Social Work 503

Sections # 67004, 67005, 67026, 67027
Human Behavior and the Social Environment I

3 Units

VAC
Spring 2016

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67004: Monday, 4:45pm-6:00pm (PST)
67005: Monday, 6:30pm-7:45pm (PST)
67026: Friday, 9:30am-10:45am (PST)
67027: Friday, 11:15am-12:30pm (PST)

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

The ecological systems paradigm is the lens through which theories of personality, family, group, organization, community and culture and the interaction among these systems are explored.

III. COURSE DESCRIPTION

Content includes empirically-based theories and knowledge that focuses on individual development and behavior as well as the interactions between and among individuals, groups, organizations, communities, institutions and larger systems. Students will also learn about human development over the life span including knowledge of biophysiological maturation, cognitive development, social relationships, and the psychosocial developmental tasks for the individual and family from birth to pre-adolescence. At each phase of the life course, the reciprocal interplay between individual development and familial, small group, community and societal contexts are emphasized. The course is organized according to the case study method to help students critically analyze how people develop within a range of social systems (individual, family, group, organizational, and community) and how these systems promote or impede health, well being, and resiliency. Thus, students will critically apply these different theories and perspectives to case studies or scenarios of contemporary situations in complex, urban, multicultural environments.

Given the mission and purpose of social work, the course integrates content on the values and ethics of the profession as they pertain to human behavior and development across multiple systems. Special attention is given to the influence of diversity characterized by (but not limited to) age, gender, class, race, ethnicity, culture, sexual orientation, disability and religion. The course makes important linkages between course content and social work practice, policy, research, and field instruction, specifically in evaluating multiple factors that impinge on functioning and converge in differential assessment and intervention.
IV. COURSE OBJECTIVES

The Human Behavior and the Social Environment course (SOWK 503) will:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<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, age, religion, ethnicity, social class, and sexual orientation 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, identify the special influence of diversity on human behavior and the social environment, and how theories and perspectives address these populations.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate critical analysis of socio-historical-political contexts from which theories and perspectives emanated and their relation to the social work profession in order to provide students with skills necessary to integrate and apply multiple (sometimes competing perspectives) using varying learning formats through both oral and written assignments.</td>
</tr>
<tr>
<td>4</td>
<td>Present foundation materials on the complex nature and scope of human behavior and the social environment, and how understanding of these theories address factors assist social workers in becoming effective change agents. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base and relative gap of evidence across theories and populations.</td>
</tr>
<tr>
<td>5</td>
<td>Provide the theoretical foundation needed for students to develop core knowledge of human behavior and the social environment. Demonstrate major concepts (person in environment, lifespan development, biopsychosocial assessment, social construction, and knowledge building). Provide students with commonly applied theories utilized in the field of social work.</td>
</tr>
</tbody>
</table>

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The course will encompass a combination of diverse learning modalities and tools which may include, but are not limited to the following: didactic presentations by the instructor; small and large group discussions; case studies; videos; guest speakers; experiential exercises, computer-based, online activities.

The online teaching and learning environment provided by the University’s Blackboard Academic Suite™ System (https://blackboard.usc.edu/) will support access to course-related materials and communication.

VI. STUDENT LEARNING OUTCOMES

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

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SOWK 503</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrate Ethical and Professional Behavior</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 Engage in Diversity and Difference in Practice</td>
<td>1</td>
<td>2, 3</td>
</tr>
<tr>
<td>3 Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Engage in Practice-informed Research and Research-informed Practice</td>
<td></td>
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</tr>
<tr>
<td>Competency</td>
<td>Student Learning Outcomes</td>
<td>Method of Assessment</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
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<tr>
<td>5 Engage in Policy Practice</td>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
<td>Assignment 1, Quizzes, Assignment 3, Class Participation</td>
</tr>
<tr>
<td>6 Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; Use technology ethically and appropriately to facilitate practice outcomes; Use supervision and consultation to guide professional judgment and behavior.</td>
<td>Assignment 1, Quizzes, Assignment 3, Class Participation</td>
</tr>
<tr>
<td>7 Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>* Highlighted in this course</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>8 Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.
### Engage in Diversity and Difference in Practice:

- Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

- Understand 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.

- Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

### Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

**Assignment 1, Quizzes, Assignment 3, Class Participation**

### Present themselves as learners and engage clients and constituencies as experts of their own experiences;

### Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Assignment 1, Quizzes, Assignment 3, Class Participation**
**Assess Individuals, Families, Groups, Organizations, and Communities:**

- Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
- Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.
- Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.
- Recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process.
- Understand how their personal experiences and affective reactions may affect their assessment and decision-making.

| Collect and organize data, and apply critical thinking to interpret information from clients and constituencies |
| Assignment 1, Quizzes, Class Participation |
| Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. |
| Assignment 1, Quizzes, Assignment 3, Class Participation |
| Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. |
| Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |
VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Application of Theories to Case Vignette</td>
<td>Unit 5</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2: Quizzes</td>
<td>Units 9 and 12</td>
<td>50%</td>
</tr>
<tr>
<td>Assignment 3: Group Project</td>
<td>Units 7, 15</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each of the major assignments is described below.

Assignment 1: Application of Theories to Case Vignette (15% of course grade)
Using systems theory, the ecological perspective, and concepts from neurobiology, the student will analyze a case vignette provided by the instructor. Specific guidelines will be distributed in class.

Due: Unit 5
This assignment relates to student learning outcomes 1, 2, 7.

Assignment 2: Two Quizzes (50% of course grade; each quiz worth 25%)
Students will be given two (2) short-answer, take home quizzes to complete the weekends (ie, Friday to Sunday; exact days/times will be posted) of Units 9 and 12; quizzes will automatically post to the platform when the testing period begins and will automatically close when the testing period ends. Quiz 1 will be based on content material from Units 5 - 8. Quiz 2 will be based on content material from Units 9-11.

Due: Units 9 and 12
This assignment relates to student learning outcomes 1, 2, 7.

Assignment 3: Group Project (25% of course grade; 3 separate components)
Students will work in groups (no more than 3 people per group) on a selected issue in human behavior, and develop: 1) a group work plan (5% of course grade; due Unit 7), 2) group presentation (15% of course grade: 10% for overall group effort, 5% for individual contributions; due Unit 15), and 3) peer evaluation (5% of course grade; due Unit 15) using theories of human development and behavior and a bio-psycho-social perspective to critically examine the selected topic. Specific guidelines will be distributed in class.

Due: Unit 7, Unit 15
This assignment relates to student learning outcomes 1, 2, 7.

Class Participation (10% of Course Grade)
Your involvement in this class is considered essential to your growth as a practitioner. Your presence in class along with preparation by having read and considered the assignments, and participation in discussion and activities are essential.

Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.85 – 4</td>
<td>A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
</tr>
<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
</tr>
<tr>
<td>2.90 – 3.24</td>
<td>B</td>
</tr>
<tr>
<td>2.60 – 2.87</td>
<td>B-</td>
</tr>
<tr>
<td>2.25 – 2.50</td>
<td>C+</td>
</tr>
<tr>
<td>Class Grades</td>
<td>Final Grade</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1.90 – 2.24</td>
<td>C</td>
</tr>
<tr>
<td>73 – 76</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72</td>
<td>C-</td>
</tr>
</tbody>
</table>

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 been 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- and 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


** The 4th edition of Berzoff et al is supposed to be available January 2016. The reading assignments posted herein are based on the 3rd edition, since the 4th was not yet published at the time this syllabus was created. Readings from Berzoff et al are not assigned until Week/Unit 5, so students may choose to wait to purchase the new book. Page numbers for assigned content may vary between editions.


The Required non-text course readings will be available on ARES, the University’s online reserves system. ARES can be accessed with a USC email and password at: https://libraries.usc.edu Scroll to the bottom of the Library webpage to the “Library Services” section and click on the “Course Reserves” icon”. Once logged into ARES, you can search by course (503) or our LEAD INSTRUCTOR: Tyan Parker Dominguez.

Recommended Textbook

Recommended Guidebook for APA Style Formatting


Recommended Websites

National Association 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

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

## Course Overview

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Ecological Perspective</td>
<td>Overview of Theory, Application of Theory, Stress</td>
</tr>
</tbody>
</table>
**Unit** | **Topics** | **Assignments Due**
---|---|---
4 | Development in Infancy and Early Childhood  
- Biopsychosocial developmental milestones  
- Pregnancy  
- The context of family and siblings on early childhood development  
- Early neurobiological development  
- Infant and early childhood (0-5) milestones  
- Video: Abby 33: Developmental Milestones |  
5 | Psychoanalytic theory | Assignment 1  
- Topographical Theory: The conscious, preconscious and unconscious  
- Structural theory: Id, ego and superego  
- Stages of development  
- The influence of early childhood experiences in personality development  
- Theoretical Pluralism  
- Modern Psychodynamic Theories  
- Abby 33: Psychoanalytic Theory |  
6 | Ego Psychology |  
- Theory and evolution of ego psychology  
- Ego development  
- Ego functions and strengths  
- Defense mechanisms  
- Erik Erikson  
- Heinz Hartmann  
- Anna Freud |  
7 | Object Relations Theory | Group Work Plan  
- Object Relations Theory  
- Mahler’s theory of separation  
- Winnicott's nature and quality of attachment  
- Abby 33: Object Relations Theory |  
8 | Attachment Theory, Affect Regulation, and Neurobiology  
Bowlby & Ainsworth  
- Emotional Development, Affect Regulation and Neurobiology  
- Schore and Sroufe |  
9 | Development of School Age Children | Quiz 1  
- Biopsychosocial developmental milestones  
- School age children 6-12  
- Violence, aggression, and schools  
- Child Maltreatment |  
10 | Cognitive and Moral Development Theories |  
- Piaget and stages of cognitive development  
- Moral development |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Behavioral and Social Cognitive (Social Learning) Theories&lt;br&gt;  ▼ Behaviorism (Learning) Theories: Classical and operant conditioning&lt;br&gt;  ▼ Social learning theory&lt;br&gt;  ▼ Bandura: Social cognitive theory &amp; self efficacy&lt;br&gt;  ▼ Peer and media influence</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Empowerment Theory&lt;br&gt;  ▼ Introduction to alternative theories&lt;br&gt;  ▼ Empowerment theory</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>13</td>
<td>Conflict Theory&lt;br&gt;  ▼ Conflict theory&lt;br&gt;  ▼ Social dominance theory&lt;br&gt;  ▼ Classism&lt;br&gt;  ▼ Globalization</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Culture, Race, &amp; Ethnicity&lt;br&gt;  ▼ Social construction of race&lt;br&gt;  ▼ Ethnocentrism&lt;br&gt;  ▼ Racism&lt;br&gt;  ▼ Abby 33: Critical Race Theory</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Final Project Presentations and Course Wrap Up</td>
<td>Group Presentations Peer Reviews</td>
</tr>
</tbody>
</table>
# Course Schedule—Detailed Description

## Unit 1: Introduction to Course: Understanding Human Behavior and the Social Environment

### Topics

- Introduction to Course: Understanding Human Behavior and the Social Environment
- Welcome
- Overview of Learning Contract/Syllabus
- Theoretical Perspectives: Social construction, eclecticism, person-in-environment, biopsychosocial perspective
- Critical Analysis
- Neurobiology and Social Work
- NASW Code of Ethics

*This Unit relates to course objectives 1-5.*

### Required Readings


### Recommended Readings


## Unit 2: Systems Theory and Family

### Topics

- Systems Theory: Individual, Family, Community, Organizations, Macro Systems
- Strengths Perspective
- Family Resilience
- Video Case Study: Abby at 33

*This Unit relates to course objectives 1-3.*
Required Readings.


Recommended Reading

Unit 3: Ecological Perspective

**Topics**
- Ecological Perspective
- Overview of Theory
- Application of Theory
- Stress

*This Unit relates to course objectives 1-3*

Required Readings


Recommended Readings
Unit 4: Development in Infancy and Early Childhood

Topics
- Biopsychosocial Developmental Milestones
- Pregnancy
- Infant and Early Childhood (0-5) Milestones
- The Context of Family and Siblings on Early Childhood Development
- Early Neurobiological Development
- Video: Abby 33: Developmental Milestones

This unit relates to course objectives 4 and 5.

Required Readings


Recommended Readings


Unit 5: Psychoanalytic Theory

Topics
- Psychoanalytic Theory: Classical and Modern
- Theoretical Pluralism
- Topographical Theory: The conscious, preconscious and unconscious
- Structural theory: Id, ego and superego
- Stages of development
- The influence of early childhood experiences in personality development
- Abby 33: Psychoanalytic Theory

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

*ASSIGNMENT 1 DUE*

Required Readings


Recommended Reading


Unit 6: Ego Psychology

Topics
- Theory and evolution of ego psychology
- Ego development
- Ego functions, strengths, and adaptation
- Defense mechanisms
- Erik Erikson
- Heinz Hartmann
- Anna Freud
- Abby 33: Ego Psychology

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

Required Readings


Recommended Reading


Unit 7: Object Relations Theory

Topics
- Object Relations Theory
- Mahler’s theory of separation
- Winnicott’s nature and quality of attachment
- Abby 33: Object Relations Theory

*GROUP WORK PLAN IS DUE*

Required Readings


Recommended Readings


Unit 8: Attachment, Affect Regulation and Neurobiology

Topics
- Attachment Theory
- Bowlby & Ainsworth
- Emotional Development, Affect Regulation and Neurobiology
- Schore and Sroufe
- Abby 33: Attachment Theory

*This Unit relates to course objectives 1-5.*

Required Reading


**Recommended Reading**


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**Unit 9: Development of School Age Children**

**Topics**
- Biopsychosocial Developmental Milestones
- School Age Children 6-12
- Child Maltreatment
- Violence, aggression and schools

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

***QUIZ 1***

**Required Readings**


**Recommended Readings**


**Unit 10: Cognitive and Moral Development Theories**

**Topics**
- Piaget and stages of cognitive development
- Moral development

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

**Required Readings**


**Recommended Readings**


**Unit 11: Behavioral and Social Cognitive (Social Learning) Theories**

**Topics**
- Behaviorism (Learning) Theories: Classical and operant conditioning
- Social learning theory
- Bandura: Social cognitive theory and self efficacy
- Peer and media influence
- Abby 33: Social Learning & Cognitive Behavioral Theories

*This Unit relates to course objectives 2, 4, and 5*
Required Readings


Recommended Readings


Unit 12: Empowerment Theory

Topics

- Introduction to alternative theories
- Empowerment theory

This Unit relates to course objectives 1, 2, and 5.

*QUIZ 2

Required Readings


**Recommended Readings**


**Unit 13: Conflict Theory and Globalization**

**Topics**
- Conflict theory
- Social dominance theory
- Classism
- Globalization

*This Unit relates to course objectives 1, 2, and 5*

**Required Readings**


**Recommended Readings**


Unit 14:  Culture, Race and Ethnicity

Topics
- Critical Race Theory
- Social construction of race
- Ethnocentrism
- Racism
- Abby 33: Critical Race Theory

This Unit relates to course objectives 1, 2, and 5

Required Readings


Recommended Readings


Unit 15:  Presentations of Final Projects & Course Wrap Up

This Unit relates to course objectives 1-5. Course wrap up

- Discussion of lessons learned from the Final Project

GROUP PRESENTATIONS AND PEER REVIEWS ARE DUE

End of instruction: No live sessions after Unit 15
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 (xxx@usc.edu) of any anticipated absence or reason for tardiness.

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

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

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/all, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

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 by 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 (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 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 cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

XVII. 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.

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Don't procrastinate or postpone working on assignments.