Social Work 543
Social Work Practice with Individuals
3 Units

“The subjective experience of having been freed, enabled, released, steadied, re-motivated, reinforced in confidence – these are no small gains to the human psyche.”

Helen Harris Perlman, NASW Social Work Pioneer, in Relationship: The Heart of Helping People

INSTRUCTOR: WILLIAM FEUERBORN, MSW, LCSW
E-Mail  wfeuerbo@usc.edu
Telephone:  760.285.9888

COURSE DAY: MON OR THURS
Course Time:  7 a.m. or 8:45 a.m. PDT
Course Location: VAC

Office: Online
Office Hours: Please schedule with me

COURSE PREREQUISITES

Social Work Practice with Individuals (SOWK 543) is built upon a liberal arts undergraduate foundation. First-year students are expected to have, and be able to draw upon, basic knowledge and theory found in various social science disciplines including psychology, sociology, anthropology, and biology.

I. CATALOGUE DESCRIPTION

Theory and principles underlying generic social work practice with primary emphasis on working with individuals.

II. COURSE DESCRIPTION

Given the complex and diverse urban/rural environments in which social workers practice and the diverse situations in which they intervene, a generalist social work education offers the best foundation for effective social work practice. SOWK 543 is designed to educate and prepare generalist social workers with the knowledge and skills needed to assess the person-in-environment (PIE) configuration and decide
which system(s)—individuals, families, groups, communities and/or organizations—are most appropriate for the focus of work and service provision.

Social Work Practice with Individuals (SOWK 543) introduces generalist social work principles emphasizing a systems perspective, the continuum of service delivery levels and modalities, and a commitment to underserved and vulnerable populations. In addition, knowledge of the profession’s ethical standards and the ethical dilemmas that occur as social work values and professional ethics are operationalized in practice.

The course takes a sequenced approach to teaching basic practice skills; students are exposed to the theory and necessary skills required to work with individuals in the engagement, assessment, intervention, termination and evaluation phases of treatment. Although the focus is on individual treatment, the person-in-environment and systems approach to practice are emphasized highlighting the necessity for multilevel intervention. The importance of research to social work practice is introduced as it applies to the understanding of client problems and the choice and effectiveness of interventions.

III. COURSE OBJECTIVES

The Social Work Practice with Individuals course (SOWK 543) will:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>1</td>
<td>Teach the ethical standards and practices of professional social work. Provide an environment that encourages students to explore how their particular gender identity, age, religion, ethnicity, social class, and sexual orientation (sexual identity) influence their ethics and how these variables may affect their ethical decision making in practice.</td>
</tr>
<tr>
<td>2</td>
<td>Provide opportunities for students to increase awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.</td>
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<tr>
<td>3</td>
<td>Demonstrate the importance of the role of empirical research and evidence-based practice as they apply to social work practice. The principles of evidence-based practice will be presented and students will have opportunity to apply the principles to clinical case studies.</td>
</tr>
<tr>
<td>4</td>
<td>Present foundation materials on the complex nature and scope of generalist social work practice, including the varied tasks and roles that social workers undertake as effective change agents. Emphasis will be placed on the importance of a systems paradigm and person-in-environment framework both of which show the interaction between the biological, psychological, social, and cultural systems.</td>
</tr>
<tr>
<td>5</td>
<td>Provide the theoretical foundation needed for students to develop core practice skills underlying social work service to individuals. Demonstrate major concepts to support the treatment process (engagement, assessment, planning and contracting, implementation and termination/evaluation phases). Provide students with commonly applied models of practice and experiential activities to practice clinical skills.</td>
</tr>
</tbody>
</table>

IV. 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.
V. STUDENT LEARNING OUTCOMES

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

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SOWK 543</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Professional Identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Ethical Practice</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>3 Critical Thinking</td>
<td>*</td>
<td>1 - 5</td>
</tr>
<tr>
<td>4 Diversity in Practice</td>
<td>*</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>5 Human Rights &amp; Justice</td>
<td></td>
<td></td>
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<tr>
<td>6 Research Based Practice</td>
<td>*</td>
<td>3</td>
</tr>
<tr>
<td>7 Human Behavior</td>
<td>*</td>
<td>2 &amp; 4</td>
</tr>
<tr>
<td>8 Policy Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Practice Contexts</td>
<td>*</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>10 Engage, Assess, Intervene, Evaluate</td>
<td>*</td>
<td>4 &amp; 5</td>
</tr>
</tbody>
</table>

* Highlighted in this course

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

<table>
<thead>
<tr>
<th>Competencies/ Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
</tr>
</thead>
</table>
| **Critical Thinking**—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking:  
  • Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.  
  • Use critical thinking augmented by creativity and curiosity.  
  • Understand that critical thinking also requires the synthesis and communication of relevant information. | 1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. | Engagement Phase Vignettes, Psychosocial Assessment, and Intervention Plan (Assignment 1, 2, & 3) Student Written Response to an Ethical Dilemma Case (ungraded) Class Participation |
| 2. Analyze and utilize models of assessment, prevention, intervention, and evaluation. | 3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities & colleagues. | |
### Practice Contexts—Respond to contexts that shape practice.

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

| 4. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services |
| Engagement Phase Vignettes, Psychosocial Assessment, and Intervention Plan (Assignment 1, 2, & 3) Class Participation |

### Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

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.
- 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

| 5. Engagement: Substantively and affectively prepare for action with individuals. Use empathy and other interpersonal interviewing skills. Develop a mutually agreed upon focus of work and desired outcomes. |
| Engagement Phase Vignettes (Assignment 1) |

| Psychosocial Assessment and Intervention Plan (Assignment 2 & 3) |

| Intervention Plan (Assignment 3) |

| 8. Evaluation: Critically analyze, monitor, and evaluate interventions. |
| Intervention Plan (Assignment 3) |
VI. Course Assignments, Due Dates & Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Engagement Phase Vignettes</td>
<td>4th week</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Biopsychosocial Assessment</td>
<td>8th week</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 3: Intervention Plan</td>
<td>15th week</td>
<td>40%</td>
</tr>
<tr>
<td>Assignment 4: Class Participation</td>
<td>Throughout Semester</td>
<td>10%</td>
</tr>
</tbody>
</table>

Below (*) is information about the mandatory library orientation and SOWK 543 library tutorials. You are strongly encouraged to complete them by Week/Unit 2 of class. They were specifically designed by the VAC Librarian, Rebecca Halpern, to orient new students to the USC library system and online resources, as well as to assist 543 students with library-based research and proper citation style.

* Library orientation: [http://libguides.usc.edu/socialwork](http://libguides.usc.edu/socialwork)

* Avoiding Plagiarism covers what a citation is, when to cite sources, and the difference between paraphrasing and quoting. [http://www.usc.edu/libraries/about/reference/tutorials/avoiding-plagiarism/story.html](http://www.usc.edu/libraries/about/reference/tutorials/avoiding-plagiarism/story.html)

Each of the major assignments is described below.

Assignment 1

This assignment will focus on examining engagement strategies with clients. Each student will prepare engagement strategies in response to one vignette out of three different types of clients. Students will be graded on their ability to describe appropriate engagement strategies focusing on cultural values, beliefs, and behaviors that are described in the literature as related to the vignettes. Concepts must be supported by professional literature. The vignettes will be provided at the first class session.

Due: The day of Unit 4 class, through the Assignment Upload and Grading page.

*This assignment relates to student learning outcomes 1, 2, 3, 4, and 5.*

Assignment 2

This assignment involves developing the first two sections of a biopsychosocial assessment on the Virtual Field Practicum client. A detailed biopsychosocial assessment framework will be presented in class. The student will present significant information about the client and then formulate a professional explanation of the client and his/her circumstances based upon the student’s theoretical understanding. A detailed description of the assignment will be distributed in class.

Due: The day of Unit 8 class, through the Assignment Upload and Grading page.

*This assignment relates to student learning outcomes 1, 2, 3, 4, and 6.*

Assignment 3

This assignment involves developing an intervention plan using evidence-based interventions found in the social work literature and/or the Evidence Based Practice (EBP) databases. This plan will be based on the biopsychosocial assessment of the VFP client accomplished in assignment #2. A discussion and critical analysis of the application of intervention techniques supported by your field placement will be
included, however, the intervention plan must go beyond the interventions already provided to the VFP client during sessions. Students will include a discussion of ethical issues that are present in their assessment and intervention. A detailed description of the assignment will be distributed in class.

Due: The day of Unit 15 class, through the Assignment Upload and Grading page.

This assignment relates to student learning outcomes 1, 2, 3, 4, 6, 7, and 8.

Assignment 4: Class Participation (10% of Course Grade)

It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in role-playing, exercises, etc. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and ideas. Your presence in class along with preparation by having read and considered the assignments, and participation in discussion is essential. Participation on a course website (message board/chat room) if developed, also constitutes meaningful class participation.

Guidelines for Evaluating Class Participation

10: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small group discussions, and other activities.

9: Very Good Contributor: Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small group discussions, and other activities.

8: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small group discussions, and other activities.

7: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small group discussions, and other activities.

6: Inadequate: This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.
5: Non-Participant: Attends class only.

0: Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.

Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>3.85 – 4.00</td>
<td>A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
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<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
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<tr>
<td>2.90 – 3.24</td>
<td>B</td>
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<tr>
<td>2.60 – 2.89</td>
<td>B-</td>
</tr>
<tr>
<td>2.25 – 2.59</td>
<td>C+</td>
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<tr>
<td>1.90 – 2.24</td>
<td>C</td>
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</tbody>
</table>

VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks


On Reserve

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

DSM-5

Just a reminder that the DSM 5 is available online through the library’s subscription using the link below.

URL: https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/

You’ll be asked to log in using your USC ID and password. Once you’re on the page, click on the link titled “Explore the new edition” to access the content.

Here’s a screenshot of what the page looks like: http://screencast.com/t/cPoq2jSd
Course Schedule—Detailed Description

Unit 1: Overview of Social Work Cultural Competence and Social Diversity

Topics
- Engaging diversity and difference in practice
- Overview of the treatment process
- Social work roles and competencies
- Value and ethical base of social work

This session relates to course objectives 1-5.

Required Readings


Recommended Readings


**Unit 2: Initial Phase of Treatment: Engagement and Rapport Building**

**DATE**

**Topics**
- Building the Relationship: Engagement, Empathy and Exploration
- Overcoming Barriers
- Transference and Counter-transference
- Utilizing Critical Thinking Skills

This session relates to course objectives 1 and 2.

**Required Readings**


**Recommended Readings**


**Unit 3: Integration of Engagement and Fact-Gathering**

**DATE**

**Topics**
- Interviewing techniques
- Using the context to build relationships
- Culturally competent engagement
- Stages of change: pre-contemplation, contemplation, action, maintenance, and relapse
- Using Motivational Interviewing techniques to engage the reluctant client

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

**Required Readings**


**Recommended Readings**


### Unit 4: Targeted Assessment: Children and Youth (Assignment #1 Due)

**Topics**
- Introduction to psychosocial assessment and assignment #2
- Ecomaps
- Assessing child maltreatment and other risks associated with children and youth

This session relates to course objectives 4 and 5.

**Required Readings**


**Recommended Readings**


### Unit 5: Targeted Assessment Across the Adult Lifespan

**Topics**
- Strength-based approach to assessment
- Genograms
- Life transitions
- Assessing suicidality across the life course

This session relates to course objective 4 and 5.
Required Readings


Recommended Readings


Unit 6: **Specialty Topics of Assessment**

<table>
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<tr>
<th>DATE</th>
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<tbody>
<tr>
<td>Engagement….Assessment….Planning/Contracting….Intervention….Termination….Evaluation</td>
</tr>
</tbody>
</table>

**Topics**

- DSM: An assessment tool
- Substance abuse and co-occurring disorders
- Intimate partner violence (IPV)
- Community violence
- Spirituality

This session relates to course objectives 1, 2, 4, and 5.

Required Readings


Recommended Readings


### Unit 7: Evidence-Based Practice: Planning and Contracting

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**Topics**
- Critical thinking: selecting appropriate evidence-based interventions
- Evidence-based interventions
- Intervention planning
- Goals and contracting

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

**Required Readings**


**Recommended Readings**

### BRIEF THERAPIES (Units 8-10)

**Unit 8:** Crisis Intervention (Assignment #2 Due)  

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**Topics**
- Introduction to brief therapies
- Overview of models of Crisis Intervention
- Self-care: responding to secondary trauma and addressing potential for burnout

This session relates to course objectives 4 and 5.

**Required Readings**


**Recommended Readings**


**Unit 9: Problem Solving Therapy**

Topics

- Overview of Problem Solving Therapy (PST)
- Planning, Contracting, and Intervening
- PST with older adult populations

This session relates to course objectives 4 and 5.

**Required Readings**


**Recommended Readings**

Unit 10: Interpersonal Psychotherapy

Topics
- Overview of Interpersonal Psychotherapy (IPT)
- IPT session breakdown
- IPT-specific techniques

This session relates to course objectives 4 and 5.

Required Readings


Recommended Readings

COGNITIVE-BEHAVIORAL THERAPIES (Units 11-13)

Unit 11: Classic Cognitive-Behavioral Therapy

Topics
- Foundational elements
- Focus on differences between behavior and cognitive approaches
- Behavioral techniques
- Cognitive-restructuring

This session relates to course objectives 4 and 5.

Required Readings


Recommended Readings


Unit 12: Contemporary CBT: The Third Wave

<table>
<thead>
<tr>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>Overview of Acceptance and Commitment Therapy</td>
</tr>
<tr>
<td>Overview of Mindfulness-Based Cognitive Behavioral Therapy</td>
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</table>

This session relates to course objectives 4 and 5.

Required Readings


Recommended Readings


Unit 13: Child-Focused CBT: Addressing Trauma

<table>
<thead>
<tr>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>CBITS: Cognitive-Behavioral Intervention for Trauma in Schools</td>
</tr>
<tr>
<td>TF-CBT: Trauma-Focused Cognitive Behavioral Therapy</td>
</tr>
</tbody>
</table>
This session relates to course objectives 4 and 5.

**Required Readings**


**Recommended Readings**


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**Unit 14: Termination: Forced, Planned and Premature**

**Topics**

- Dealing with different forms of termination
- Referrals for continued services

This session relates to course objectives 4 and 5.

**Required Readings**


**Unit 15: Evaluation & Follow-Up (Assignment #3 due) DATE**

Engagement….Assessment….Planning/Contracting….Intervention….Termination….Evaluation

**Topics**
- Efficacy of work
- Service improvement measures
- Multi-modal evaluation: including clients and client systems in evaluations

This session relates to course objectives 4 and 5.

**Required Readings**


**Recommended Reading**


University Policies and Guidelines

VIII. 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 (@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

IX. 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/](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/](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.

X. 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.
XI. 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.

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

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

XII. 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.”

XIII. 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.

XIV. 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.
XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

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

Preamble

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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.

XVI. 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 Practice Sequence, Dr. Doni Whitsett. 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 maiden@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.
XVII. **TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE**

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

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*Don’t procrastinate or postpone working on assignments.*