



USC | School of Social Work

Social Work 611

Leadership in the Social Work Profession and Organizations: Theory and Practice

3 Units

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Course Day: Monday

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Course Time: 4:45/6:30 pm

Office: VAC

Course Location: VAC

Office Hours: By Appointment

I. COURSE PREREQUISITES

II. CATALOGUE DESCRIPTION

Through didactic and experiential methods, students learn to interpret and apply leadership theory and research. Covers skills of effective leadership at all organizational levels.

III. COURSE DESCRIPTION

On April 22-23, 2010, 400 social work leaders, ranging in age from 22 to 85, met in Washington, DC to explore issues facing the profession. Leadership development was one of the 10 imperatives voted on by the attendees. This imperative's goal is the integration of leadership training in social work **at all levels** in order to **identify the next generation of social work leaders among Gen X and Gen Y professionals**.¹ As social work professionals, our leadership begins with understanding and managing ourselves so that we can be in service to the individuals, groups, communities and organizations we serve. In addition, we serve as leaders to strengthen the profession through direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Our ultimate goal as social work leaders is in the sustainability of a profession that has sought to enhance the wellbeing of mankind in all walks of life. This includes taking responsibility for the development of others through supervision, mentoring, teaching, management and self-leadership.

Leadership is defined as "a process of influencing others to achieve a goal." This course is derived from theory and research and uses real life observations and experiences from both faculty and students. Advanced social work professionals require leadership knowledge, skills, and abilities to better understand and meet the challenges of working within complex and diverse urban social settings that address a range of contemporary social service issues. The course will address a panoply of topics to

¹ 2010 Congress @naswdc.org

enhance effective practices. Among these are motivation, communication skills, power and influence, team building and group facilitation, conflict management, and various approaches to leadership styles and methods with emphasis on situational approaches and transformational leadership. One purpose of this course is to help students become more effective leaders and to better understand the demands of leadership. Specifically, the course will serve as a guide for interpreting leadership theory and research and fill the gaps between leadership theory and practice. While not all master's level social workers will take responsibility for formally leading or managing organizations and projects, but informal leaders do emerge and followership is intrinsically a part of the leadership process. This course is built on the integration of leadership, followership, and the situation as an essential component of excellence for advanced social work practice.

IV. COURSE OBJECTIVES

The Leadership in the Social Work Profession and Organizations: Theory and Practice course (SOWK 611) will:

Objective #	Objectives
1	Provide a framework for the application of personal, interpersonal, team and organizational leadership skills grounded in behavioral science theory and research.
2	Promote the capability of effectively advocating and influencing across a spectrum of social work practice from micro, mezzo to macro practice, in order to achieve social and economic justice for clients.
3	Provide opportunities to gain the knowledge and skills related to power and influence, ethics, values, diversity, multiculturalism, when acting on behalf of client and populations as social work change agents in organizations and communities.
4	Teach skills for enhance students' ability to motivate, communicate, change and support healthy functioning in groups, teams, organizations and community settings and to respond to the needs of diverse and multicultural populations.
5	Provide the means to assess students' strength-based leadership skills and support development of a plan to augment their leadership skill.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Lectures, interactive discussions, experiential exercises, role plays, videos, power-point presentations, overheads, instrumentation and guest lectures will comprise the delivery format for the course. The course will be taught from the perspective that students will be engaged throughout their lives in organizational contexts and that understanding leadership will be useful, whether they are internal employees, managers or directors or external advocates or consultants attempting to affect the setting and the community. This practical orientation drives the structure of the course which will involve experiencing and participating in activities that provide insights, knowledge and practical skills about leadership in organizations and in social service contexts.

The lectures are designed to supplement and go beyond the assigned readings. Questions about the reading and lectures are welcomed. Expect the lectures, discussions, activities and so forth to extend, provide insight, and employ actual examples from both the instructor and students experiences in field placements and other settings. The application of these modalities will also emphasize the relevance to the students concentration.

VI. STUDENT LEARNING OUTCOMES

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

	Social Work Core Competencies	SOWK 611	Course Objective
1	Professional Identity	*	1,5
2	Ethical Practice	*	3
3	Critical Thinking	*	1,5
4	Diversity in Practice	*	1,3,4
5	Human Rights & Justice	*	2,3
6	Research Based Practice	*	1,4
7	Human Behavior	*	1,4,5
8	Policy Practice	*	2,3
9	Practice Contexts	*	2,3,4
10	Engage, Assess, Intervene, Evaluate	*	1,3,4

* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p>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. 	1. Practice personal reflection and self-correction to ensure continual professional development.	Assignment 1 & 2
	2. Demonstrate professional demeanor in behavior, appearance, and communication.	Oral Presentation
	3. Engage in career-long learning.	Assignment 1 & 2
	4. Use supervision and consultation.	Assignments 1-3
<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. 	5. Recognize and manage personal values in a way that allows professional values to guide practice.	Assignments 1-3
	6. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	Class Assignment (ungraded)
	7. Apply strategies of ethical reasoning to arrive at principled decisions.	Class Assignment (ungraded)

<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. 	8. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Assignment 3
	9. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Oral Presentation
<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. 	10. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Assignment 3
	11. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Assignment 3
	12. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Assignment 3
<p>Research Based Practice—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. 	13. Use research evidence to inform practice.	Assignments 1-3 and Oral Presentation

<p>Human Behavior—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>14. Critique and apply knowledge to understand person and environment.</p>	<p>Assignments 1-3</p>
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<p>Practice Contexts—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>15. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<p>Assignments 1-3 and Oral Presentation</p>
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<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>16. Engagement:</p> <p>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p>	<p>Assignments 1-3 and Oral Presentation</p>
	<p>17. Intervention:</p> <p>Initiate actions to achieve organizational goals.</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p>	<p>Assignments 1-3 and Oral Presentation</p>
	<p>18. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	<p>Assignments 1-3 and Oral Presentation</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1 - Strength Based Analysis	Week 7	20%
Assignment 2 - Group Oral Presentation	UNITS 9-15	20%
Assignment 3 - Leadership Development and Self-Efficacy Plan	Week 11	20%
Assignment 4- Leadership Approaches & Application	Final Week	30%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

Assignment 1: Strength Based Analysis (20%)

In assignment 1, you will create your strength based leadership profile identifying strengths you wish to augment, areas you wish to improve and weaknesses to eliminate. An array of inputs will inform this analysis, including results from the various assessments you took and the views you obtained from others in the 360 feedback process.

Due: (Week 7)

This assignment relates to student learning outcomes 1, 2, 3, 4, 5, 7, 8, 11, & 14

Assignment 2: Group Oral Presentation (20%)

Students will form teams. Teams are typically comprised of three to five students (depending on the size of the class, team size may vary). Each team is to decide on a topic relevant to the course. A list of topics is included at the end of the syllabus to stimulate your thinking about the presentation. You are by no means limited to the topics on the list and it is strongly recommend you follow your specific interests about leadership. Class time will be devoted to having you meet with your groups and prepare for the presentation. I will circulate among the groups and help you with the creation and development of your presentation. Team presentations typically run five to seven minutes per member. Each team member must contribute to the development of the presentation and participate in the presentation; no free riding! The presentation must inform the class about some topic relevant to leadership (note: please avoid using the topic of power in the oral presentation; your knowledge of power was already assessed in the midterm). We will discuss this further in class. Instructor approval is required for your presentation topic and the instructor will probably want to coordinate lectures to complement the team's presentation. Teams ordinarily present during class Units 9-15, but your instructor will provide specific timelines. Oral presentations will be evaluated on the basis of being prepared, informative and delivered in a manner, which holds the interest of the audience.

Some ideas to stimulate your thoughts on leadership topics for the team oral presentations:

Transformational leadership	Leading large agencies, leading small ones,
Authentic leadership	contrasting leadership of large & small agencies
Servant leadership	Leadership in public, private, public vs. private etc.
Leadership and the creation of community organizations	Transition of leadership
Leaders and core groups	Leadership challenges in the 21st century
Leadership at different stages of organization development or life cycles	Leadership and ethnicity, race, age, gender, culture, other characteristics (this can involve looking at leaders along these dimensions or looking at the cross sectional issues, such as a younger person leading and older person or vice versa, educational discrepancies between leaders and follows, ethnic and racial differences among leaders and followers and so forth)
Leading teams	Emotional Intelligence
Transformational vs. transactional leadership	Leadership and ethics
Leadership and developing a vision	Leadership and politics
Leadership and inspiring followers to help enact the vision	Succession of leadership
Leadership in cutback milieus or other crisis	Terms of the succession of leadership
Leadership during emergencies	
Leadership of social agencies during a disaster	
Leading the turn around of an organization	
Leading volunteers	

Leading a diverse work force
 The leader's role in change
 Leading change
 Leading social movements

Executive development
 Leadership in emerging markets or developing countries
 Global leadership

Due: (Units 9-15)

This assignment relates to student learning outcomes 2, 9, 13, 15, 16, 17 & 18

Assignment 3: Leadership Development and Self-Efficacy Plan (20%)

In assignment 3, you will create a personal plan for developing yourself as a current or future leader and/or increasing your self-efficacy within your chosen concentration or field of practice. Keep in mind that a leader does not have to have a title or play a particular role. Many significant decisions made and actions taken are by individuals in informal leadership capacities.

Due: (Week 11)

This assignment relates to student learning outcomes 1, 2, 3, 5, 6, 8, 11, 12, & 16,

Assignment 4: Leadership Approaches & Application (30%)

The final assignment is an analysis of the leadership approach(es) that you feel are most important to the social work profession and to your concentration. Section 2, Power Analysis, requires you to examine your sources of power and its application in your internship/work environments. Finally, you will select one area of application to discuss, working with or leading teams, resolving conflicts, communicating more effectively, and working with diverse and multicultural populations.

Due: (Day Following Study Days)

This final assignment relates to student learning outcomes . 1, 3, 4, 5, 8, 10, 13, 14, 15, 16, 17 & 18

Note: Written assignments will be evaluated on the quality of the ideas presented and the ability to use and cite pertinent literature correctly (use APA publication manual, 6th ed.). Written assignments should be clear and concise, well organized, and reflect an integrated understanding of the reading assignments, lectures, outside sources of literature and relevant experiences and information. Students should consult publications of current research and theory to support ideas.

Class Participation (10%)

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 active, 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 expected to participate and complete in-class exercises. These exercises are used to stimulate discussion, encourage critical thinking, reinforce social work values and concretize concepts.

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 participation and

completion of related mini-exercises used to stimulate discussion, encourage critical thinking, and reinforce social work values and concretize concepts.

Class grades will be based on the following:

4 point scale		100 point scale	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

OR:

Class is graded Credit/No Credit (CR/NC): Students must earn at least 73 out of a possible 100 points in the course in order to receive a CR.

USC School of Social Work Grading Standards

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

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

(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

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

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

(Instructor Note: **This text must be purchased new!** The text contains a code and the identification of a website, where you will be asked to take an assessment that lasts about 30 minutes. Upon completing the assessment, you will be provided with an analysis of your major leadership strengths and suggestions for augmenting the strengths. You will use this information in class.

Northouse, P. G. (2013). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.

Required Articles and Readings

There are required and recommended readings that are assigned and may be found on ARES (see below) Also, your instructor may assigned and recommend additional readings throughout the course.

The assigned readings, other than the required texts, can be obtained through our Library ARES system

<https://usc.ares.atlas-sys.com/ares/>

Once logged into ARIES, students should search by using the Lead Faculty instructor name (Murali Nair), rather than the actual instructor's name. Students should also be able to find the readings by searching by department or course number: SOWK 611.

The following information should be useful to those who have never used ARES before:

ARES uses USC's authentication system to allow access to reserves materials and courses. First time users can access ARES by logging in with your USC username and email password followed by filling out a brief one-time information form. Your USC username is the same as the e-mail username assigned to every enrolled USC student, as well as every staff and faculty. The username is everything before the @ symbol in your USC email address.

After you login into ARES, you need to search for the class you want to add. There are two ways to search. First, under the **Student Tools** menu on the left side of the screen, click on **Search Classes**. On the subsequent page, click on the appropriate drop-down menu to select by Department, Instructor (easiest method), or Course Number. **Note:** If you select Class Name under Course Number, you will need to know the title of your class as found on the class syllabus or in the [USC Schedule of Classes](#). Once you locate the class, click on **Go** and on the subsequent page click the **Add Class** link located to the left of the search results to add the class you need. After you are finished searching, click on **Main Menu** and you will see all the classes you have added.

Required Websites

Please bookmark the following two sites:

California Social Welfare Archives

<http://www.usc.edu/libraries/archives/arc/libraries/cswa/index.html>

Social Work Hall of Distinction

<http://www.socialworkhallofdistinction.org>

AES

<https://usc.ares.atlas-sys.com/help.shtm>

Recommended Readings

Northouse, P. G. (2011). Introduction to *Leadership* (2nd Edition). Thousand Oaks, CA: Sage.

Brody, R. & Nair, M. (2014). Effectively Leading Human Service Organizations (4th Edition). Thousand Oaks, CA: Sage.

Recommended Guidebook for APA Style Formatting & Writing

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington: APA.

Szuchman, L. T., & Thomlison, B. (2007). *Writing with style: APA style for social work* (3rd ed.). New York, NY: Wadsworth Publishing Company.

(Instructor Note: This is an e-book that you can purchase for approximately \$20.00 at:

<https://www.ichapters.com/tl1/en/US/storefront/ichapters?cmd=catProductDetail&showAddButton=true&ISBN=978-0-495-09883-6>)

The Elements of Style - A rule book for writing

<http://www.bartleby.com/141/>.

USC Guide to Avoiding Plagiarism

http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.

Recommended Websites

National Association of Social Workers

<http://www.naswdc.org>

The Leader to Leader Institute:

<http://leadertoleader.org/>

The Center for Creative Leadership:

<http://www.ccl.org/leadership/index.aspx>

The Greenleaf Center for Servant-Leadership:

<http://www.greenleaf.org/>

Being First, Inc.:

<http://www.beingfirst.com/>

Course Overview

Unit	Topics	Assignments
Part 1: Introduction to Leadership		
1	<ul style="list-style-type: none"> ■ Introductions ■ Explanation of syllabus and required assignments ■ Historical overview of leadership ■ Leadership in social work 	
Part 2: Personal Leadership and Applications		
2	<ul style="list-style-type: none"> ■ Definitions and conceptual frameworks ■ Assessing leadership ■ Developing leaders ■ Strength based leadership 	
3	<ul style="list-style-type: none"> ■ Theories and applications of leadership: Transformational leadership, Full Range Leadership, Authentic leadership and Servant leadership 	
4	<ul style="list-style-type: none"> ■ Leadership, values and ethics 	Complete Ethics Assessment in Northouse
Part 3: Interpersonal Leadership		
5	<ul style="list-style-type: none"> ■ Leadership and self-awareness ▼ Strength based leadership 	Complete SBL Assessment Bring Results and Information to Class
6	<ul style="list-style-type: none"> ■ Emotional intelligence, motivation, and communication 	Complete Emotional Intelligence Assessment
7	<ul style="list-style-type: none"> ■ Power and influence: <ul style="list-style-type: none"> ▼ The sources of power, gaining power and using power effectively and ethically ■ Implications for empowerment 	Due: Assignment 1: Strength Based Analysis
Part 4: Group and Team Leadership		
8	<ul style="list-style-type: none"> ■ Theories and applications of leadership: Path goal, the leadership grid and introduction to contingency approaches 	
9	<ul style="list-style-type: none"> ■ Team building: Group Dynamics, participation and group decision making 	Due: Assignment 2: Team Presentations Begin Units 9-14
10	<ul style="list-style-type: none"> ■ Leadership, diversity and culture 	
Part 5: Organization and Community Leadership		
11	<ul style="list-style-type: none"> ■ Theories and applications of leadership: Trait, psychodynamic, and Leader Member Exchange (LMX) 	Due: Assignment 3: Leadership Development & Self-Efficacy Plan
12	<ul style="list-style-type: none"> ■ Theories and applications of Leadership: Situational approaches, delegating, coaching and mentoring 	
Part 6: Enduring Issues and Themes in Leadership		
13	<ul style="list-style-type: none"> ■ Women and leadership 	
14	<ul style="list-style-type: none"> ■ Causes of conflict and conflict resolution, leading change in organizations, causes and social movements 	

Unit	Topics	Assignments
15	■ Reflections	Due: Assignment 4 - Finals Week Leadership Approaches & Application

STUDY DAYS / NO CLASSES

FINAL EXAMINATIONS

Course Schedule—Detailed Description

Part 1: Introduction to Leadership

Where leadership is Found: Case Advocacy, Policy Advocacy, Leading and Managing Groups and Teams, Organizations, and Community Organizing

Unit 1: Introduction to Leadership and Historical Overview	Date
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Topics

- Introductions
- Explanation of syllabus and required assignments
- Historical overview of leadership and leadership in social work

This Unit relates to course objective 1.

Required Readings

Emerald, Group. (2014). Dynamic Theory of Leadership, Leadership & Organization Development Journal, Volume 30, Issue 6, Pages 563-576

Lawler, J. (2007). Leadership in social work: A case of caveat emptor? *British Journal of Social Work*, 37, 123-141.

Northouse, P. G. (2013). Introduction In *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.

Rank, M. G., & Hutchinson, W. S. (2000). An analysis of leadership within the social work profession. *Social Work Education*, 16(3), 487-502.

Stotzer, R. L., & Tropman, J. E. (2006). Professionalizing social work at the national level: Women social work leaders, 1910-1982. *Journal of Women and Social Work*, 21(1), 9-27.

Recommended Readings

Fertig, R. D., & Rose, J. S. (2007). *100 years of social work at USC 1906-2006*. Los Angeles: University of Southern California School of Social Work.

Jansson, B. S. (2009). Making the American welfare state more humane—Past, present, and future. In *The Reluctant Welfare State: Engaging History to Advance Social Work Practice in Contemporary Society*, (6th ed., chap. 2). USA: Brooks/Cole Cengage Learning.

Day, D. (2001). Leadership development: A review in context. *Leadership Quarterly*, 11(4), 581–613.

Part 2: Personal Leadership and Applications

Identifying What it Takes to Be a Leader

Unit 2: Assessing and Developing Leaders

Date

Topics

- Definitions and conceptual frameworks
- Assessing leadership
- Developing leaders
- Strength based leadership

This Unit relates to course objectives 1 & 3.

Required Readings

Rath, T., & Conchie, B. (2008). Investing in your strengths In *Strengths based leadership: Great leaders, teams, and why people follow* (part 1, pp. 1-17). New York: Gallup Press.

Brody, R. & Nair, M. (2014). Leading the Organization in Effectively Leading Human Service Organizations (4th Edition pp. 3-18). Thousand Oaks, CA: Sage.

Zaleznik, A. (1977), "Managers and Leaders: Are they Different?", Harvard Business Review, Vol. 55, No. 3, pp. 67-78.

Hernez-Broome, Gina and Hughes, Richard, , -(2014). Leadership Development: Past, Present, and Future. Center for Creative Leadership. <http://www.ccl.org/leadership/pdf/research/cclLeadershipDevelopment.pdf>

Recommended Readings

Key-Roberts, M (2014) Strengths-Based Leadership Theory and Development. Military Review. March-April 2014 (pp 5-13)

Retrieved from:

http://usacac.army.mil/CAC2/MilitaryReview/Archives/English/MilitaryReview_20140430_art005.pdf

Packard, T (2014) Leadership and Performance in Human Services Organizations In Managing for Performance. Thousand Oaks, CA: Sage Publications. (Chapter 7-pp: 143-164)

Unit 3: Transformational, Full Range, Authentic and Servant Leadership

Date

Topics

- Theories and applications of leadership:
 - ▼ Transformational leadership
 - ▼ Full Range Leadership
 - ▼ Authentic leadership
 - ▼ Servant leadership

This Unit relates to course objectives 1-5.

Required Readings

Northouse, P. G. (2013). Transformational Leadership In *Leadership: Theory and practice* (7th ed. Chapter 9, pp. 185-218). Thousand Oaks, CA: Sage

Northouse, P. G. (2013). Authentic Leadership In *Leadership: Theory and practice* (7th ed. Chapter 11, pp. 253-286). Thousand Oaks, CA: Sage

Northouse, P. G. (2013). *Servant Leadership In Leadership: Theory and practice* (7th ed. Chapter 10, pp. 219-252). Thousand Oaks, CA: Sage

Recommended Readings

Mary, N. L. (2005). Transformational leadership in human service organizations. *Administration in Social Work, 29*(2), 105-118.

Misrahi, T., & Berger, C. S. (2005). A longitudinal look at social work leadership in hospitals: The impact of a changing health care system. *Health and Social Work, 30*(2), 155-165.

O'Shea, P. G., Foti, R. J., Hauenstein, N. M. A., & Bycio, P. (2009). Are the best leaders both transformational and transactional? A pattern-oriented analysis. *Leadership, 5*(2), 237-260.

Moynihan, D.P., Pandey, S. 7 Wright, B. "Setting the Table: How Transformational Leadership Fosters Performance Information Use". *Journal of Public Administration Research and Theory Advance Access*. May 9, 2011. pp. 1-22.

Fisher, E. (2005). Facing the challenges of outcomes measurement: The role of transformational leadership. *Administration in Social Work, 29*(4), 35–49.

Bishop, W. "Defining the Authenticity in Authentic Leadership". *The Journal of Values Based Leadership* Volume 6, Issue 1, Winter/Spring 2013. Pp. 71- 78.

Spears, L. (2005). The understanding and practice of servant-leadership. *International Journal of Servant-Leadership, 1*(1), 29–45.

Tucker, B., & Russell, R. (2004). Influence of the transformational leader. *Journal of Leadership & Organizational Studies, 10*(4), 103–111.

Unit 4: Ethics

Date

Topics

- Leadership
- Values
- Ethics

This Unit relates to course objectives 3 & 5

Required Readings

Brown, M. E., Trevino, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes, 97*, 117-134.

Northouse, P. G. (2013). *Leadership Ethics In Leadership: Theory and practice* (7th ed. Chapter 16, pp. 423-452). Thousand Oaks, CA: Sage.

Wark, L. (2010) "Ethical Standards for Human Service Professionals". *Journal of Human Services*; Oct. 2010, Vol. 30 Issue 1, pp 81-89.

Monahan, Kelly (2012). A Review of the Literature Concerning Ethical Leadership in Organizations P a g e 64 *Emerging Leadership Journeys, Vol. 5, Issue 1, pp. 56-66.*

Recommended Readings

- Theoharis, G. (2010). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Education Administration Quarterly*, 43(2), 221-258.
- Bagley, C. "The Ethical Leader's Decision Tree". Harvard Business Review. February 2003. Pp. 85-98.
- Rothschild, J., & Milofsky, C. (2006). The centrality of values, passions, and ethics in the nonprofit sector. *Nonprofit Management and Leadership*, 17(2), 137-143.
- NASW. (2008). Social Workers Code of Ethics. <https://www.socialworkers.org/pubs/code/code.asp>

Part 3: Interpersonal Leadership**How Do You Influence Others and How Do You Get Followers To Follow You?****Unit 5: Strength Based Leadership****Date****Topics**

- Leadership and self-awareness
- Strength based leadership

This Unit relates to course objectives 1 & 5.

Required Readings

- Northouse, P. G. (2013). Skills Approach In *Leadership: Theory and practice* (7th ed. Chapter 3., pp. 43-74). Thousand Oaks, CA: Sage
- Northouse, P. G. (2013). Style Approach In *Leadership: Theory and practice* (7th ed. Chapter 4, pp. 75-98). Thousand Oaks, CA: Sage.
- Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow* (pp. 17-99, 101-235 & 239-245). New York: Gallup Press.
(Instructor Note: Begin self paced reading of descriptions of the various strengths; e.g., read approximately 25+ pages per week over the next five weeks.)

Recommended Readings

- Weyhrauch, W. S. (2010). Psychological strength training: Can it help employees enhance their well-being? *The Academy of Management Perspectives*, 24(2), 82-83.
- Welch, D.; Grossaint, K; Reid, K & Walker, C. "Strengths-based leadership development: Insights from expert coaches". *Consulting Psychology Journal: Practice and Research*, Vol 66(1), Mar 2014, 20-37.
- Brokaw, L. Self-Awareness: A Key to Better Leadership. MIT Sloan Management Review. May 07, 2012. Pp. 18- 29
- Welch, D., Grossaint, K., Reid, K., & Walker, C. (2014). Strengths-based leadership development: Insights from expert coaches. *Consulting Psychology Journal: Practices and Research*, 66(1), 20-37.

Unit 6: Emotional Intelligence, Motivation and Communication**Date****Topics**

- Emotional intelligence
- Motivation
- Communication

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

Required Readings

Northouse, P. G. (2013). Emotional Intelligence In *Leadership: Theory and practice* (7th ed., pp. 27-28). Thousand Oaks, CA: Sage.

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

Fisher, E. A. (2009). Motivation and leadership in social work management: A review of theories and related studies. *Administration in Social Work*, 33(4), 347-367.

Recommended Readings

Goleman, D., & Boyatzis, R. (2008). *Social Intelligence and the Biology of Leadership*. Boston, MA: Harvard Business Publishing.

Ellemers, N., DeGilder, D., Haslam, S. A. (2004). Motivating individuals and groups at work: A social identity perspective on leadership and group performance. *Academy of Management Review*, 29(3), 459-478.

Schepers, C., De Gieter, S., Pepermans, R. Due Bois, C., Caers, R., & Jegers, M. (2005). How are employees of the nonprofit sector motivated: A research need. *Nonprofit Management and Leadership*, 16(2), 191-208.

Wallach, V. A., & Mueller, C. W. (2006). Job characteristics and organizational predictors of psychological empowerment among paraprofessionals within human service organizations: An exploratory study. *Administration in Social Work*, 30(1), 93-115.

Cherian, Jacob and Jacob, Jolly (2013) Impact of Self Efficacy on Motivation and Performance of Employees. *International Journal of Business and Management*; Vol. 8, No. 14; 2013

Unit 7: Power and Influence, Implications for Empowerment**Date****Topics**

- Power and Influence:
 - ▼ The sources of power, gaining power and using power effectively and ethically
- Implications for empowerment

This Unit relates to course objectives 2,3, & 4.

Required Readings

Northouse, P. G. (2013). *Leadership: Theory and practice* (7th ed., pp. 9-11). Thousand Oaks, CA: Sage.

Sager, J. S. (2008). Sources of interpersonal and organizational power. In J. Rothman, J. L. Erlich, & J. E. Tropman (Eds.), *Strategies of community organization* (7th ed., pp. 425-446). Peosta, IA: Eddie Bowers Publishing Company.

Goncalves, Marcus (2013). Leadership Styles: The Power to Influence Others. *International Journal of Business and Social Science*, Vol. 4 No. 4; April 2013

Recommended Readings:

Clolery, P. The Non Profit Times' 2013 Power and Influence Top 50. The Non Profit Times. August 20, 2013.

http://www.thenonproffitimes.com/wp-content/uploads/2013/08/8-1-13_Top50_SR.pdf

Lunenburg, F. C. Power and Leadership: An Influence Process. International Journal of Management, Business, and Administration. Vol. 15, N. 1. 2012. Pp. 1-11.

Hollenbeck, G., McCall, M., & Silzer, R. (2006). Leadership competency models. Leadership Quarterly, 17, 398–413.

Part 4: Group and Team Leadership

The Effective Use of Groups and Teams

Unit 8: Path Goal, Leadership Grid and Contingency Approaches

Date

Topics

- Theories and applications of leadership:
 - ▼ Path goal
 - ▼ The leadership grid
 - ▼ Introduction to contingency approaches

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

Required Readings

Northouse, P. G. (2013). Style Theory In *Leadership: Theory and practice* (7th ed. Chapter 4, pp. 69-88). Thousand Oaks, CA: Sage

Northouse, P. G. (2013). Contingency Theory In *Leadership: Theory and practice* (7th ed. Chapter 6, pp. 123-136). Thousand Oaks, CA: Sage

Northouse, P. G. (2013). Path Goal Theory In *Leadership: Theory and practice* (7th ed. Chapter 7, pp. 137-160). Thousand Oaks, CA: Sage

Recommended Readings

Stinson, J & Johnson, T. The Path-Goal Theory of Leadership: A Partial Test and Suggested Refinement. Academy of Management Journal. June 1, 1975 vol. 18 no. 2. pp. 242-252

Aarons, G, Hurlburt, M & Hortwitz, S. Advancing a Conceptual Model of Evidence-Based Practice in Public Sectors. Administrative Policy in Mental Health (2011) 38: 4-23

Leister, A; Borden, D. & Fiedler, F. Validation of Contingency Model Leadership Training: Leader Match. Academy of Management Journal. *September 1, 1977 vol. 20 no. 3, pp. 464-470*

House, R. J., & Mitchell, T. R. (1974). Path-goal theory of leadership. Journal of Contemporary Business, 3, 81–97.

Unit 9: Team Building and Participation**Date****Topics**

- Team building
 - ▼ Group dynamics; Effective teams
 - ▼ Participation and group decision making

This Unit relates to course objectives 1 & 4.

Required Readings

- Northouse, P. G. (2013). Team Leadership In *Leadership: Theory and practice* (7th ed. Chapter 12, pp. 287-318). Thousand Oaks, CA: Sage.
- Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.
- Yun, Seokhwa and Cox, Jonathan. (2007). Leadership and Teamwork: The Effects of Leadership and Job Satisfaction on Team Citizenship. *International Journal of Leadership Studies*, Vol. 2 Iss. 3, 2007, pp. 171-193
- Scott-Ladd, Christopher C.A and Chan, Brenda. (2014). Emotional intelligence and participation in decision-making: strategies for promoting organizational learning and change. *Strategic Change*, 13: 95–105

Recommended Readings

- Betts, S. C., & Santoro, M. D. (2007). Integrating leadership theories and team research: A conceptual framework based on level of analysis and type of control. *Journal of Organizational Culture, Communications and Conflict*, 11(1), 1-17.
- Bronstein, L. R. (2003). A model for interdisciplinary collaboration. *National Association of Social Workers, Inc.*, 48(3), 297-306.
- Carson, J. B., Tesluk, P. E., & Marrone, J. A. (2007). Shared leadership in teams: An investigation of antecedent conditions and performance. *Academy of Management Journal*, 50(5), 1217-1234.
- Moran, P. Jacobs, C. Bunn, A., & Bifulco, A. (2006). Multi-agency working: Implications for an early-intervention social work team. *Child and Family Social Work*, 12, 143-151.
- Somech, A. (2006). The effects of leadership style and team process on performance and innovation in functionally heterogeneous teams. *Journal of Management*, 32(1), 132-157.

Unit 10: Diversity and Culture**Date****Topics**

- Leadership, diversity and culture

This Unit relates to course objectives 2 & 4.

Required Readings

- Northouse, P. G. (2013). Culture and Leadership In *Leadership: Theory and practice* (7th ed. Chapter 15, pp. 383-422). Thousand Oaks, CA: Sage
- Schwartz, R. H., Tiamiyu, M. F., & Dwyer, D. J. (2007). Social worker hope and perceived burnout: The effects of age, years of practice, and setting. *Administration in Social Work*, 31(4), 103-120.

Tourish, D., & Tourish, N. (2010). Spirituality at work, and its implications for leadership and followership: A post-structuralist perspective. *Leadership*, 6(2), 207-224.

Recommended Readings

Eagly, A & Chin, J. Diversity and leadership in a changing world. *American Psychologist*, Vol 65(3), Apr 2010, 216-224.

Yip, J., Twohill, E., Ernst, C., & Munusamy, V. P. (2010). Leadership in faith-based nonprofits: The power of identity boundaries to bind and blind. *Nonprofit Management and Leadership*, 20(4), 461-472.

Wang, P., Lawler, J. J., & Shi, K. (2010). Work-family conflict, self-efficacy, job satisfaction and gender: Evidence from Asia. *Journal of Leadership and Organizational Studies*, 17(3), 298-308.

Romero, E. (2005). The effect of Hispanic ethnicity on the leadership process. *International Journal of Leadership Studies*, 1, 86–101.

Part 5: Organization and Community Leadership

How to Lead in Organizational and Community Settings

Unit 11: Trait, Psychodynamic and Leader Member Exchange

Date

Topics

- Theories and applications of leadership:
 - ▼ Trait
 - ▼ Psychodynamic
 - ▼ Leader Member Exchange (LMX)

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

Required Readings

Northouse, P. G. (2013). Trait Approach In *Leadership: Theory and practice* (7th ed. Chapter 2, pp. 19-42). Thousand Oaks, CA: Sage.

Northouse, P. G. (2013). Leader-Member Exchange Theory In *Leadership: Theory and practice* (7th ed. Chapter 8, pp. 161-184). Thousand Oaks, CA: Sage.

Northouse, P. G. (2013). Psychodynamic Approach In *Leadership: Theory and practice* (7th ed. Chapter 13, pp. 319-348). Thousand Oaks, CA: Sage.

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

Recommended Readings

Cluley, R. (2008). The psychoanalytic relationship between leaders and followers. *Leadership*, 4(2), 201-212.

Schyns, B., Maslyn, J. M., & Weibler, J. (2010). Understanding the relationship between span of control and subordinate consensus in leader-member exchange. *European Journal of Work and Organizational Psychology*, 19(3), 388-406.

Eeden, R; Cilliers, F & Deventer, V. Leadership Styles and Associated Personality Traits. *South African Journal of Psychology*. June 2008 vol. 38 no. 2. pp. 253-267

Wayne, S.; Shore, L. & Liden, R. *Perceived Organizational Support and Leader-Member Exchange: A Social Exchange Perspective. Academy of Management Journal, February 1, 1997 vol. 40 no. 1 82-111*

Unit 12: Situational Leadership, Delegating and Coaching

Date

Topics

- Theories and applications of leadership:
 - ▼ Situational approaches
 - ▼ Delegating
 - ▼ Coaching and mentoring

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

Required Readings

Northouse, P. G. (2013). Situational Approach In *Leadership: Theory and practice* (7th ed. Chapter 5, pp. 99-122). Thousand Oaks, CA: Sage

Schmid, H. (2006). Leadership styles and leadership change in human and community service organizations. *Nonprofit Management and Leadership, 17*(2), 179-194.

McCleskey, Jim Allen (2014). Situational, Transformational, and Transactional Leadership and Leadership Development. *Journal of Business Studies Quarterly, 2014, Volume 5, Number 4, pp.114-124*

Recommended Readings

Graeff, C. The Situational Leadership Theory: A Critical View. *Academy of Management Review, April 1, 1983 vol. 8 no. 2, pp. 285-291*

Scandura, T. *Dysfunctional Mentoring Relationships and Outcomes Journal of Management, June 1998 vol. 24 no. 3, pp. 449-467*

Boyatzis, R.; Smith, M. & Blaize, N. *Developing Sustainable Leaders Through Coaching and Compassion. Academy of Management: Learning and Educaiton, March 1, 2006 vol. 5 no. 1, pp. 8-24*

Part 6: Enduring Issues and Themes in Leadership

Unit 13: Women and Leadership

Date

Topics

- Women and leadership

This Unit relates to course objectives 2 & 4.

Required Readings

Chernesky, R. H. (2003). Examining the glass ceiling: Gender influences on promotional decisions. *Administration in Social Work, 27*(2).

Dewane, C. J. (2008). 10 leadership strategies for women in social service management. *Social Work Today, 8*(2).

- Eagly, A. H., & Schmidt-Johannesen, M. C. (2001). The leadership styles of women and Men. *The Journal of Social Issues*, 57(4).
- Elliott, C., & Stead, V. (2008). Learning from leading women experience: Towards a sociological understanding. *Leadership*, 4(2), 159-180.
- Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2012). *Leadership: Enhancing the lessons of Experience* (7th ed., pp. 27-34). Boston: McGraw-Hill Irwin.
- Northouse, P. G. (2013). Women and Leadership In *Leadership: Theory and practice* (7th ed. Chapter 14, pp. 349-382). Thousand Oaks, CA: Sage
- Stotzer, R. L., & Tropman, J. E. (2006). Professionalizing social work at the national level: Women social work leaders, 1910-1982. *Journal of Women and Social Work*, 21(1), 9-27.
(Instructor Note: Review.)

Recommended Readings

- Eagly, A. & Carli, L. The Female Leadership Advantage: An Evaluation of the Evidence. *The Leadership Quarterly*. Volume 14, Issue 6, December 2003, Pages 807–834
- Ward, R. M., Popson, H. C., & DiPaolo, D. G. (2010). Defining the alpha female: A female leadership measure. *Journal of Leadership and Organizational Studies*, 17(3), 309-320.
- Williams, M. S., & Gray, W. L. (2007). Status of women in Texas state government: Organizational variables. *Administration in Social Work*, 31(1), 5-25.
- Eagly, A., & Carli, L. (2003). Finding gender advantage and disadvantage: Systematic research integration is the solution. *Leadership Quarterly*, 14, 851–859.

Unit 14: Conflict and Change

Date

Topics

- Causes of conflict and conflict resolution
- Leading change in organizations
- Leading Causes and Social Movements

This Unit relates to course objectives 2, 3, & 4.

Required Readings:

- Perlmutter, F. D., & Crook, W. P. (2004). Administrative Advocacy and the Management of Change Living the Legacy: The Women's Rights Movement 1848 – 1998. In *Changing hats while managing change: From Social Work Practice to Administration* (2nd ed., chap. 5). Retrieved from <http://www.legacy98.org/move-hist.html>
- Wan, H. K. (2007). Conflict management behaviors of welfare practitioners in individualistic and collectivist culture. *Administration in Social Work*, 31(1), 49-65.
- Kazimoto, Paluku (2013). ANALYSIS OF CONFLICT MANAGEMENT AND LEADERSHIP FOR ORGANIZATIONAL CHANGE. *International Journal of Research In Social Sciences*. 2013. Vol. 3, No.1. pp. 16-25

Recommended Readings

Armistead, C., Pettigrew, P., & Aves, S. (2007). Exploring leadership in multi-sectorial partnerships. *Leadership*, 3(2), 231-246.

Heuvel, W. V. (2008). Eleanor Roosevelt and her greatest achievement: The universal declaration of human rights. *The Interdependent*, 6(3), 29.

Hernez-Broome, G., & Hughes, R. (2004). Leadership development: Past, present, and future. *Human Resource Planning*, 27(1), 24–32.

Unit 15: Reflections**Date****Topics****STUDY DAYS / NO CLASSES****Date****FINAL EXAMINATIONS****Date**

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 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 (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 you cannot discuss it with the instructor, contact the lead faculty member, Murali Nair at muralina@usc.edu or (213) 821 7054. 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 (OPTIONAL)

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

Don't procrastinate or postpone working on assignments.
