group intervention and its subsequent group challenges and dynamics. Please see the instructor to discuss your selection by week #3. **Each group is to submit a brief 3-5 page written description** of the purpose, formation, member selection process, structure, rationale of best practices intervention, and an assessment of how effectiveness would be measured.

Due: Demonstrated on the 7th class Unit.

This assignment relates to student learning outcomes 3, 8, 11, 13, 15, and 16.

Assignment 3: Macro Project Presentations

Assignment #3 requires the student to present an analysis of an unmet need within their agency along with a plan for how they might meet this need in the agency or the community served by the agency. This might be a macro intervention, i.e., change in policy, community intervention, or a micro intervention that addresses the unmet need. Students will present their analysis of the unmet need and their strategy for meeting it to the class, as though the class was the Agency Board of Directors, who have the power to implement the student's plan if they see it as important and feasible. Students will be evaluated by each other, based on professional presentation skills and evaluation of their effectiveness in presenting the issues and the planned solution.

Due: Demonstrated on the 13th and 14th class Units.

This assignment relates to student learning outcomes 7, 8, 10, 12, 14, and 15.

Class Participation

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed required and independent readings and assignments prior to class. When in class, students are encouraged to ask questions, share thoughts / feelings / experiences appropriately, and demonstrate understanding of the material.

Additional Expectations and Guidelines

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 class participation.

Expectations:

1. Students are expected to do the assigned readings, be prepared to discuss them in class, and complete all written and other assignments on time.
2. Students are encouraged to share readings gleaned from their field placement, as well as from other class assignments.
3. Students are expected to respect the confidentiality of clients: Use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the seminar.

4. Active participation is required of all students and will be considered in your final evaluation.
5. Problem solving, identification of issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the seminar experience will be conducted. Students will be asked to complete a written evaluation at the end of the semester.

Guidelines:

Much of the seminar content will center on critical issues that may be controversial. The following guidelines have been adopted. It is hoped that these guidelines will create an environment in which we can learn from one another and enrich our experience in the field seminar.

1. Every person participating in the program is of equal worth and value.
2. All opinions are valued and needed, even those with which you do not agree!
3. Please speak in “I” terms: “I think,” “I believe,” “It’s been my experience that,” etc.
4. Listen. We will be speaking from our experiences; it is important to understand and appreciate that we will be talking about what is true for us. We agree to listen to one another with respect. We also understand that points may arise on which we do not agree
5. We want you to take home whatever you learn here. However, personal and client information shared in seminar is confidential.
6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, work at increasing your contribution—we’re here to learn from each other. On the other hand, avoid monopolizing discussion by talking too much or too long.
7. This seminar’s content is shared by each member’s contributions to the class discussion.
8. This is a setting where social work values need to be implemented including respect and tolerance of differences.

Grading

Class is graded Credit/No Credit (CR/NC): Students must earn at least 83 out of a possible 100 points in the course in order to receive a CR.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). *Direct social work practice: Theory and skills* (9th ed.). Pacific Grove, CA: Thomson Brooks/Cole.

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

On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES). The textbooks have also been placed on reserve at Leavey Library.

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>.

Course Schedule—Detailed Description

Unit 1: Welcome back to Integrative Seminar , Field Practicum Experience, and Introduce Family Work

Topics

Individual - **Family** - Group - Community - Organization

- Welcome back and check-in
- Integrative seminar 587b overview: Individual, family, group, community and organization.
 - ▼ Assignment #1: **Clinical Toolbox Intervention** Demonstration
 - ▼ Assignment #2: **Psycho-educational Group Role Play**
 - ▼ Assignment #3: **Macro Project Assignment** and begin discussion of macro 'needs assessment' in current practicum.
- Current field practicum issues
- Discussion of the three 587b assignments:
- **Family Work**: Defining/discussing Family systems, compositions, functions, assessment and various challenges of family in social work practice.

This Unit relates to course objectives 1, 4 and 5.

Required Readings

Hepworth, D. H., Roney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2010). Assessing Family Functioning in Diverse Family and Cultural Contexts. In *Direct social work practice: Theory and skills* (9th ed., pp. 251-269). Pacific Grove, CA: Thomson Brooks/Cole.

Homework: Prepare your Family Shield for Unit 2 next week.

Unit 2: Overview of Family Systems

Topics

Individual - **Family** - Group - Community - Organization

- Professional development and consultation
- The family as a group: The eco gram and genogram as an assessment and intervention tool.
 - ▼ Relationships of Family members: culture, strengths, boundaries, communication styles, structure, roles, myths, and decision making processes
 - ▼ Activities: Group exercise Family Shield

This Unit relates to course objectives 4 and 5.

Required Readings

Hepworth, D. H., Roney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Assessing Family Functioning in Diverse Family and Cultural Contexts. In *Direct social work practice: Theory and skills* (9th ed., pp. 270-294). Pacific Grove, CA: Thomson Brooks/Cole.

Unit 3: Evidence Based Practice & Introduce and Develop Clinical Intervention Toolbox

Unit 3: Evidence Based Practice & Introduce and Develop Clinical Intervention Toolbox

Topics

Individual - Family - Group - Community - Organization

- Professional development and consultation
- What comes first: relationship or intervention?
- Review intervention definition and trans-theoretical stages of change
- Can I utilize an intervention that is not evidence-based?
 - ▼ Critical analysis
- What is evidence-based practice and how can we integrate it into our individual and group work practice. Scientific inquiry as a reliable way to arrive at valid knowledge.
- Client informed practice vs. evidence based practice
- **Motivational Interviewing Principles (DEARS), Skills (AROSE) and Strategies that Supports the Toolbox**
- Students work in dyads in preparation for Clinical Toolbox Interventions Role Play Demonstration

Required Readings

- Gibbs, L., & Gambrill, E. (2002). Evidence-based practice: Counterarguments to objections. *Research on Social Work Practice, 12*(3), 452-476.
- Gilgun, J. F. (2005). The four cornerstones of evidence-based practice in social work. *Research on Social Work Practice, 15*(1), 52-61.
- Miller, S. D., Duncan, B. L., Hubble, M. A. (2004). Beyond integration: The triumph of outcome over process in clinical practice. *Psychotherapy in Australia, 10*(2), 2-19.

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

Unit 4: EBP Clinical Toolbox Interventions Role Play Demonstrations in Class

Topics

Individual - Family - Group - Community - Organization

- Professional development and consultation
- EBP Clinical Toolbox Interventions role play demonstrations in class as dyads to their fellow students.
- Discussion
- Dyad to submit ONE 2 page paper.

This Unit relates to course objectives 3 and 5.

Required Readings

- Hepworth, D. H., Roney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Planning and implementing change-oriented strategies. In *Direct social work practice: Theory and skills* (9th ed., pp. 379-437). Pacific Grove, CA: Thomson Brooks/Cole.

Unit 5: Introduction of Psycho-Educational Groups

Topics

Individual - Family - Group - Community - Organization

- Professional development and consultation
- Definition and conceptualization of psycho-educational group
- Role of facilitator and co-facilitator
- **Motivational Interviewing Principles (DEARS), Skills (AROSE) and Strategies in Groups**
 - ▼ Relationship: Connecting with the group as a whole, with each member, and using the group to facilitate change
 - ▼ Activities: Group exercises as a way to facilitate the work of the group
 - ▼ In-class examples of activities to facilitate work in groups with different populations, problems, and purposes

This Unit relates to course objectives 4 and 5.

Required Readings

Hepworth, D. H., Roney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Intervening in social work groups. In *Direct social work practice: Theory and skills* (9th ed., pp. 507-533). Pacific Grove, CA: Thomson Brooks/Cole.

Unit 6: Development of Psycho-Educational Group Role Play – Facilitators, Roles, and Activities

Topics

Individual - Family - **Group** - Community - Organization

- Professional development and consultation
- Students divide into 2-3 different groups and each will develop their own psycho-educational group for demonstration the in week 7 through dialogue, research and practice. Identify the following:
 - ▼ Group target population
 - ▼ Group purpose
 - ▼ Evidence Based Intervention to be used and rationale
 - ▼ Outreach for group membership
 - ▼ Describe selection process and recruitment strategies
 - ▼ Define group structure, session or phase of group
 - ▼ Identify and assign group roles to members
 - ▼ Identify an activity that will further your group's work on purpose/goals

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

Unit 7: Presentation of Group Role-Plays and Discussion in Class

Topics

Individual - Family - **Group** - Community - Organization

- Professional development and consultation
- Each group will have 30-45 minutes for their role-play presentation and discussion
 - ▼ 5 minute introduction (hand out group elements outlines)
 - ▼ 25 minute role play
 - ▼ 15 minute feedback/discussion
 - ▼ Each group to submit a 3-5 page paper.

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

Unit 8: The Community as Local Support I**Topics**

Individual - Family - Group - **Community** - Organization

- Professional development and consultation
- *Communities as the context for help*
- **Asset Mapping: Assessing assets/needs of the community**

This Unit relates to course objectives 3 and 4.

Required Readings

Diers, J. (2010). From the Ground Up: Community's Role in Addressing Street Level Social Issues, Social Policy, Spring 23-34.

Unit 9: The Community as Local Support II**Topics**

Individual - Family - Group - **Community** - Organization

- Professional development and consultation
- *View film: **Best Boy, Best Man***
- *Discussion in class of film related to group and community*
- *Sign Up for in-class macro assignment presentations Units 13 and 14.*

This Unit relates to course objectives 3 and 4.

Unit 10: The Community Context of Practice**Topics**

Individual - Family - Group - **Community** - Organization

- Professional development and consultation
- *Community Practice and advocacy*
- *Direct vs. Macro: The Parallel Process*
- **Theories of Macro Practice: Empowerment, Participation and Systems Theory**

This Unit relates to course objectives 4 and 5.

Required Readings

Austin, M. J., Coombs, M., & Barr, B. (2005). Community-Centered Clinical Practice: Is the Integration of Micro and Macro Social Work Possible? Journal of Community Practice, 13(4), 9-30.

Pippard, J. L & Bjorklund, R. W. (2003). Identifying Essential Techniques for Social Work Community Practice, Journal of Community Practice, 11(4), 101-116

DeFillipis, J., Fisher, R, & Shragge, E. (2010). Radicalizing Community, Social Policy, Summer, 13-20.

Unit 11: The Organization Context of Practice

Topics

Individual - Family - Group - Community - Organization

- Professional development and consultation
- Organization as Client
- Developing Effective/Evidence Informed Programs and Services
- Students discuss agency programs at field placements and client outcomes/benefits.

This Unit relates to course objectives 4 and 5.

Required Readings

Kluger, M. P. (2006). The Program Evaluation Grid: A Planning and Assessment Tool for Nonprofit Organizations. *Administration in Social Work*, 30(1), 33-44.

Hardina, D. (2005). Ten Characteristics of Empowerment-Oriented Social Service Organizations. *Administration in Social Work*, 29(3), 23-42.

Unit 12: Examination of Termination Process and the Therapeutic Potential in All Endings and Systems

Topics

Individual - Family - Group - Community - Organization

- Professional development and consultation
- The Process I: Termination with individuals, families, and groups
- How to facilitate endings
- Client reaction—Social worker reaction
- Gifts
- The Process II: Termination with Field Instructor and Agency

This Unit relates to course objectives 1 and 5.

Required Readings

Baum, N. (2007). Field supervisors' feelings and concerns at the termination of the supervisory relationship. *British Journal of Social Work*, 37, 1095-1112.

Gelman, C. R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW Interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal*, 35, 79-90.

Kramer, S. A. (1986). The termination process in open-ended psychotherapy: Guidelines for clinical practice. *Psychotherapy*, 23, 526-531.

Unit 13/Unit 14: Presentation of Macro Assignment In Class

Topics

Individual - Family - Group - Community - Organization

- Professional development and consultation
- Students will evaluate each other to assess both macro project and presentation skills utilizing *Macro Project Presentation Evaluation Instrument*

This Unit relates to course objectives 1 and 5.

Required Readings:

The Oceanography Society. (2005). *Scientifically speaking: Tips for preparing and delivering scientific talks and using visual aids* (pp. 1-10). Retrieved from http://www.tos.org/resources/publications/sci_speaking.html

Unit 15 : Course Reflection and Wrap Up: Our Termination as a Group

- Celebrating us!
- Engaging in self care
- Looking ahead to the Concentration Year
- Evaluations

This unit relates to objectives 2 and 3.

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 (angulo@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>.

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

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

XIII. STATEMENT ABOUT INCOMPLETES

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

XIV. POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

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

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the lead instructor, Rafael Angulo, at angulo@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at 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.
