



**Social Work 544 (Sections: 67050/67051)**  
**Social Work Practice With Individuals, Families, and Groups**  
**Three Units**

**INSTRUCTOR:** SAMUEL PRENTICE, JR., LCSW

**COURSE DAY/TIME:** WEDNESDAY, PST 4PM-5:15 (67050); 5:45-7PM (67051)

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**Office Hours:** Very flexible by appointment: phone or on the VAC

Course Prerequisites

Clinical Social Work Practice with Individuals, Families, and Groups (SOWK 544) 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**

Principles underlying generic social work practice with emphasis on working with individuals, families, and groups.

**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 544 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.

Clinical Social Work Practice With Individuals, Families, and Groups (SOWK 544) 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 professional identity, 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 simultaneously to the theory, research, and necessary skills required to work with

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individuals, families, and groups in the engagement, assessment, intervention, termination, and evaluation phases of 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

Clinical Social Work Practice With Individuals, Families, and Groups (SOWK 544) will:

Objective No.	Objectives
1	Teach professional identity and 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 understanding, empathy, and ethical decision-making in practice.
2	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.
3	Demonstrate the importance of the role of theory, empirical research, and evidence-based intervention 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.
4	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 among the biological, psychological, social, and cultural systems.
5	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.

### 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, research, and practice.

**V. STUDENT LEARNING OUTCOMES**

Student learning for this course relates to one or more of the following 10 social work core competencies:

<b>Social Work Core Competencies</b>		<b>SOWK 544</b>	<b>Course Objective</b>
1	<b>Demonstrate Ethical and Professional Behavior</b>	*	<b>1b</b>
2	<b>Engage in Diversity and Difference in Practice</b>	*	<b>2c</b>
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>		
4	<b>Engage in Practice-Informed Research and Research-Informed Practice</b>	*	<b>4c</b>
5	<b>Engage in Policy Practice</b>		
6	<b>Engage With Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>6b</b>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>7b</b>
8	<b>Intervene With Individuals, Families, Groups, Organizations, and Communities</b>		
9	<b>Evaluate Practice With Individuals, Families, Groups, Organizations and Communities</b>		

\* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b>Demonstrate Ethical and Professional Behavior:</b></p> <ul style="list-style-type: none"> <li>▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels</li> <li>▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</li> <li>▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior</li> <li>▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession</li> <li>▪ Understand the role of other professions when engaged in interprofessional teams</li> <li>▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</li> <li>▪ Understand emerging forms of technology and the ethical use of technology in social work practice</li> </ul>	<p>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</p>	
	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	<p>Classroom Discussion Assignment 1 and 2</p>
	<p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>	
	<p>Use technology ethically and appropriately to facilitate practice outcomes;</p>	
	<p>Use supervision and consultation to guide professional judgment and behavior.</p>	
<p><b>Engage in Diversity and Difference in Practice:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Classroom Discussion Assignment 1 and 2</p>

<p><b>Advance Human Rights and Social, Economic, and Environmental Justice:</b></p> <ul style="list-style-type: none"> <li>Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education</li> <li>Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</li> </ul>	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	
	<p>Engage in practices that advance social, economic, and environmental justice</p>	

<p><b>Engage in Practice-Informed Research and Research-Informed Practice:</b></p> <ul style="list-style-type: none"> <li>Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.</li> <li>Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.</li> <li>Understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing.</li> <li>Understand the processes for translating research findings into effective practice.</li> </ul>	<p>Use practice experience and theory to inform scientific inquiry and research.</p>	
	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	
	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>Classroom Discussion Assignment 3</p>

<p><b>Engage in Policy Practice:</b></p> <ul style="list-style-type: none"> <li>Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.</li> <li>Understand 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.</li> <li>Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings.</li> <li>Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.</li> <li>Knowledgeable about policy formulation, analysis, implementation, and evaluation.</li> </ul>	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	
	<p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	
	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	

<p><b>Engage With Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>Understand that engagement 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.</li> <li>Value the importance of human relationships.</li> <li>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</li> <li>Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</li> <li>Value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</li> </ul>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	
	<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Classroom Discussion Assignment 1–3</p>

<p><b>Assess Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.</li> <li>Recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process.</li> <li>Understand how their personal experiences and affective reactions may affect their assessment and decision-making.</li> </ul>	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	
	<p>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.</p>	<p>Classroom Discussion Assignment 2 and 3</p>
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	

<b>Intervene With Individuals, Families, Groups, Organizations, and Communities:</b>		
<ul style="list-style-type: none"> <li>▪ Understand that intervention 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.</li> <li>▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.</li> <li>▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.</li> <li>• Value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration.</li> </ul>	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
	Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes	
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
	Facilitate effective transitions and endings that advance mutually agreed-on goals.	

<b>Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities:</b>		
<ul style="list-style-type: none"> <li>▪ Understand that evaluation 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.</li> <li>▪ Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.</li> <li>• Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</li> </ul>	Select and use appropriate methods for evaluation of outcomes.	
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
	Critically analyze, monitor, and evaluate intervention and program. Processes and outcomes.	
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		

**VI. COURSE ASSIGNMENTS, DUE DATES, AND GRADING**

	Assignment	Due Date	% of Final Grade
Assignment 1:	Engagement Phase Vignettes	Week 5: 8/31/16	20%
Assignment 2:	Family of Origin Paper	Week 8: 9/21/16	35%
Assignment 3:	EBI Application	Week 15: 11/9/16	35%
Assignment 4:	Participation	Throughout	10%

**Each of the major assignments is described below.**

**Assignment 1: Engagement**

This assignment will focus on examining engagement strategies with clients. Each student will prepare engagement strategies in response to **ONE of the three** vignettes provided. 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: Fifth Week.** *This assignment relates to student learning outcomes 1, 2, and 6.*

**Assignment 2: Family of Origin Paper**

The family assignment for this course will consist of a paper that requires you to apply theoretical and empirical knowledge to your family or extended family of origin. Papers will require you to (1) interview two members of your family, and (2) develop an analysis of your family that includes intergenerational patterns and family structure as described in Hepworth reading.

**Due: Eighth Week.** *This assignment relates to student learning outcomes 1, 2, 6, and 7.*

**Assignment 3: Understanding and Applying Evidence-Based Interventions**

This assignment will consist of engagement with an online evidence-based orientation module in which you will learn about high-quality evidence-based interventions being prioritized in social work practice. The final paper will be an application of one of the reviewed evidence-based interventions to a population chosen by the student (e.g., trauma-focused CBT to survivors of sexual assault).

**Due: Last Class Week.** *This assignment relates to student learning outcomes 1, 2, 3, 4, 6, and 7.*

**ASSIGNMENTS DETAILS CAN BE FOUND AT THE END OF THE SYLLABUS.**

**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, 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. Participation is somewhat regular. 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: Nonparticipant:** 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.

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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:

Class Grades		Final Grade	
3.85–4.00	A	92.5–100	A
3.60–3.84	A–	89.5–92.4	A–
3.25–3.59	B+	86.5–89.4	B+
2.90–3.24	B	82.5–86.4	B
2.60–2.89	B–	80.5–82.4	B–
2.25–2.59	C+	76.5–80.4	C+
1.90–2.24	C	73.5–76.4	C
		70.5–73.4	C–

**VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES  
On Reserve**

All required readings are available online through electronic reserve (ARES) (**under instructor name CEDERBAUM**).

**DSM-5**: The DSM-5 is available online through the library’s subscription using the link below.

**URL:** <http://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>

**USC Rainbow Alliance Caucus LGBT+ Resources**

<http://rainbowallianceswcatusc.weebly.com/resources.html>

## 544 Course Overview

Unit	Topics
1	■ Overview of Social Work Profession, Professional Identity, Values and Ethics, and Social Diversity
2	■ Understanding Individuals: Diversity, Adversity, and Empathy
3	■ Initial Phase of Treatment: Engagement and Rapport Building With Individuals and Families
4	■ Assessment: Biopsychosocial Assessment—Overview and Essential Components
5	■ Assessment With Individuals
6	■ Assessment With High-Risk Clients
7	■ Assessment With Families
8	■ Treatment Planning
9	■ Solution-Focused Therapy With Individuals and Families
10	■ Introduction to Evidence-Based Short-Term Treatment Models
11	■ Introduction to Group Treatment
12	■ Practice With Groups and Stages of Development
13	■ Facilitation Strategies and Leadership Roles in Groups
14	■ Group Types
15	■ Termination and Evaluation

## Course Schedule—Detailed Description

<b>Unit 1:</b>	<b>Overview of Social Work Profession, Professional Identity, Values and Ethics, and Social Diversity</b>	<b>8/3/2016</b>
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### Topics

- Overview of social work practice: a generalist social work model
- Roles of social workers
- Overview of engagement, assessment, intervention, and evaluation
- The value and ethics of the profession (including the NASW Code of Ethics); a focus on diversity and acceptance

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### **REQUIRED:**

Cameron, M., & King Keegan, E. (2010). The common factors model: Implications for transtheoretical clinical social work practice. *Social Work, 55*, 63-73.

National Association of Social Workers (NASW). (n.d.). *Code of ethics*. Available at <http://www.naswdc.org/pubs/code/default.asp> \*\*\*CROSSOVER READING\*\*\*

Reamer, F. G. (2013). Social work values. In F. G. Reamer *Social work values and ethics* (4th ed., pp. 13-42). New York, NY: Columbia University Press.

### **RECOMMENDED:**

Jackson, E., & Samuels, G. (2011). Multiracial competence in social work: Recommendations for culturally attuned work with multiracial people. *Social Work, 56*(3), 235-245.

<b>Unit 2:</b>	<b>Understanding Individuals: Diversity, Adversity, and Empathy</b>	<b>8/10/2016</b>
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### Topics

- Race, class, orientation, identity / Racism, discrimination, subjugation, heteronormativity
- Adverse childhood experiences (ACEs)
- Engagement
- Empathy
- Confidentiality and mandated reporting: legal and ethical

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### **REQUIRED:**

Bowleg, L. (2012). The problem with the phrase *women and minorities*: Intersectionality—an important theoretical framework for public health. *American Journal of Public Health, 102*, 1267-1273.

Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social work and adverse childhood experiences research: Implications for practice and health policy. *Social Work in Public Health, 29*, 1-16.

Reamer, F. G. (2013). Social work in a digital age: Ethical and risk management challenges. *Social Work, 58*(2), 163-172.

**Unit 3: Initial Phase of Treatment: Engagement and Rapport Building With Individuals and Families** 8/17/2016

**Topics**

- Critical understanding of engagement, assessment, treatment, intervention through a person-in-environment perspective
  - Building the relationship: engagement, exploration, empathy, acceptance
  - Overcoming barriers
  - Transference and countertransference
  - Transtheoretical model/stages of change
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**REQUIRED:**

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). Individual engagement. In *The practice of generalist social work* (3rd ed., pp. 67-97). New York, NY: Routledge.

Gerdes, K., & Segal, E. (2011). Importance of empathy for social work practice: Integrating new science. *Social Work, 56*(2), 141-148. \*\*\*CROSSOVER READING\*\*\*

Bodenheimer, D. (2015, November 2). *Becoming a clinical social worker: Interview with Dr. Danna Bodenheimer* [Audio podcast]. Available at <http://socialworkpodcast.blogspot.com/2015/11/Bodenheimer.html>

**RECOMMENDED:**

Miller, W. R., & Rolnick, S. (2009). Ten things that motivational interviewing is not. *Behavioural and Cognitive Psychotherapy, 37*, 129-140.

**Unit 4: Assessment: Biopsychosocial Assessment— Overview and Essential Components** 8/24/2016

**Topics**

- What is assessment?
  - Overview of biopsychosocial assessment tools
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Milner, J., Myers, S., & O'Byrne, P. (2015). Assessment in the 21st century. In *Assessment in social work* (pp. 3-21). Palgrave Macmillan.

Smith-Osborne, A., & Bolton, K. (2013). Assessing resilience: A review of measures across the life course. *Journal of Evidence-Based Social Work, 10*, 111-126.

**Unit 5: Assessment With Individuals** 8/31/2016

**Topics**

**ASSIGNMENT #1 DUE**

- Strengths-based perspective and assessment
  - Life span perspective assessment
  - Ecomaps
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**REQUIRED:**

Brazeau, J. N., Teatero, M. L., Rawana, E. P., Brownlee, K., & Blanchette, L. R. (2012). The strengths assessment inventory: Reliability of a new measure of psychosocial strengths for youth. *Journal of Child and Family Studies, 21*(3), 384-390.

Singer, J. B. (Host). (2009, October 10). *Prochaska and DiClemente's stages of change model for social workers*, Episode 53. [Social Work Podcast]. Available at <http://socialworkpodcast.com/2009/10/prochaska-and-diclementes-stages-of.html>

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2013). An overview of the interview process. In *Clinical interviewing* (5th ed., pp.171-205). New York, NY: John Wiley & Sons Inc.

**RECOMMENDED:**

Hodge, D. R. (2005). Spiritual ecograms: A new assessment instrument for identifying clients' strengths in space and across time. *Families in Society, 86*(2), 287-296.

Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society, 82*(3), 233-242.

Lee, M. Y., Chan, C., & Ng, S-M. (2009). Systematic assessment: Everything is connected. In *Integrative social work practice* (pp. 51-82). Cary, NC: Oxford University Press.

Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (2013). Applying stages of change. *Psychotherapy in Australia, 19*(2), 10-15.

**Unit 6: Assessment With High-Risk Clients**

**9/7/2016**

**Topics**

- Self-injury
- Suicide, homicide, intimate partner violence, child abuse, and elder abuse

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Eastland, E., & Hess, S. (2015). Intimate partner violence. In E. Schott, & E. Weiss (Eds.), *Transformative social work practice* (pp. 271-282). Thousand Oaks, CA: SAGE Publications.

Singer, J. B. (2012, August 10). *Non-suicidal self-injury (NSSI): Interview with Jennifer Muehlenkamp*, PhD, Episode 73. [Social work podcast]. Available at <http://www.socialworkpodcast.com/2012/08/non-suicidal-self-injury-nssi-interview.html>

Stone, F. (2015). The suicidal military client. In E. Schott, & E. Weiss (Eds.), *Transformative social work practice* (pp. 413-426). Thousand Oaks, CA: SAGE Publications.

Topics

- Family assessment
  - Intergenerational assessment—genogram
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**REQUIRED:**

Barker, P., & Chang, J. (2013). The family diagnostic interview. In *Basic family therapy* (6th ed., pp. 70-79). Somerset, NJ: John Wiley & Sons.

Collins, D., Jordan, C., & Coleman, H. (2012). Family boundaries. In *An introduction to family social work*, 4th ed., pp. 85-95). Brooks/Cole.

Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., & Strom-Gottfried, K. (2010). Assessing family functioning in diverse family and cultural contexts. In *Direct social work practice* (9th ed., pp. 251-292). Belmont, CA: Brooks Cole.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2013). Interviewing in a diverse and multicultural world. In *Clinical interviewing* (5th ed., pp.365-397). New York, NY: John Wiley & Sons Inc.

**RECOMMENDED:**

Balaguer Dunn, A., & Levin, M. M. (2000). The genogram: From diagnostics to mutual collaboration. *The Family Journal*, 8(3), 236-244.

Chavis, M. A. (2004). Genograms and African American families: Employing family strengths of spirituality, religion, and extended family network. *Michigan Family Review*, 10, 30-36.

Weiss, E. L., Coll, J. E., Gerbauer J. D., Simley, K., & Carillo, E. (2010). The military genogram: A solution-focused approach for resiliency building in service members and their families. *The Family Journal*, 18(4), 395-406.

Topics

**ASSIGNMENT 2 DUE**

- Choosing intervention targets
  - Worker's intervention plan: outline
  - The process of evidence-based practice
  - Goals and contracting
  - Case management
- 

**REQUIRED:**

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Barker, P., & Chang, J. (2013). Establishing treatment goals. In *Basic family therapy* (6th ed., pp. 88-94). Somerset, NJ: John Wiley & Sons.

Drisko, J. W., & Grady, M. D. (2012). The steps of evidence-based practice in clinical practice: An overview. In *Evidence-based practice in clinical social work* (pp. 31-53). New York, NY: Springer. \*\*\*CROSSOVER READING\*\*\*

Drisko, J. W., & Grady, M. D. (2012). Shared decision making with the client. In *Evidence-based practice in clinical social work* (pp. 155-164). New York, NY: Springer.

**Unit 9: Solution-Focused Therapy With Individuals and Families 9/28/2016**

**Topics**

- Use of SFT with individuals
  - Use of SFT with families
- 

Bannink, F. P. (2007). Solution-focused brief therapy. *Journal of Contemporary Psychotherapy, 37*, 87-94.

Boyd-Franklin, C. (2015). An update on strengths-based, solutions-focused brief therapy. *Health & Social Work, 40*(2), 73-76.

Stith, M., Miller, M. S., Boyle, J., Swinton, J., Ratcliffe, G., & McCollum, E. (2012). Making a difference in making miracles: Common roadblocks to miracle question effectiveness. *Journal of Marital and Family Therapy, 38*, 380-393.

**Unit 10: Introduction to Evidence-Based Short-Term Treatment Models 10/5/2016**

**Topics**

- Introduction to brief therapies
  - Examples of brief therapies (crisis intervention and mindfulness)
- 

**REQUIRED:**

Myer, R. A., & Conte, C. (2006). Assessment for crisis intervention. *Journal of Clinical Psychology: In Session, 62*, 959-970.

Turner, K. (2009). Mindfulness: The present moment in clinical social work. *Clinical Social Work Journal, 37*, 95-103.

**Topics**

- Definitions of a group
  - History of group psychotherapy in social work practice
  - Types of groups: homogenous vs. heterogeneous; open vs. closed
  - Determining the need for a group
  - Settings: outpatient vs. inpatient group therapy
- 

**REQUIRED:**

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). Social work practice with groups: Engagement, assessment and planning. *The practice of generalist social work* (3rd ed., pp. 344-354). New York, NY: Routledge.

MacNair-Semands, R. (2010). Preparing members to fully participate in group therapy. In R. MacNair-Semands (Ed.), *101 interventions in group psychotherapy* (pp. 403-408). New York, NY: Routledge.

**Topics**

- Group composition: screening / Assessing readiness for group
  - Preparing group members
  - Building rapport and creating norms
  - Setting the agenda; informed consent and confidentiality
  - Stages of group development
- 

**REQUIRED:**

Brown, A., & Mistry, T. (2005). Group work with 'mixed membership' groups: Issues of race and gender. *Social Work With Groups*, 28(3/4), 133-148. Originally published in 1994 in *Social Work With Groups*, 17(3), 5-21.

Olivier, C. (2009). Enhancing confidentiality within small groups: The experiences of AIDS service organizations. *Social Work With Groups*, 32(4), 274-287

Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. *Group & Organization Management*, 2(4), 419-427. (Classic article)

**Unit 13: Facilitation Strategies and Leadership Roles in Groups**

**10/26/2016**

**Topics**

- Leadership
  - Multicultural perspective in group work
  - Dealing with conflict
  - Therapeutic factors in group
  - Mutual aid
- 

**REQUIRED:**

Chen, E. C., Kakkad, D., & Balzano, J. (2008). Multicultural competence and evidence-based practice in group therapy. *Journal of Clinical Psychology, 64*, 1261-1278.

Kotlyar, I., & Karakowsky, L. (2006). Leading conflict? Linkages between leader behaviors and group conflict. *Small Group Research, 37*(4), 377-403.

**■ Unit 14: Group Types**

**11/2/2016**

**Topics**

- What kind of group? Psychoeducation, support, therapeutic, task
- 

**REQUIRED:**

Yalom, I., & Lescz, M. (2005). The composition of therapy groups. *The theory and practice of group psychotherapy* (5th ed., pp. 259-280). New York, NY: Basic Books.

Zorzella, K. P. M., Muller, R. T., & Classen, C. C. (2014). Trauma group therapy: The role of attachment and therapeutic alliance. *International Journal of Group Psychotherapy, 64*(1), 25-47.

**Unit 15: Termination and Evaluation**

**11/9/2016**

**Topics**

**ASSIGNMENT 3 DUE**

- Dealing with different forms of termination (planned, forced, premature)
  - General tasks of termination
  - Referral
  - Efficacy of our work and outcome measurement
  - Evaluating practice
  - Ethical issues in evaluation
- 

**REQUIRED:**

Baker, L. R., Stephens, F., & Hitchcock, L. (2010). Social work practitioners and practice evaluation: How are we doing? *Journal of Human Behavior in the Social Environment, 20*(8), 963-973.

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Cameron, M., & King Keegan, E. (2010). The common factors model: Implications for transtheoretical clinical social work practice. *Social Work, 55*, 63-73. \*repeat—  
Week 1\*

Knox, S., Adrians, N., Everson, E., Hess, S., Hill, C., & Crook-Lyon, R. (2011). Clients' perspectives on therapy termination. *Psychotherapy Research, 21*(2), 154-167.

**RECOMMENDED:**

Fieldsteel, N. D. (2005). When the therapist says goodbye. *International Journal of Group Psychotherapy, 55*(2), 245-279.

Mangione, L., Forti, R., Iacuzzi, C. (2007). Ethics and endings in group psychotherapy: Saying goodbye and saying it well. *International Journal of Group Psychotherapy, 57*(1), 25-40.

Patterson, J., Williams, L. Edwards, T. M., Chamow, L., Grauf-Grounds, C., & Sprenkle, D. H. (2009). Getting unstuck in therapy. In *Essential skills in family therapy* (2nd ed., pp. 217-240). New York, NY: Guilford.

Patterson, J., Williams, L. Edwards, T. M., Chamow, L., Grauf-Grounds, C., & Sprenkle, D. H. (2009). Termination. In *Essential skills in family therapy* (2nd ed., pp. 241-250). New York, NY: Guilford.

**SOWK 543: Social Work Practice with Individuals**

**Assignment #1: Engagement Strategy**  
**( 20% of final grade)**

This assignment is designed for you to apply culturally appropriate strategies to engage and build rapport with a client. Select one of the three vignettes below. Then consider how you (with whom the client is meeting for the very first time) could develop a working relationship with the client. You will support your engagement strategies with concepts and evidence from the assigned reading material in the syllabus and other research you find in the literature.

When reading the vignette, think about the unique strengths and concerns the client presents and how you can use that knowledge to build rapport. Consider the cultural, spiritual, religious, and filial identities that the client in the vignette displays and apply your SOWK 543 and other Course readings to show your understanding of the unique considerations for the case.

**Due: Week 5, 8/31/2016, 11:59PM PST**

*This assignment relates to student learning outcomes 4, 9 and 10.*

**Vignettes:**

**Joseph**

*Joseph is a 70 year old Jewish-American gay male who wants to meet with you to discuss*

*low income housing options for him and possibly his partner. Your supervisor tells you she is concerned that Joseph is in a violent relationship with his partner, Marcus, and wants you to assess how safe he feels living with Marcus at this time. Joseph appears very thin and you can see bruising on his forearms. This is your first meeting with Joseph, and Marcus is not present.*

**LaShonda**

*LaShonda is a 32 year old African American female who was put on a 5150 hold (involuntary psychiatric hold for evaluation) last night after overdosing on pills. LaShonda was diagnosed with depression six months ago after being let go from her job. She told her group therapist this morning that she was forced to leave her job because she is black. She feels hopeless that she will ever be able to work again because of her racial identity. She states that because she cannot change the color of her skin, she wants to die. This is your first meeting with LaShonda.*

**Mr. Fahza**

*Mr. Fahza is an 87 year old Iranian Muslim male who is being treated for end stage liver*

*cancer. He does not speak English and his son stays at the bedside. His son has indicated that he wants to relay all the health information to his father directly and refuses to have a translator. His physician is concerned that the patient is not aware he is dying and would like to know if the patient wants to remain on chemotherapy or be placed on hospice to die peacefully at home. His son insists his father wants to stay on chemotherapy and “keep fighting.” You are asked to speak with the son and have a translator assist you in assessing the patient’s wishes without interference. This is your first meeting with the son.*

**Please consider the following questions in your Engagement Strategies:**

(Please use the first person tense for questions 1, 2 and 4).

1. What is it that you Wonder and Scares you about engaging this client?
2. What other Emotions (eg, sadness, anger, helplessness, enjoyment, etc, ) do you feel (known clinically as Countertransference) in working with this client? How might these Emotions be a help or hindrance in your interaction with the client?
3. What are the background, age, gender, culture, ethnicity and other diversity and issues that this client and situation present?
4. What does the Literature Research say about approaching and working with clients with these background, etc, issues, and also in addressing your Counter Transference?
5. Based upon your the answers to #1,#2,#3,#4, what is your Strategy to engage THIS specific client, his/her characteristics and issues, and your Counter-Transference

**Grading Criteria:**

**1. Discussion of Engagement strategies:**

- A. **Inclusion of the five Engagement Strategy questions** above and how you would SPECIFICALLY ENGAGE the client. (Note: this is about your first meeting engagement only; you are not being asked to develop an assessment or intervention).
- B. **Use original thoughts, emotions and behavioral EXAMPLES**, i.e., **your exact actions based on the LITERATURE** theory and the readings as **applied specifically to the client** to develop rapport & address the situation. **Incorporation of scholarly citations** for discussion and reference to support your engagement strategy for **THIS** Client is a must. Do not just say you are going to be genuine, empathetic, ask open ended questions, MI, etc. **Describe your specific strategy and applied actions relevant to THIS Client’s character and circumstances.** (12 pts.) Points earned \_

2. **Attention to culture, ethnicity, and diversity issues:** Exploring the diversity issues relevant to the client and how they may impact the relationship building, eg., gender identity, class, sexual identity, race/ethnicity, religion/spirituality, age, sex, education, geography, immigration, mental health, disability, socioeconomic status and/or other cultural issues identifies. Attention to characteristics of intersectionality of these issues. **(3 pts.)** Points earned \_\_\_
  
3. **Use of appropriate, graduate-level writing, APA format, and references.** The paper should be minimum 4-6 pages 1200/1500 words in length plus title and reference page. A minimum of four scholarly works should be cited, with at least one of these being found outside of the 544 syllabus. Use correct APA formatting and documentation for the references. Writing is organized, coherent and grammatically correct without grammar, punctuation, or spelling errors. **(5 pts.)** Points earned \_\_\_\_\_

Papers will be evaluated on the thoroughness of the assignment, the theoretical justification of content, integration of empirical evidenced-based content, and the quality of the written work. Unless previously discussed with the Instructor, Late papers will be penalized (**1 point off for every 24-hour period late**).

## Family of Origin Paper

**Purpose of this assignment:** This assignment has become a “classic” assignment in the USC School of Social Work program. In order for you to help your clients and their familial patterns, you need to have done this work on a personal level as well. By understanding your family and who you are within this family context you are able to identify countertransference reactions with your clients, which is an ethical responsibility of social work practice. Many social workers believe “you cannot bring a client further than you have brought yourself.” By exploring and reflecting on our own experiences, including factors of resilience and risk, this assignment will highlight ways in which we can be more empathetic toward ourselves and others.

This assignment is not a replacement for personal psychotherapy but may offer some insights into who you are and how you can help your clients live more fulfilling lives. If this assignment brings up unresolved personal conflict, the USC School of Social Work has free psychotherapy provided to students. Their contact is (213) 740-1771, <http://engemannshc.usc.edu/counseling> For VAC students, or students who prefer an online counselor, Perspectives, Ltd. counselors provide students and families free short-term confidential assistance. Perspectives is found at <http://www.perspectivesltd.com>. Username is VAC500 and password: perspectives. Students may also call directly at 800-456-6327. Available 24/7.

**Due: 8<sup>th</sup> Week, 9/21/2016, 11:59 PM**

**General instructions:** This assignment requires you to apply the concepts and theories discussed in SOWK 544 to your family of origin. In order to complete this assignment you will need to conduct at least two interviews of family members. You may interview parents, grandparents, siblings, aunts, uncles, or cousins. Please discuss confidentiality with your interviewees, get permission to use the interview material, and offer to change names if they so desire.

### **Instructions for paper:**

**Section 1 (One page):** Produce a detailed genogram of your family of origin, covering at least three generations. Please include names and ages. The genogram must include a Key/Legend.

**Section 2: (Three pages):** Based upon your interviews and your own family perspective, conduct a systemic analysis of your family of origin from a structural and systems perspective. Issues you may cover include (choose a minimum of four of these):

- |   |                                |
|---|--------------------------------|
| 1. boundaries (within the family as well as between the family and the world) | 5. rules (spoken and unspoken) |
| 2. hierarchies  | 6. feedback loops              |
| 3. subsystems   | 7. adaptability                |
| 4. alliances  | 8. cohesion                    |
|   | 9. power                       |

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 10. attachment styles                | 15. intimacy                   |
| 11. family myths                     | 16. resources                  |
| 12. significant losses               | 17. social networks            |
| 13. communication style and patterns | 18. intergenerational patterns |
| 14. inclusion                        | 19. environmental actors       |
|                                      | 20. secrets                    |

You must give specific behavioral examples to back up your analysis. For example, it is not sufficient to state that there were strong intergenerational boundaries; rather, you should discuss the specific behaviors that demonstrated that those boundaries existed. (The Hepworth article is an important guide for this section).

In completing this section you will need to cite, identify, explain and apply at least three scholarly articles and/or books that address the concepts you are discussing. You will also need to give specific behavioral examples to illustrate your concept as it plays out in your family of origin. And you must cite the personal family interview and/or observational source.

**Section 3 (Three pages):** Select an underlying theme that emerged from the analysis of your family which has influenced your empathy toward others. Research this theme and discuss how it impacts families in general and specifically impacted your family. You may create your own theme or select one or combination from the following list:

1. The effects of alcoholism or addiction on the family
2. Gay and lesbian families
3. Blended family issues
4. Single-parent family
5. The effects of violence or abuse
6. Poverty and the family
7. Family secrets
8. Legacies of loss
9. The role of ritual in the family
10. Birth order
11. Cultural themes
12. The effects of mental or physical illness on the family
13. Gender roles within the family
14. Family stories and the construction of meaning
15. Models of marriage
16. Enmeshment and disengagement
17. Emotional milieu within the family

In completing this section you will need to cite at least three scholarly articles and/or books that address the theme you are discussing. You will also need to give specific behavioral examples to illustrate your theme as it plays out in your family of origin.

**Section 4 ( Two pages):** Discuss how the structural and/or systems issues you have identified, along with the theme, influence your (1) empathy, (2) countertransference, and (3) implications for your Professional Social Work Practice and Use of Self. Cite, identify, explain and apply a minimum of three references for this.

Papers should be minimum nine pages/2250 words in length, typed, and double-spaced, APA Sixth Edition, 12-point Times New Roman font, 1-inch margins. Papers should be written in the third person (unless otherwise stated by the instructor). Papers will be evaluated on the thoroughness of the assignment, the theoretical justification of content, integration of empirical evidenced-based content, and the quality of the written work. Unless previously discussed with the Instructor, Late papers will be penalized (**1 point off for every 24-hour period late**).

Important Note: All material in this paper will remain strictly confidential. If you feel for any reason you are not able to complete this assignment, speak with your instructor immediately for an alternative version of this assignment.

This paper is worth 35% of your course grade.

### **Understanding and Applying Evidence-Based Interventions**

**General instructions:** This assignment requires you to engage with an online evidence-based orientation module in which you will learn about high-quality evidence-based interventions being prioritized in social work practice. The final paper will be an application of one of the reviewed evidence-based interventions to a population chosen by the student (e.g., trauma-focused CBT to survivors of sexual assault).

Examples of populations include:

- People whose spouses have deployed in the military
- Teens who are aging out of foster care
- Family members who care for persons with Alzheimer's disease
- People charged with domestic violence
- Children experiencing bullying in a school

**Due: WEEK 15, 11/9/2016, 11:59PM, PST**

#### **Instructions for paper:**

**Section 1 (two pages):** Using the assigned readings, in-class discussions, and independent research, provide a detailed description of the following elements:

- The population you have identified. This should include statistics about the population, incidence and/or prevalence of the issues or needs, and outcomes for the population if not intervened with (negative outcomes of the issue if untreated).
- Significant sociocultural dimensions of the problem, e.g., socioeconomic status, race, gender, culture.

**Section 2 (two to three pages):** Describe the evidence-based intervention you have selected.

- What is the type of group, and what is the purpose of the group?

- Elements of the group intervention (theoretical foundation, number of sessions, topic, and activities)
- Will the group be closed or open ended? Is group membership voluntary or involuntary?

**Section 3 (two to three pages):** Describe how you would apply this intervention to the group selected.

- If the group has never been utilized with your group of interest, would there be any modifications needed?
- Where might this intervention best be delivered (e.g., schools, community-based organizations, churches)?

**Section 4 (one page):** How will you assess if the group was effective or ineffective? Considered use of standardized measures (pre-/post-), fidelity measures, etc.

Papers should be no more than seven to nine pages/1750-2250 words in length (not counting the title page or reference list), double-spaced, with 1-inch margins on all sides, and 12-point Times New Roman font. Insert page numbers starting with the title page. Use subheadings (in bold font) to organize your paper. See APA Manual, Sixth Edition, p. 62, for *levels of headings*. Throughout the paper, provide references with a minimum of 10 scholarly works (at least four of which must be outside sources not on 544 syllabus). Use editorial and referencing styles as specified in the APA Publication Manual, Sixth Edition (<http://apastyle.apa.org/>).

Papers will be evaluated on the thoroughness of the assignment, the theoretical justification of content, integration of empirical evidenced-based content, and the quality of the written work. Unless previously discussed with the Instructor, late papers will be penalized (**1 point off for every 24-hour period late**).

This paper is worth 35% of your course grade.

## University Policies and Guidelines

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### 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 e-mail ([@usc.edu](mailto:@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 that conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work that 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/>. 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.

### 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](mailto: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>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
<b>City Center</b>	Front of Building (12th and Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Leavey Lawn	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Leavey Lawn	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	McCarthy Quad		

Do not reenter 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 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.

## **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. Kristen Zaleski or Dr. David Bringhurst. 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](mailto: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](mailto: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 e-mail.
- ✓ Keep up with the assigned readings.

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

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