# Social Work 672

## Context and Policies of Social Work Practice in Work Environments

## 3 Units

"Without work, all life goes rotten. But when work is soulless, life stifles and dies." – Albert Camus

*Fall, 2015 – City Center Classes*

### I. COURSE PREREQUISITES

Foundation year coursework

### II. CATALOGUE DESCRIPTION

Prepares students for practice in work-related environments through analysis of practice roles, settings, historical to current practice trends, business and economic contexts, and policy analysis.

Note*: This is a required course for the Social Work and Business in a Global Society concentration.*

### III. COURSE DESCRIPTION

This course will prepare students for social work practice in work environments, with an understanding of the historical development and current realities of work environments, and the evolving roles of social workers practicing in business settings. Emerging trends in Employee Assistance Programs, managed behavioral health, organizational change and development, and corporate social responsibility are explored, with an emphasis on the increasing globalization of service delivery. Students will also learn to analyze and apply international, national, state and organizational policies to specific problems and accompanying interventions that currently impact the workplace and the lives of workers. Consideration is given to a wide range of issues such as the impact of the economy on employment, the changing nature of work, the impact of work on the family; trends in incorporation and organizational structures, and the impact of relevant policies on vulnerable individuals, families and communities. Students will also utilize theory, a multilevel system analysis and team planning to propose micro, mezzo and macro work environment solutions within the context of current policy concerns.

### IV. COURSE OBJECTIVES

The Context and Policies of Social Work Practice with Work Environments course (SOWK 672) will prepare students to:

| Objective # | Objectives |
|---|---|
| 1 | Comprehend the historical and emerging trends, contexts of social worker roles and interventions in work and business environments in order to analyze and address relevant ethical practice concerns. |
| 2 | Become knowledgeable of the range of international, national, state and organizational policies relevant to work environments that affect individuals, families and communities impacted by social problems. |
| 3 | Gain an awareness of the impact of current macro influences and policies on work environments, employment and organizations, in order to evaluate the impact of these influences on social problems and injustices affecting vulnerable individuals, families and communities. |
| 4 | Utilize the above awareness and knowledge (Objectives 1, 2 and 3) to critically analyze the impact of the context, settings and policies on the range of social work interventions in work environments, and the potential impact on their effectiveness. |
| 5 | Synthesize current research-based evidence of the effectiveness of interventions in work environments and relevant theory in order to conceptualize a multilevel system approach to a social problem(s) affecting individuals and families in work environments. |

## V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

## 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 xxx | Course Objective |
|---|---|---|---|
| 1 | Professional Identity | | |
| 2 | Ethical Practice | * | 1 |
| 3 | Critical Thinking | * | 4 & 5 |
| 4 | Diversity in Practice | * | 3 |
| 5 | Human Rights & Justice | * | 1, 3 |
| 6 | Research Based Practice | | |
| 7 | Human Behavior | | |
| 8 | Policy Practice | * | 2, 4 |
| 9 | Practice Contexts | | 3, 5 |
| 10 | Engage, Assess, Intervene, Evaluate | | |

\* Highlighted in this course

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

| | | |
|---|---|---|
| **Ethical Practice—**Apply social work ethical principles to guide professional practice.<br><br>Social workers competent in Ethical Practice:<br><br>▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.<br>▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. | 1. Recognize and manage personal values in a way that allows professional values to guide practice.<br>2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.<br>3. Tolerate ambiguity in resolving ethical conflicts.<br>4. Apply strategies of ethical reasoning to arrive at principled decisions. | Assignment 2<br>Class discussion |
| **Critical Thinking—**Apply critical thinking to inform and communicate professional judgments.<br><br>Social workers competent in Critical Thinking:<br><br>▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.<br>▪ Use critical thinking augmented by creativity and curiosity.<br>▪ Understand that critical thinking also requires the synthesis and communication of relevant information. | 5. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.<br>6. Analyze models of assessment, prevention, intervention, and evaluation.<br>7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | Assignments 1, 2 and 3<br><br>Assignment 2<br><br>Assignments 1, 2 & 3 |
| **Diversity in Practice—**Engage diversity and difference in practice.<br><br>Social workers competent in Diversity in Practice:<br><br>▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.<br>▪ 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.<br>▪ 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. | 8. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.<br>9. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.<br>10. Recognize and communicate understanding of the importance of difference in shaping life experiences.<br>11. View themselves as learners and engage those with whom they work as informants. | Assignments 1, 2 & 3<br><br><br>Assignments 1, 2 & 3 |

| | | |
|---|---|---|
| **Policy Practice—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.<br><br>Social workers competent in Policy Practice:<br><br>▪ Understand that policy affects service delivery, and they actively engage in policy practice.<br>▪ Know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. | 12. Analyze, formulate, and advocate for policies that advance social well-being. | Assignment 3 |
| | 13. Collaborate with colleagues and clients for effective policy action. | |

| | | |
|---|---|---|
| **Practice Contexts—**Respond to contexts that shape practice.<br><br>Social workers competent in Practice Contexts:<br><br>▪ Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.<br>▪ Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. | 14. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. | Assignment 2 |
| | 15. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | |

## VII.  COURSE ASSIGNMENTS, DUE DATES & GRADING

| Assignment | Due Date | % of Final Grade |
|---|---|---|
| **Assignment 1: *BIGS Issue Analysis Paper** | Unit 5 | 30% |
| **Assignment 2: Solutions Analysis Paper** | Unit 9 | 30% |
| **Assignment 3: Policy Analysis and Multilevel System Solutions Presentations: Team-Based** | Unit 15 | 30% |
| **Class Participation** | Ongoing | 10% |

***BIGS – Social Work & Business in a Global Society concentration**

**Assignment Grading Overview:**  For each of the assignments below, **Content** (meeting all content requirements as outlined in the assignment handout and syllabus) will receive a total of 60 evaluation points, **Critical Analysis** (use of critical thinking, drawing upon literature and knowledge, as outlined in the assignment handout and syllabus) will receive a total of 35 evaluation points, and **Quality** (correct, and effective use of writing skills and format) will be receive a total of 5 evaluation points. All rubrics will follow this evaluation schema.

For **team-based** assignments, **80% of each student's grade** will be the grade given by the instructor for the **team's response to the assignment** (the written document and/or presentation). All students must participate. Any student failing to contribute regularly may have to complete the assignment individually, based on the instructor's decision. **20% of the student's grade** will be based on the **team members' confidential evaluation of individual students' activities** to support the group project, compiled through the use of a survey instrument provided by the instructor.

## Assignments 1 through 3: From Issue to Solutions to Policy Analysis

SOWK 672 Assignments 1 and 2 are progressive, stepping students through an analysis of a social or organizational issue affecting the well-being of individuals, families, communities and/or organizations into an exploration of solutions. A social issue is defined *as an action or condition located within the environment, social system, relationships or individuals that requires significant adaptation to achieve individual, family, community or organizational homeostasis and well-being* (Younger, 2012, personal correspondence). The instructor will provide examples and work with students to identify and select a BIGS issue for the assignments.

Assignment 3, a team-based assignment may possibly focus on the same BIGS issue, analyzing policy that relates to that concern and the solutions or interventions currently applied, when team assignment allows.  Students' interest in BIGS-related policy issues will be assessed, with team assignment finalized by the instructor based on team size.

### Assignment 1– BIGS Issue Analysis Paper: 30% of Course Grade

Each student will identify a social issue related to the class focus that is of special interest to the student, and conduct a scholarly literature and web-based information search of existing knowledge about the causes and effects of the issue across four systems levels, including underline individual, family, organizational (workplace) and community. The selected social issue may be focused at the micro level, such as depression within individuals, yet the BIGS Issues Analysis Paper also needs to analyze and summarize any related causes of depression or effects of depression that underline may occur at all four systems levels. The selected social issue may also be focused at the family level (e.g., childcare concerns affecting working parents), at the organizational workplace level (e.g., workplace stress), or at the community level (e.g., environmental disasters caused by an industrial accident). The analysis should draw upon current (2010 and up) scholarly literature and any web-based knowledge that supports the analysis. The summary will include an analysis of the effects of the issue on vulnerable populations. An assignment handout will be provided to students with additional details.

The BIGS Issue Analysis Paper will consist of a written paper of approximately 5 to 8 pages (excluding title page and reference list), using correct APA format, summarizing scholarly and web-based literature, and must cite and reference at least 7 scholarly sources.

**Due Unit 5**
*This assignment relates to Student Learning Outcomes 5,7,8,10.*

### Assignment 2 – Solutions Analysis Paper - 30% of Course Grade

Each student will continue researching the same BIGS social problem described in Assignment 1, focusing in this paper on current solutions or interventions that are available to address the social problem. This paper will NOT discuss any policy solutions (policy is addressed in Assignment 3). The paper will describe with a critical lens the use of available and applicable, individual (clinical and/or micro-level community or workplace solutions or interventions), family (clinical or family-level community or workplace solutions or interventions), organizational (internal organizational solutions or interventions) and community (public or community-located solutions or interventions). A summary will critically analyze the potential for solutions to address the BIGS social issue identified in Assignment 1 and any ethical concerns related to the solutions The analysis should draw upon current (2010 and up) scholarly literature and any web-based knowledge that supports the analysis. An assignment handout will be provided to students with additional details.

The BIGS Issue Analysis Paper will consist of a written paper of approximately 5 to 8 pages (excluding title page and reference list), using correct APA format, summarizing scholarly and web-based literature, and must cite and reference at least 7 scholarly sources.

**Due Unit 9**
*This assignment relates to Student Learning Outcomes1-4, 5-7, 8, 10, 14*

**Assignment 3 – Policy Analysis and Multilevel System Solutions Presentation: Team-Based – 30% of Course Grade**

This team-based project will result in a presentation supported by a PowerPoint or other visual presentation software and a one-to-two page handout. The presentations will occur during Unit 15. The presentation materials must be completed and sent to the instructor before the start of Unit 15 class.

This assignment will include the identification and analysis of U.S. state (CA) and federal, or international (if the team chooses to have an international focus) workplace or employer-related policy relevant to an assigned social issue. Team assignment will be based upon the students' preferences, and if feasible by team size, based on their top three topic choices. The one-page handout will include a concise overview of policy relevant to the issue. The PowerPoint or visual presentation will include the overview of the policy, an analysis of the effects of policy on the social issue and vulnerable populations affected by the social issue, on organizations and communities (as relevant to the topic), and a critical summary of the overall effectiveness of relevant policy. In addition, this assignment will include a recommended multilevel system response to the social issue, emphasizing individual/family, organizational, national or international solutions (as relevant to the topic). An assignment handout will be provided to students with additional details.

The team's presentation will be in class and should be approximately 25 minutes in length, involving all team members in the presentation. All factual information should be referenced using scholarly literature or web-based information on the final slide of the presentation. There is no required minimum of citations.

For this team-based presentations, 80% of each team's grade will be the grade given by the instructor based on the instructor's evaluation of the Content (60%), Critical Analysis (35%) and Quality (5%) of presentation. All students must participate in the assignment and the presentation. Any student failing to contribute regularly may have to complete the assignment individually, based on the instructor's decision. 20% of each student's grade will be based on the team's anonymous and confidential evaluation of individual students' activities to support the team project, compiled through the use of a survey instrument provided by the instructor.

**Due Unit 15**
*This assignment relates to Student Learning Outcomes 5,7,8,10,12*


**Class Participation (10%) of Course Grade:**

Class participation is defined as students' active engagement in class- related learning and timely involvement in class sessions. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning and participation in assigned reading through the quality and depth of class comments and discussions related to readings, lectures, and assignments.

<u>For some Class Units, students may be required to bring a simple, written bullet point example of up to five key discussion points based on a specific reading, after receiving advance notice from the instructor.</u>

The participation points are based on the instructor's observation of active participation throughout the term, including bringing key discussion points, participating in group activities, active engagement in class discussions, being on time, returning from breaks in a timely manner, and remaining in class for the duration of the class.

Class grades will be based on the following:

| Class Grades | | Final Grade | | |
|---|---|---|---|---|
| 3.85 – 4.00 | A | 93 – 100 | A | The student's work demonstrates a very good mastery of content (to the highest degree) that also shows that the student has undertaken a complex task, has applied very strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. |
| 3.60 – 3.84 | A- | 90 – 92 | A- | The student's work demonstrates a very good mastery of content, shows that the student has undertaken a complex task, has applied strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment |
| 3.25 – 3.59 | B+ | 87 – 89 | B+ | The student's work demonstrates a good mastery of content, has applied a moderate level of critical thinking, and a more-than-competent understanding of the material being tested or required in the assignment. |
| 2.90 – 3.24 | B | 83 – 86 | B | The student's work meets the basic requirements of the assignment, has applied minimal critical thinking, evidences that the student has done adequate work on the assignment, and meets basic course expectations. |
| 2.60 – 2.89 | B- | 80 – 82 | B- | The student's work meets the basic requirements of the assignment, has applied little to no critical thinking, evidences that the student has done adequate work on the assignment and meets basic course expectations. |
| 2.25 – 2.59 | C+ | 77 – 79 | C+ | Grades of a C+ are applied to a student's work that reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. |
| 1.90 – 2.24 | C | 73 – 76 | C | Grades of a C- are applied to a student's work that reflects a very limited grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. |
| | | 70 – 72 | C- | Grades of a C- to an F will be applied to a student's work 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 Readings and Textbooks

The Course Readings will consistent of a compilation of articles, reports and book chapters that will be available through ARES (USC Library system) or a print course reader version (see below), in addition to a reference textbook on policies.

**Textbook:**
Meadows, D.H. (2008). *Thinking in systems: A primer.* White River Jct., Vermont: Chelsea Green
        Publishing.
Repa, B. K. (2014). *Your rights in the workplace, 10th ed.*  Berkeley, CA: Nolo.
.
ARES – Required journal articles or single book chapter articles are included in the ARES database under this course number and the lead instructor's name.


## Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological
        Association* (6th ed.). Washington, DC: Author.

## Recommended Websites

National Associate of Social Workers
        http://www.naswdc.org
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
Purdue OWL: APA Style and Formatting Guide

http://owl.english.purdue.edu/owl/resource/560/01/

# Course Overview

| Unit | Topics | Assignments |
|:---:|:---|:---:|
| 1 | **Introduction to Course** | |
| | ▽ Conceptual overview and course goals | |
| | ▽ Course content and resources | |
| | ▽ Assignments/evaluation | |
| | ▽ Planning for success in meeting course goals | |
| | ▽ Constructing the case for organizational wellness and interdependence across system levels | |
| 2 | **Social Workers & Business Organizations: The Evolution of the Context and Roles - Part I: History** | |
| | ▽ History of social work and social policy as it relates to the workplace | |
| | ▽ Early social workers' concerns for labor | |
| | ▽ Video - PBS.Com Program: American Experience, Episode Triangle Fire. Retrieved from http://video.pbs.org/video/1817898383 | |

| Unit | Topics | Assignments |
|------|--------|-------------|
| 3 | **Social Workers & Business Organizations: The Evolution of the Context and Roles - Part II: Evolving Employee Assistance Programs** | |
| | ▽ An overview of occupational social work settings and roles | |
| | ▽ The history of occupational social work | |
| | ▽ Emerging issues in the Employee Assistance Professionals field | |
| | ▽ Overview of employer-supported and public behavioral healthcare in the U.S. | |
| 4 | **Social Workers & Business Organizations: The Evolution of the Context and Roles – Part III: Macro Social Work Roles** | |
| | ▽ Role concerns for social workers in business settings | |
| | ▽ Social workers and innovative services and roles in business settings or at the business/community boundary: | |
| |     ▽ Organizational well-being | |
| |     ▽ Organizational development | |
| |     ▽ Social entrepreneurship or social enterprise | |
| |     ▽ Job development | |
| 5 | **Theories Supporting the Critical Analysis of Social Work Practice with Business Organizations** | **Assignment 1 Due** |
| | ▽ Continuum of the Work Experience | |
| | ▽ Systems Theory | |
| | ▽ Sustainability | |
| 6 | **Workplace Environments and Organizational Characteristics: Organization Types and Strategies** | |
| | ▽ Overview of organization types: For-profit, non-profit, low-profit LLC, B corporations and government | |
| | ▽ Organizational goal and strategy differences | |
| | ▽ Organizational system structure | |
| 7 | **Workplace Environments and Organizational Characteristics: Organizations with a Conscience** | |
| | ▽ The evolution of organizational consciousness | |
| | ▽ Corporate social responsibility and organizational characteristics | |
| | ▽ Businesses with a conscience: Examples of social innovation | |
| 8 | **Economic, Employment and Business Trends Affecting Social Work Practice with Business Organizations** | |
| | ▽ Economic and employment trends in the U.S. | |
| | ▽ Global business trends | |
| | ▽ The effects of employment and unemployment on individuals and families, and vulnerable populations | |

| Unit | Topics | Assignments |
|------|--------|-------------|
| 9 | **Introduction to Policy: National and International Rights to Work or Employment** <br> ▽ Policy analysis model <br> ▽ Employment at will, unemployment, workers compensation, and social security <br> ▽ Current efforts to retain job and labor rights <br> ▽ Fair Labor Standard Act | **Assignment 2 Due** |
| 10 | **Individuals, Families and Workplace Concerns: Relevant Policy: Part I** <br> ▽ Discrimination <br> ▽ Sexual harassment <br> ▽ Older workers, discrimination and retirement | |
| 11 | **Individuals, Families and Workplace Concerns: Relevant Policy: Part II** <br> ▽ People with disabilities (Americans with Disabilities Act) <br> ▽ Mental health and substance abuse (Drug testing) | |
| 12 | **Individuals, Families and Workplace Concerns: Relevant Policy: Part III** <br> ▽ Health concerns and insurance <br> ▽ Affordable Care Act <br> ▽ Family and children: Medical leave (Family Medical Leave Act), family leave, pregnancy, work/life balance, domestic violence | |
| 13 | **Global Policies Affecting Social Work Practice with Business Organizations** <br> ▽ Human trafficking and contemporary slavery <br> ▽ International labor policy | |
| 14 | **Global Policies Affecting Social Work Practice with Business Organizations** <br> ▽ International CSR policy | |
| 15 | **Presentations, Summary and Class Evaluation** | **Assignment 3 Due** |
| | **STUDY DAYS / NO CLASSES** | |
| | **FINAL EXAMINATIONS** | |

# Course Schedule—Detailed Description

## Unit 1:      Introduction to Course

### Topics

- ▽ Conceptual overview and course goals
- ▽ Course content and resources
- ▽ Assignments/evaluation
- ▽ Planning for success in meeting course goals
- ▽ Constructing the case for organizational wellness and interdependence across system levels

*This Unit relates to course objective 1.*

### Required Readings

Maak, T. & Pless, M.N. (2009). Business leaders as citizens of the world: Advancing humanism on a global scale. *Journal of Business Ethics, 88*, 537-550. doi: 10.1007/s10551-0009-0122-0

## Unit 2:      Social Workers & Business Organizations: The Evolution of the Context and Roles - Part I: History

### Topics

- History of social work and social policy as it relates to the workplace
- Early social workers' concerns for labor
- Video - PBS.Com Program: American Experience, Episode Triangle Fire. Retrieved from http://video.pbs.org/video/1817898383

*This Unit relates to course objective 1.*

### Required Readings

Maiden, R.P. (2001). The evolution and practice of occupational social work in the United States. *Employee Assistance Quarterly*, *17*(1/2), 119-61.

Mor Barak, M & Bargal, D. (2008). Human services in the context of work. *Administration in Social Work, 23*(3-4), 1-11.

### Recommended Readings

Ehrenreich, J. (1985). Chapter 1: The Origins of American Social Policy. In J. Ehrenreich's *The altruistic imagination: A history of social work and social policy in the United States*, 19 – 42. Ithaca, NY: Cornell University Press.

Gordon, L. (1977). Women and the anti-labor movement in Illinois, 1890-1920. *Social Service Review*, *51*(2), 228-248. www.jstor.org.

## Unit 3: Social Workers & Business Organizations: The Evolution of the Context and Roles - Part II: Evolving Employee Assistance Programs

### Topics

▽ An overview of occupational social work settings and roles
▽ The history of occupational social work
▽ Emerging issues in the Employee Assistance Professionals field
▽ Overview of employer-supported and public behavioral healthcare in the U.S.

This Unit relates to course objective 1.

## Required Readings

Clay, R.A. (2011). The future of behavioral health care. Monitor on psychology, 42,(5), p. 52 Retrieved from http://www.apa.org/monitor/2011/05/behavioral-health.aspx

Kaiser Commission on Medicaid and the Uninsured (2011). Mental health financing in the United States. Retrieved from http://www.kff.org/medicaid/upload/8182.pdf
*Access this online using the above link.*

Younger, B.J. (2014) Employee assistance programs: Serving at the nexus of employers and employee well-being. In M.P. O'Donnell (Ed.), *Health promotion in the workplace*, 4th Ed., pp. 587-614. American Journal of Health Promotion: Tory, MI.

## Recommended Readings

Masi, D.A. (2011). Redefining the EAP field. *Journal of Workplace Behavioral Health, 26*(1), 1-9

## Unit 4: Social Workers & Business Organizations: The Evolution of the Context and Roles: Part III Macro Social Work Roles

### Topics

▪ Role concerns for social workers in business settings
▪ Social workers and innovative services and roles in business settings or at the business/community boundary: Organizational well-being, organizational development, corporate social responsibility, social entrepreneurship or social enterprise and job development

*This Unit relates to course objective 1.*

**Assignment 1 - Literature Review – submitted electronically (email) by 6:00 p.m.**

## Required Readings

Germak, A.J. & Singh, K.K. (2010). Social entrepreneurship: Changing the way social workers do business. *Administration in Social Work, 34*, 79-95. doi: 10.1080/03643100903432974.

Sarkar, S. (2008). Industrial social work to corporate social responsibility: A transformation of priority. *Journal of Human Values*, *14*(1), 31-48.

Simonsen, M., & Fabian, E. S. (2011). Strategies Used by Employment Service Providers in the Job Development Process. Retrieved from: http://www.dol.gov.edgekey.net/odep/ietoolkit/publications/500.pdf

## Recommended Readings

Boehm, A. (2009). Business social responsibility: Perspective of businesses and social workers. *Journal of Social Service Research, 35*(3), 262-273

Netting, F.E. (2005). The future of macro social work. *Advances in Social work, 6*(1), 51-59.

Sirgy, M.J., Reilly, N.P., Wu, J.,& Efraty, D. (2012). Review of Research Related to Quality of Work Life (QWL) Programs. In K.C. Land et al. (Eds.), *Handbook of social indicators and quality of life research.* Springer Science & Business Media. 297-311.

## Unit 5:    Theories Supporting the Critical Analysis of Social Work Practice with Business Organizations

- Continuum of the Work Experience
- Systems Theory
- Sustainability

*This Unit relates to course objectives 3 & 5.*

## Assignment 1 Due: BIGS Issue Analysis Paper

### Required Readings

Mor Barak, M. (2000). Repositioning Occupational Social Work in the New Millennium. In M.E. Mor Barak & D.Bargal (Eds.), *Social services in the workplace: Repositioning occupational social work in the new millennium.* New York: The Haworth Press., pp. 201-208

Lazlo, A. & Laszlo, K. (2010). Emerging the evolutionary corporation in a sustainable world: Toward a theory guided field of practice.  In, S.E. Wallis', *Cybernetics and systems theory in management: Tools, views and advancement,* 3-20.  IGI Global: http://www.igi-global.com.libproxy.usc.edu/book/cybernetics-systems-theory management/37241

Meadows, D.H. (2008). Chapter 1, 2, and 3. Scan the Appendix also. In *Thinking in systems: A primer.* White River Jct., Vermont: Chelsea Green Publishing.
   **This is one of our textbooks.**

### Recommended Readings

Panchal, D.N. (N.D.) The social psychology of organizations: Daniel Katz and Robert L. Kahn – book review. http://sites.idc.ac.il/dice/files/activity2.pdf   pp. 1-23.


## Unit 6:    Workplace Environments and Organizational Characteristics: Organizational Types and Strategies

### Topics

- Overview of organization types: For-profit, non-profit, low-profit LLC, B corporations and government
- Organizational goal and strategy differences

*This Unit relates to course objectives 1 & 4.*

### Required Readings

Horwitz, J. R., & Culley, R. (2014). Profits v. purpose: Hybrid companies and the charitable dollar. *Law & Economics Working Papers*. *Paper 48*.  Retrieved from http://repository.law.umich.edu/law_econ_current/art48

McNamara, C. (n.d.) Introduction to Organizations: Business and Profits. At http://managementhelp.org/organizations/index.htm
   *Note: Access online and read "**Introduction to Organizations**" and all links in "**Basics**" below.*

Moore, M.H. (2000).  Managing for value: Organizational strategy in for-profit, nonprofit, and governmental organizations. *Nonprofit and Voluntary Sector Quarterly, 29*(1), 183-204, doi;10.1177/089976400773746391

### Recommended Readings

Dees, J.G. (1998). Enterprising non-profits. *Harvard Business Review*, January-February, 55 – 67.
   *The instructor will provide access to this article.*

Dees, J.G. & Anderson, B.B. (2003). Sector-bending: Blurring lines between nonprofit and for-profit. *Society*, May/June, 16-27.

Kerlin, J.A. (2006). Social enterprise in the United States and Europe: Understanding and learning from the differences. *Voluntas*, 17, 247-263.

**Unit 7: Workplace Environments and Organizational Characteristics: Organizations with a Conscience**

## Topics

- The evolution of organizational consciousness
- Corporate social responsibility and organizational characteristics
- Businesses with a conscience: Examples of social innovation

*This Unit relates to course objective 1 & 4.*

## Required Readings

Bernardez, M. (2005). Achieving business success by developing clients and community: Lessons from leading companies, emerging economies, and a nine year case study. *Performance Improvement Quarterly, 18*(3), 37-55.

Carroll, A.B. & Shaban, K.M. (2010). The business case for corporate social responsibility: A review of concepts, research and practice. *International Journal of Management Reviews*,12(1), 85-105. doi: 10.1111/j.1468-2370.2009.00275.x

Change Factory (March, 2014). Frederic Laloux: Reinventing organizations. Retrieved from http://www.reinventingorganizations.com/uploads/2/1/9/8/21988088/140305_laloux_reinventing_organizations.pdf

Epstein, M.J. (2009). Online excerpt from *Making sustainability work: Best practices in managing and Measuring corporate social, environmental, and economic impacts*. Berret-Koehler Publishers. Retrieved from http://www.bkconnection.com/static/Making_Sustainability_Work_EXCERPT.pdf *Access this article online.*

## Recommended Readings

Gallo, P.J. & Christensen, L.J. (2011). Firm size matters: An empirical investigation of organizational Size and ownership on sustainability-related behaviors. *Business Society, 50*(2),315-349. doi:10/1177/0007650311398784

Ngai, P. & Yuen-Tsang, W. A. (2011). The challenges of corporate social responsibility (CSR) multi-stakeholder practices: Searching for a new occupational social work model in China. *China Journal of Social Work*, 4(1), 57-68.

**Unit 8: Economic, Employment and BusinessTrends Affecting Social Work Practice with Business Organizations**

## Topics

- Economic and employment trends in the U.S.
- Global business trends
- The effects of employment and unemployment on individuals and families, and vulnerable populations

*This Unit relates to course objective 3.*

## Required Readings

Bambra, C. (2009). Yesterday once more? Unemployment and health in the 21st century. *Journal of Epidemiology and Community Health, 64,* 213-215. doi:10.1136/jech.2009.090621

Pew Research Center (May 11, 2015). Millennials surpass Gen Xers as the largest generation in U.S. labor force. Retrieved from:
http://www.pewresearch.org/fact-tank/2015/05/11/millennials-surpass-gen-xers-as-the-largest-generation-in-u-s-labor-force/

PWC. (2015). 18th Annual Global CEO Survey: Key Findings
Retrieved at http://www.pwc.com/gx/en/ceo-survey/2015/key-findings/index.jhtml
Read Key Findings content - online only, see full report in Recommended Reading below

Students and Scholars Against Corporate Misbehavior (SACOM). (2011). Foxconn and Apple fail to fulfill promises: Predicaments of workers after the suicides. Retrieved from

http://sacom.hk/wp-content/uploads/2011/05/2011-05-06_foxconn-and-apple-fail-to-fulfill-promises1.pdf
*Access online.*
U.S. Department of Labor, Bureau of Labor Statistics (August 7, 2015). News Release: The Employment Situation – July, 2015. Retrieved from http://www.bls.gov/news.release/pdf/empsit.pdf


**Recommended Reading**
Board of Governors of the Federal Reserve System. (2012). A perspective from Main Street: Long-term unemployment and workforce development. Read pp. 1-9 only. Retrieved from http://www.federalreserve.gov/communitydev/pdfs/Workforce_errata_final2.pdf
Fouad, N. & Bynner, J. (2008). Work transitions. *American Psychologist*, 63(4), 241-251.
Pugliesi, K. (1999). The consequences of emotional stress: Effects on work stress, job satisfaction and well-being. *Motivation and Emotion, 23*(2), 125-154.
PWC.  (2015). 18th Annual Global CEO Survey: A Marketplace Without Boundaries: Responding to Disruption. [Entire report]  *Access online*
Retrieved at:
http://www.pwc.com/gx/en/ceo-survey/2015/assets/pwc-18th-annual-global-ceo-survey-jan-2015.pdf


| Unit 9: | Introduction to Policy: National and International Rights to Work or Employment |
|---|---|

- Policy analysis model
- Employment at will, unemployment, workers compensation, and social security
- Current efforts to retain job and labor rights
- Fair Labor Standard Act

*This Unit relates to course objective 3.*


## Assignment 2 Due: Solutions Analysis Paper


## Required Readings
Repa, B. K. (2010). Chapters 2 (pp. 8-16 only), 9 (pp. 290-301-330 only), 11, 12 & 13. *Your rights in the workplace, 9th ed*.  Berkeley, CA: Nolo.
*Note: The Repa book is one of our textbooks.*

## Recommended Reading
Muhl, C.J. (2001). The employment-at-will doctrine: Three major exceptions. *Monthly Labor Review*, January, 3-11.

## Unit 10: Individuals, Families and Workplace Concerns: Relevant Policy: Part 1

### Topics

- Discrimination
- Sexual harassment
- Older workers, discrimination and retirement

*This Unit relates to course objectives 3 & 4.*

### Required Readings

Repa, B. K. (2010). Chapter 7 (skip Americans with Disabilities Act and Discrimination Against Workers with HIV or AIDS) & Chapter 8. *Your rights in the workplace, 9th ed.* Berkeley, CA: Nolo. *Note: The Repa book is one of our textbooks.*

Schmitt, M. T., Branscombe, N. R., Postmes, T., & Garcia, A. (2014). The consequences of perceived discrimination for psychological well-being: A meta-analytic review. *Psychological Bulletin*, *140*(4), 921.

Jiang, K., Hong, Y., McKay, P. F., Avery, D. R., Wilson, D. C., & Volpone, S. D. (2015). Retaining employees through anti–sexual harassment practices: Exploring the mediating role of psychological distress and employee engagement. *Human Resource Management, 54*(1), 1-21

## Unit 11: Individuals, Families and Workplace Concerns: Relevant Policy: Part II

### Topics

- People with disabilities (Americans with Disabilities Act)
- Mental health and substance abuse (Drug Testing)

*This Unit relates to course objectives 3 & 4.*

### Required Readings

Repa, B. K. (2010). Chapter 5 Workplace Testing (pp. 132-142 only) and Chapter 7 (Americans with Disabilities Act and Discrimination Against Workers with HIV or AIDS, pp. 248-256 only), *Your rights in the workplace, 9th ed.* Berkeley, CA: Nolo.

Gates, L. B. & Akabas, S.H. (2011). Inclusion of People with Mental Health Disabilities in the Workplace: Accommodation as a Social Process. In I.Z. Schultz and E.S. Rogers (eds.), *Work accommodation and retention in mental health*. Springer Science & Business Media, pp. 375-383. doi#: 10.1007/978-1-4419-0428-7_20

Smith, D. E., & Davidson, L. D. (2015). Strategies of Drug Prevention in the Workplace: An International Perspective of Drug Testing and Employee Assistance Programs (EAPs). *Textbook of Addiction Treatment: International Perspectives*, 1111-1127.

### Recommended Readings

Commission on Social Determinants of Health (CSDH). 2007. Employment conditions and health inequities: Final report to WHO. Read pp. 14-17, 101-118 only. Retrieved from: http://www.who.int/social_determinants/resources/articles/emconet_who_report.pdf

| Unit 12: | Individuals, Families and Workplace Concerns: Relevant Policy: Part III |
|---|---|

## Topics

- Health concerns and insurance
- Affordable Care Act
- Family and children: Medical leave, family leave, pregnancy, work/life balance, domestic violence

*This Unit relates to course objectives 3 & 4.*

## Required Readings

Calaf, M.A. (2003). Breaking the cycle: Title VII, domestic violence, and workplace discrimination. *Law & Inequality, 21*, 167.

Repa, B. K. (2010). Chapters 3 and 4, *Your rights in the workplace, 9th ed.* Berkeley, CA: Nolo.

Center for Labor Research and Education. (April, 2013). *Affordable Care Act: Summary of Provisions Affecting Employer-Sponsored Insurance*. Berkely, CA: Institute for Research on Labor and Employment. Retrieved from http://laborcenter.berkeley.edu/healthpolicy/ppaca12.pdf

Ray,R., Gornick, J.C., & Schmitt, J. (2010). Who cares? Assessing generosity and gender equity in parental leave policy designs in 21 countries. *Journal of European Social Policy, 20*(3), 196-216

## Recommended Readings

Pedersen, D.K., Minnotte, K.L., Kiger, G. & Mannon, S. (2009). Workplace policy and environment, family role quality, and positive family-to-work spillover. *Journal of Family Economic Issues*, 30, 80-89.


| Unit 13: | Global Policies Affecting Social Work Practice with Business Organizations |
|---|---|

## Topics

- Human trafficking and contemporary slavery
- International labor policy policies

*This Unit relates to course objectives 3 & 4.*

## Required Readings

Brown, S.D. (2010). Protecting the children: The need for a modern day balancing test to regulate child labor in international business. *Journal of Transnational Law and Policy*, 20, 129-156. Access online

International Labour Organization (2009). Rules of the game: A brief introduction to international labour standards. Read pp. 8-21 only.  Retrieved from:

http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_108393.pdf

Lusk, M. (2009-02). The challenge of human trafficking and contemporary slavery. *Journal of comparative social welfare, 25*(1), 49-57.doi:10.1080/17486830802514049

## Recommended Readings

Coleman, I. (2010). The global glass ceiling: Why empowering women is good for business. Foreign Affairs. Council on Foreign Relations. Retrieved from http://www.genderprinciples.org/resource_files/The_Global_Glass_Ceiling.pdf

**Unit 14:     Global Policies Affecting Social Work Practice with Business Organizations**

### Topics
■ International CSR policy

*This Unit relates to course objectives 3 & 4.Required Readings*

### Required Readings
Majumdar, A. B. (2015). India's Journey with Corporate Social Responsibility–What Next? *Available at SSRN 2545804.*
Ramasastry, A. (2015). Corporate Social Responsibility versus Business and Human Rights: Bridging the Gap between Responsibility and Accountability. *Journal of Human Rights*, *14*(2), 237-259.

### Recommended Readings
Cone Communications/Ebiquity (2015). Global CSR Study. Retrieved 08/23/15 from
http://www.conecomm.com/2015-global-csr-study-flipbook/

**Unit 15: Presentations, Summary and Class Evaluation**

■ Team Presentations
■ Evaluate learning experiences
*This Unit relates to course objective 5.*

**Assignment 3 – Policy Analysis and Multilevel System Solutions Presentation**

**Submit completed PowerPoints(or other presentation formats) and the required handout to the instructor 1 hour BEFORE the beginning the class.**

**STUDENTS ARE NOT REQUIRED TO BE ON CAMPUS DURING STUDY DAYS OR EXAMS**

# 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 (bjyounge@usc.ed) 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 (12th & Olive) | Orange County | Faculty Parking Lot |
| MRF | Lot B | San Diego | Building Parking Lot |
| SWC | Lot B | Skirball | Front of Building |
| VKC | McCarthy Quad | | |
| WPH | McCarthy Quad | | |

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

### XIII.   STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to 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 chair of the concentration, Beverly Younger (bjyounge@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 (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.*