**Social Work 671**

**Micro Practice and Evaluation in Work-Related Environments**

**3 Units**

***“Love and work, work and love…that’s all there is.” – Sigmund Freud***

***Summer, 2017***

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| **Instructor: Rick Kronberg, LCSW** |  | | | | |
| **E-Mail: rdkronbe@usc.edu** |  | **Course Day: Tuesday** | |  | | |
| **Telephone: 847-359-2040** |  | **Course Time: 5:45-7 PM** |  | |
| **Office: VAC LMS** |  | **Course Location: VAC LMS** |  | | |
| **Office Hours:** |  |

# Course Prerequisites

Foundation year coursework.

# Catalogue Description

Drawing upon clinical evidence-based models, this course prepares students for micro level practice and evaluation to improve individual/family well-being within diverse work-related practice environments.

*Note: This is one of two Social Work & Business in a Global Society concentration selective courses that students must choose from to fulfill the concentration requirement.*

# Course Description

This course prepares students to become micro level practitioners serving in a variety of work-related settings, including Employee Assistance Programs (EAPs), Work/Life programs, behavioral health/managed care, behavioral health disability management, wellness or personal growth programs, career or job counseling, and coaching consultation practice. The course applies theories of human behavior and knowledge of individual and family problems and strengths, while including a focus on the intersection of personal and work concerns. Students are provided with opportunities for increasing their self-awareness and cultural competency, and for critically analyzing ethical dilemmas that may be triggered within complex work-related practice settings. With an emphasis on assessment and short-term evidence-based intervention models, students gain knowledge and skills in problem identification, assessment, use of clinical diagnoses, treatment planning, linkage and referrals. Micro level practice evaluation design, methods, and reporting on both case level (single system) and program level evaluations are also core components of the course.

# Course Objectives

The Micro Practice in Work-Related Environments course (SOWK 671) will prepare students to:

| **Objective #** | **Objectives** |
| --- | --- |
| 1 | Development of students’ capacities for self-awareness and reflection in practice with individuals and families in work-related settings, with an emphasis on cultural competency, ethical dilemmas, and conflicting goals or needs. |
| 2 | Increase comprehension of human behaviors, individual and family problems and strengths, and clinical diagnostic categories relevant to social work assessment and practice in work-related environments. |
| 3 | Increase knowledge of and competency in assessment and intervention skills, drawing upon clinical theories and evidence-based models relevant to a variety of diverse work-related practice settings. |
| 4 | Increase knowledge of and competency in clinical practice evaluation design, implementation, and reporting relevant to micro level practice in work-related settings, at both the case and program levels, as evidenced by creating a proposal for a practice evaluation. |
| 5 | Utilize the knowledge of micro level practice and evaluation in work-related settings in a critical analysis of environmental factors that may influence service quality, practice ethics, and positive outcomes for vulnerable populations. |

# Course format / Instructional Methods

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

# Student Learning Outcomes

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

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| --- | --- | --- | --- |
| **Social Work Core Competencies - 2015** | | **SOWK 671** | **Course Objective** |
| 1 | **Demonstrate Ethical and Professional Behavior** | **\*** | **1** |
| 2 | **Engage in Diversity and Difference in Practice** | **\*** | **5** |
| 3 | **Advance Human Rights and Social, Economic, and Environmental Justice** |  |  |
| **4** | **Engage in Practice-informed Research and Research-informed Practice** |  |  |
| 5 | **Engage in Policy Practice** |  |  |
| 6 | **Engage with Individuals, Families, Groups, Organizations, and Communities** | **\*** | **2** |
| 7 | **Assess Individuals, Families, Groups, Organizations, and Communities** | **\*** | **3** |
| 8 | **Intervene with Individuals, Families, Groups, Organizations, and Communities** | **\*** | **3** |
| 9 | **Evaluate Practice with Individuals, Families, Groups, Organizations and Communities** | **\*** | **4** |

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** |
| --- | --- | --- |
| **Demonstrate Ethical and Professional Behavior:**  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  Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas  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  Understand the profession’s history, its mission, and the roles and responsibilities of the profession  Understand the role of other professions when engaged in inter-professional teams  Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective  Understand emerging forms of technology and the ethical use of technology in social work practice | 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 | Assignment 1 & 2 & 3  Class Exercises |
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | Class Exercises |
| Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; |  |
| Use technology ethically and appropriately to facilitate practice outcomes; | Class Exercises |
| Use supervision and consultation to guide professional judgment and behavior. |  |

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| **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 |
| 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. |  |

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| **Advance Human Rights and Social, Economic, and Environmental Justice**:  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  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. | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; |  |
| Engage in practices that advance social, economic, and environmental justice |  |

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| --- | --- | --- |
| **Engage In Practice-informed Research and Research-informed Practice:**  Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.  Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.  Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.  Understand the processes for translating research findings into effective practice. | Use practice experience and  theory to inform scientific inquiry  and research. |  |
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| Apply critical thinking to engage  in analysis of quantitative and  qualitative research methods  and research findings. |  |
|  | Use and translate research  evidence to inform and improve  practice, policy, and service  delivery. | Assignment 2 |

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| **Engage in Policy Practice:**  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.  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.  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.  Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.  Knowledgeable about policy formulation, analysis, implementation, and evaluation. | Identify social policy at the  local, state, and federal level that  impacts well-being, service  delivery, and access to social  services. |  |
|  |  |
| Assess how social welfare and economic policies impact the delivery of and access to social services. |  |
| Apply critical thinking to  analyze, formulate, and advocate  for policies that advance human  rights and social, economic, and  environmental justice. |  |

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| **Engage with Individuals, Families, Groups, Organizations, and Communities:**  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.  Value the importance of human relationships.  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.  Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.  Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.  Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. | Apply knowledge of human  behavior and the social  environment, person-in  environment, and other  multidisciplinary theoretical  frameworks to engage with  clients and constituencies. | Assignments 1 & 2 |
| Use empathy, reflection, and  interpersonal skills to effectively  engage diverse clients and  constituencies. | Class Exercises |

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| **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 inter-professional 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  Class Exercises |
|  | 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  Class Exercises |
|  | 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. | Assignment 2 |

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| **Intervene with Individuals, Families, Groups, Organizations, and Communities:**  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.  Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.  Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.  Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.  Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. | 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 | Assignment 2  Class Exercises |
|  | Use inter-professional 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. | Assignment 2  Class Exercises |

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| **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:**  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.  Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.  Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.  Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. | Select and use appropriate methods  for evaluation of outcomes. | Assignment 3  Class Exercises |
|  | Apply knowledge of human behavior  and the social environment, person  in-environment, and other  multidisciplinary theoretical  frameworks in the evaluation of  outcomes. | Assignment 3  Class Exercises |
|  | Critically analyze, monitor, and  evaluate intervention and program  Processes and outcomes. | Assignment 3  Class Exercises |
|  | Apply evaluation findings to improve  practice effectiveness at the micro,  mezzo, and macro levels. | Assignment 3  Class Exercises |

# Course Assignments, Due Dates & Grading

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment 1:** Case Study, Assessment and Practice Setting Analysis | Unit 5 | 30% |
| **Assignment 2:** Intervention Paper  Intervention Role Play | Unit 10  Units 8 - 10 | 25%  5% |
| **Assignment 3:** Team Program Evaluation Proposal | Unit 15 | 30% |
| **Class Participation** | Ongoing | 10% |

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

## Assignment 1: Case Study, Assessment and Practice Setting Analysis – 30% of Course Grade

Utilizing the Assignment 1 handout describing this assignment provided by the instructor, students create a fictional client case with a specific presenting problem. Students write an assessment based on the fictional client. In the creation of the case, students are also required to identify, read and cite a minimum of four (4) scholarly literature sources that provide a foundation for aspects of the fictional person’s identity (such as age, gender, sexual orientation, socioeconomic status, ethnicity, culture, or other personal characteristics) in relationship to his presenting problem, supporting the rationale for the selected fictional details. For example, if the client was a woman who has symptoms of post-partum depression, what does the literature tell us about her possible symptoms? The assessment form also includes vocational or work-related information.

Lastly, the students will select a specific type of practice setting (where the client requested services), describing the fictional characteristics of the organizational setting in which the assessment takes place using a provided outline. A discussion of potential practice and ethical concerns related to practice in this setting will also be included. A minimum of three (3) scholarly literature sources should support the setting and ethical concerns details. The evaluation of the assignment will be based on the completion and quality of the response, the depth of details and initial analysis provided in the assessment, as well on the informed creativity and critical thinking about human behavior evidenced in the case details, the presenting problem, related work concerns, and the analysis of the setting. The components of the assignment will be approximately 7 to 10 pages, APA format, double-spaced, excluding reference and title page, utilizing the assignment handout provided by the instructor.

**Due: Unit 5**

*This assignment relates to student learning outcomes 1-4, 5, 7, 12-14..*

## Assignment 2: Intervention Paper (25% of Course Grade) and Role Play (5% of Course Grade)

**Intervention Planning Paper:** Utilizing the case study in Assignment 1, students select an appropriate intervention model from those listed in Units 8 to 10, research the intervention model using both class readings and five (5) additional scholarly literature sources focused on the selected intervention model. If available, students should include articles or book chapters relevant to the intervention model that also focus on the client’s presenting problem and/or unique personal characteristics (age, gender, etc.). Following an assignment description handout, students write a 6 to 8 page (APA format, double-spaced, excluding reference and title page) describing the intervention planning process specific to the Assignment 1 case study, and an analysis of the potential strengths and limitations for using the selected model with the specific client. In addition, students will critically reflect on the use of the intervention model within the specific setting context and any related ethical concerns. The paper will be evaluated based on completion and quality of the response, the depth of knowledge of the model, depth of critical thinking about the model’s fit with the unique client’s characteristics and problem area, and on the depth of analysis of the effects of the setting on the intervention or treatment effectiveness and ethical concerns.

**Role Play:** During Units 8 to 10, each student will create and perform a brief in-class, 5 minute role play acting as the social worker, along with another student volunteer acting as the client, and demonstrating at least two aspects of the intervention model in the role play. Each student must create BOTH his or her own role play based on the student’s case used in Assignment 1, and participate as a volunteer playing a client, in another student’s role play. The role play must be ready to be performed by Unit 8, and will be presented during Unit 8, 9 or 10, as scheduled by the instructor.

**Due: Unit 10 – Paper; Units 8 – 10 Role Plays**

*This assignment relates to student learning outcomes 1-4, 11, 12-15.*

## Assignment 3 –Program Evaluation Proposal (30% of Course Grade) – Team Based Assignment

Selecting a specific practice setting covered in class, and working in teams of 3 to 4, students will design, describe in writing, and present in class, a program evaluation proposal that includes the use of case level clinical data collection as well as program level outcomes. Following a proposal outline provided by the instructor, students describe the program goals, case level variable definitions, data collection tools or instruments as integrated into assessment processes, program level outcome variable definitions, data collection tools or instruments, the data collection timing and process, proposed report content, a distribution plan and identified stakeholders, ethical concerns related to the evaluation process, strengths and limitations, and potential effects on vulnerable populations. The written proposal should cite a minimum of 5 scholarly sources (which may include class literature), and will be 8 to 12 pages in length (APA format, double-spaced, excluding reference, title page and appendix) and will be evaluated on the degree to which content matches evaluation research standards, the depth of critical thinking and quality.

This assignment is designed to be a team-based assignments, yet the decision as to whether the assignment will be implemented as a team-based assignment, or completed individually by students, will be made by the instructor in coordination with the course lead. This flexibility is necessary to allow for unique needs of the course and its class size, specifically when offered within the Virtual Academic Center. The instructor will provide clarification after class enrollment is concluded.

As this is also group activity, 80% of each student’s grade for this assignment will be the grade given by the instructor for the group’s response to the written Evaluation Proposal. All students must participate. Any student failing to contribute regularly may have to undertake the assignment individually, based on the instructor’s decision. 20% of the student’s grade will be based on the group’s confidential evaluation of the individual student’s activities to support the group project, compiled through the use of a survey instrument provided by the instructor.

**Due: Unit 15**

*This assignment relates to student learning outcome 9-10, 11, 16.*

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

Class participation is defined as students’ active engagement in class related learning and timely involvement in class sessions. Students are expected to participate fully in the discussions and any small-group activities that will be conducted in class. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning and participation in assigned reading through the quality and depth of class comments and discussions related to readings, lectures, and assignments.

Class grades will be based on the following grading scale :

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

# Required and supplementary instructional materials & Resources

## Required Textbooks

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

**IMPORTANT NOTE**: The above text is a required textbook for SOWK 543, and is used for review of clinical processes.

Grinnell, R.M., Gabor, P.A., & Unrau, Y.A. (2012). Program evaluation for social workers: Foundations of

evidence-based programs. New York, NY: Oxford Press

**IMPORTANT NOTE:** The above text is also required for SOWK 673

ARES – Required journal articles or single book chapter articles are included in the ARES database under this course number and the lead instructor’s name.

## Recommended Guidebook for APA Style Formatting

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

## Recommended Websites

National Associate of Social Workers  
<http://www.naswdc.org>

The Elements of Style–A Rule Book for Writing  
<http://www.bartleby.com/141/>

USC Guide to Avoiding Plagiarism  
<http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm>

Purdue OWL: APA Style and Formatting Guide

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

**Course Overview**

| **Unit** | **Topics** | **Assignments** |
| --- | --- | --- |
| **1** | * **Course Introduction and the Professional Self in Practice**   + - Review of syllabus, objectives, evaluation assignments, reading and resources     - Professional Self in Practice discussion and exercise |  |
| **2** | * **An Introduction to Practice Settings, Roles and Ethical Concerns in Work-Related Practice Environments**   + - Setting types and roles; ethical concerns and conflicts * Employee Assistance Programs (EAPs) * Work/Life programs * Wellness and personal growth programs * Behavioral health/managed care or behavioral health disability management * Career or job counseling * Coaching consultation practice |  |
| **3** | * **Social Work Practice and Evaluation Overview: Adapting to Setting and Contexts**   + - Engagement     - Problem Identification and Assessment     - Planning     - Intervention (Action)     - Evaluation: * Clinical evaluation * Incorporation of practice evaluation   + - Termination and Follow-up |  |
| **4** | * **Problem Identification and Assessment: Concerns Relevant to Work-Related Practices**    + - Substance abuse/dependence and compulsive behaviors     - Mental health related concerns     - Trauma and victimization     - Family concerns |  |
| **5** | * **Problem Identification and Assessment: Concerns Relevant to Work-Related Practices**   + - Disability and health concerns     - Work-related concerns     - Interactions between personal or family needs and work | **Assignment 1: Case Study, Assessment and Practice Setting Analysis Paper** |
| **6** | * **Coordination of Care, Intervention and/or Treatment Planning and implementation, Linkage and Referrals**   + - Common problems, symptoms and effects seen in work-related settings     - Responding to crises     - Intervention planning and implementation     - The scope of and types of treatment systems     - Working with treatment systems to coordinate care |  |
| **7** | * **Incorporating Practice/Program Evaluation Design and Data Collection into the Assessment Phase**   + - Case or Single Systems Designs     - Case or Single Systems Data Collection Methods     - Program Evaluation Designs     - Program Evaluation Data Collection Methods     - Implications for Practice |  |
| **8** | * **Clinical Theories and Evidence-Based Brief Intervention Models: Case Applications and Role Playing**   + - Motivational interviewing     - Solution-focused brief therapy     - Cognitive behavioral therapy | **Assignment 2:**  **Role Plays** |
| **9** | * **Clinical Theories and Evidence-Based Brief Intervention Models: Case Applications and Role Playing**   + - Narrative therapy     - Brief psychodynamic therapy | **Assignment 2:**  **Role Plays** |
| **10** | * **Clinical Theories and Evidence-Based Brief Intervention Models: Case Applications and Role Playing**   + - Health behavior change models     - Evidence-based coaching models | **Assignment 2:**  **Role Plays**  **Assignment 2: Intervention Paper** |
| **11** | * **Case or Single System Evaluation Data Analyses, Reporting and Utilization**    + - Decision-making data analyses for case or single system evaluation     - Reporting Needs and Formats     - Vulnerable Populations, Stakeholders, and Ethical Concerns |  |
| **12** | * **Program Evaluation Data Analyses, Reporting and Utilization**    + - Data Analyses     - Reporting Needs and Formats     - Utilization, Vulnerable Populations, Stakeholders, and Ethical Concerns |  |
| **13** | * **Critical Analysis of Specific Evaluation Processes, Settings, Vulnerable Population and Ethical Concerns**   + - In-class workshop session for student- instructor consultations to assess proposed evaluation designs relevant to their specific practice settings |  |
| **14** | * **Student Self Reflections** |  |
| **15** | * **Final Assignment Discussions** * **Summary and Class Evaluation** | **Assignment 3**  **Program Evaluation Proposal** |
| **STUDY DAYS / NO CLASSES** | | |
| **FINAL EXAMINATIONS** | | |

Course Schedule―Detailed Description

| **Unit 1: Course Introduction and the Professional Self in Practice** |  |
| --- | --- |
| **Topics** | |
| * Review of syllabus, objectives, evaluation assignments, reading and resources * Professional Self in Practice discussion and exercise | |

*This Unit relates to course objective 1.*

### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Chapter 1. *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Review NASW Code of Ethics - [http://w.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp)

| **Unit 2: An Introduction to Practice Settings, Roles and Ethical Concerns in Work-Related Practice Environments** |  |
| --- | --- |
| **Topics** | |
| * Setting types and roles; ethical concerns and conflicts   + Employee Assistance Programs (EAPs)   + Work/Life programs   + Wellness and personal growth programs   + Behavioral health/managed care or behavioral health disability management   + Career or job counseling   + Coaching consultation practice | |

*This Unit relates to course objectives 1.*

### Required Readings

Anderson, S.K., Williams, P., Kramer, A.L. & Knapp, S.J. (2012) Life and executive coaching: Some

ethical issues for consideration. In M.C. Gottlieb, and M.M. Handelsman and L.D. VandeCreek (Eds.) *APA handbook of ethics in psychology, Vol 2: Practice, teaching, and research. APA handbooks in psychology*., (pp. 169-181). Washington, DC, US: American Psychological Association. doi: [10.1037/13272-009](http://psycnet.apa.org.libproxy.usc.edu/doi/10.1037/13272-009)

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Chapter 2. *Direct social work practice: Theory and skills* (10th ed.). Belmont, CA: Brooks/Cole, Cengage Learning. REVIEW

Jacobson, J. M., & Attridge, M. (2010). Employee assistance programs (EAPs): An allied profession for

work/life. In S. Sweet & J. Casey (Eds.), *Work and family encyclopedia*. Chestnut Hill, MA: Sloan

Work and Family Research Network. pp. 1-41. Retrieved from http://wfnetwork.bc.edu/encyclopedia\_entry.php?id=17296&area=All.

Kurzman, P. A. (2000). Bakalinsky’s Conundrum: Should social workers practice in the world of

work? In M.E. Mor Barak & D. Bargal (Eds.) *Social Services in the Workplace: Repositioning Occupational Social Work in the New Millennium*, 157-162.

Mattke, S., Liu, H., Caloyeras, J. P., Huang, C. Y., Van Busum, K. R., Khodyakov, D., & Shier, V. (2013). Workplace wellness programs study. *RAND Corporation*. Chapter 3, 18-35 ONLY

Available at <http://www.rand.org/pubs/research_reports/RR254.html>

| **Unit 3: Social Work Practice and Evaluation Overview: Adapting to Setting and Contexts** |  |
| --- | --- |
| **Topics** | |
| * The following steps of the social work process as adapted to various settings:   + Engagement   + Problem Identification and Assessment   + Planning   + Intervention (Action)   + Evaluation:     - Clinical evaluation     - Incorporation of practice evaluation   + Termination and Follow-up | |

*This Unit relates to course objectives 1 & 3*.

### Required Readings

Employee Assistance Professionals Association, Inc. (EAPA). 2010. EAPA Standards and

Professional Guidelines. 2010. Retrieved from <http://www.eapassn.org/files/public/EAPASTANDARDS10.pdf>

Read pp 1-7, 23-36.

Grinnell, R.M., Gabor, P.A., & Unrau, Y.A.(2015). Chapters 1 & 2. Program evaluation for social workers:

Foundations of evidence-based programs. New York, NY: Oxford Press

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Chapter 3. *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Jacobson, J., Pastoor, J., & Sharar, D. (2012). Predicting practice outcomes among social work Employee Assistance counselors. *Social Work in Mental Health*, (just-accepted).

| **Unit 4: Problem Identification and Assessment: Concerns Relevant to Work-Related Practices** |  |
| --- | --- |
| **Topics** | |
| * Substance abuse/dependence and compulsive behaviors * Mental health related concerns * Trauma and victimization * Family concerns | |

*This Unit relates to course objective 2*.

### Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Chapter 8, 9

& 10. *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole, Cengage

Learning.

Marchand, A. & Durand, P. (2011). Psychosocial and biological indicators in the evaluation of and

intervention in mental health problems at work. *Healthcare Papers,11,* 1-14. Retrieved from

<http://www.medsp.umontreal.ca/IRSPUM_DB/pdf/24477.pdf>

Read, J. P., Farrow, S. M., Jaanimägi, U., & Ouimette, P. (2009). Assessing trauma and traumatic stress

via the Internet: Measurement equivalence and participant reactions. *Traumatology*, *15*(1), 94-102. doi: 10.1177/1534765608325121.

Substance Abuse and Mental Health Services Administrations (2012). White Paper on Screening, Brief

Intervention and Referral to Treatment (SBIRT) in Behavioral Healthcare. Retrieved from <http://www.samhsa.gov/sites/default/files/sbirtwhitepaper_0.pdf>

| **Unit 5: Problem Identification and Assessment: Concerns**  **Relevant to Work-Related Practices** |  |
| --- | --- |
| **Topics** | |
| * Disability and health concerns * Work-related concerns * Interactions between personal or family needs and work | |

*This Unit relates to course objective 2*.

### Assignment 1 Due

### Required Readings

Ganster, D. C., & Rosen, C. C. (2013). Work stress and employee health: A multidisciplinary review. *Journal of Management*, *39*(5), 1085-1122. doi: 10.1177/0149206313475815.

Garbarino, S., Magnavita, N., Chiorri, C., Brisinda, D, Cuomo, G., Venuti, A., & Fenici, R.(2012). Evaluation of operational stress in riot and crowd control police units: a global challenge for prevention and management of police task-related stress. *Journal of Police and Criminal Psychology*, *27*(2), 111-122. doi: 10.1007/s11896-012-9104-8.

Hubbard, J. D., Warren, P. A., & Aurbach, R. M. (2011). Case management and behavioral health disability. In *Behavioral Health Disability* (pp. 187-217). Springer New York.

Özbilgin, M. F., Beauregard, T. A., Tatli, A., & Bell, M. P. (2011). Work–life, diversity and intersectionality: a critical review and research agenda. *International Journal of Management Reviews*, *13*(2), 177-198.

Retrieved from <http://www.academia.edu/351291/Work-life_diversity_and_intersectionality_A_critical_review_and_research_agenda>

| **Unit 6: Coordination of Care, Intervention and/or Treatment Planning and Implementation, Linkage and Referrals** |  |
| --- | --- |
| **Topics** | |
| * Common problems, symptoms and effects seen in work-related settings * Intervention planning and implementation * Responding to crises * The scope of and types of treatment systems * Working with treatment systems to coordinate care | |

*This Unit relates to course objectives 1 & 3*.

### Required Readings

Azaroff, L. S., Champagne, N. J., Nobrega, S., Shetty, K., & Punnett, L. (2010). Getting to know you:

Occupational health researchers investigate employee assistance professionals' approaches to workplace stress. *Journal of Workplace Behavioral Health*, *25*(4), 296-319. Retrieved from <http://www.uml.edu/docs/Appendix%20A1%20Azaroff_EAP_stress__tcm18-42655.pdf>

Center for Prevention and Health. (n.d.) An employer’s guide to behavioral health services: A roadmap

and recommendations for evaluating, designing and implementing behavioral health services.

National Business Group on Health. Retrieved <http://www.businessgrouphealth.org/pub/f3139c4c-2354-d714-512d-355c09ddcbc4>, pp. 1-100. **Note:** Skim Part I; Read Parts II & III.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Chapter 13.

*Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole, Cengage

Learning.

CONTINUED

Pollack, K. M., Cummiskey, C., Krotki, K., Salomon, M., Dickin, A., Gray, W. A., & Grisso, J. A. (2010).

Reasons women experiencing intimate partner violence seek assistance from employee

assistance programs. *Journal of Workplace Behavioral Health*, *25*(3), 181-194.

doi:10.1080/15555240.2010.496322

| **Unit 7: Incorporating Practice/Program Evaluation Design and Data Collection into the Assessment Phase** |  |
| --- | --- |
| **Topics** | |
| * Case or Single Systems Designs * Case or Single Systems Data Collection Methods * Program Evaluation Designs * Program Evaluation Data Collection Methods * Implications for Practice | |

*This Unit relates to course objective 4.*

### Required Readings

Foster, L. H. (2010). A best kept secret single-subject research design in counseling. *Counseling*

*Outcome Research and Evaluation*, *1*(2), 30-39. doi: 10.1177/2150137810387130

Grinnell, R.M., Gabor, P.A., & Unrau, Y.A.(2012). Chapters 8, 9, 10, 11, 12 & 14. Program evaluation for

social workers: Foundations of evidence-based programs. New York, NY: Oxford Press. Note:

these chapters are used as a reference for studying in this section.

Miller, S. D., Duncan, B. L., Sorrell, R., & Brown, G. S. (2005). The partners for change outcome

management system. *Journal of Clinical Psychology*, *61*(2), 199-208. doi: 10.1002/jclp.20111/

| **Unit 8: Clinical Theories and Evidence-Based Brief Intervention**  **Models: Case Applications and Role Playing** |  |
| --- | --- |
| **Topics** | |
| * Motivational interviewing * Solution-focused brief therapy * Cognitive behavioral therapy | |

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

### Assignment 2 Roles Plays

### Required Readings

Iveson, C. (2002). Solution-focused brief therapy. *Advances in Psychiatric Treatment*, *8*(2), 149-156.10.1192/apt.8.2.149

Schneider, R.J., Casey, J., & Kohn, R. (2000). Motivational versus confrontational interviewing: A comparison of substance abuse assessment practices at Employee Assistance Programs. *The Journal of Behavioral Health Services & Research*, 27(1), 60- 74.

Peake, T.H., Meyers, T.L.& Thomas, S. (1997). Options for brief psychotherapy: Cognitive and psychodynamic variations. *Journal of Mental Health*, *6*(3), 217-236.

Rollnick, S., & Miller, W. R. (1995). What is motivational interviewing?.*Behavioural and Cognitive Psychotherapy*, *23*, 325-334.

Wright, B., Williams, C. & Garland, A. (2002). Using the Five Areas cognitive-behavioural therapy model with psychiatric patients. *Advances in Psychiatric Treatment, 8*, 307-315. doi:10.1192/apt.8.4.307.

| **Unit 9: Clinical Theories and Evidence-Based Brief Intervention**  **Models: Case Applications and Role Playing** |  |
| --- | --- |
| **Topics** | |
| * Narrative therapy * Brief psychodynamic therapy | |

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

**Assignment 2 Roles Plays**

### Required Readings

Fosha, D. (2004). Brief integrative therapy comes of age: A commentary. *Journal of Psychotherapy Integration, 14*(1), 66-92. doi: 10.1037/1053-0479.14.1.66

Morgan, A. (2000). *What is narrative therapy?*. Adelaide: Dulwich Centre Publications. Retrieved from:

<http://dulwichcentre.com.au/what-is-narrative-therapy/>

Kelley, P. (2002). A narrative therapy approach to brief treatment. *Journal of Brief Therapy 1*(2): 91-100.

U.S. Department of Health & Human Services, Substance abuse and Mental Health Services Administration, (2001). Chapter 7 - Brief Psychodynamic Therapy pp. 121-142 (pdf pp# 148-168). Retrieved from <http://www.ncbi.nlm.nih.gov/books/NBK64947/pdf/TOC.pdf>.

| **Unit 10: Clinical Theories and Evidence-Based Brief Intervention**  **Models: Case Applications and Role Playing** |  |
| --- | --- |
| **Topics** | |
| * Health behavior change models * Evidence-based coaching models | |

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

**Assignment 2 Paper due**

**Assignment 2 Roles Plays**

### Required Readings

Bickmore, T., Gruber, A. & Pickard, R. (2005). Establishing the computer-patient working alliance in automated health behavior change interventions. *Patient Education and Counseling, 59*, 21-30. doi: 10.1016/j.pec.2004.09.008.

Cavanagh, M., Grant, A.M. & Kemp, T. (2005). Chapter 1 and Chapter 7 only. *Evidence-based coaching: Volume I – theory, research and practice from the behavioural sciences*. Bowen Hills, Qld, Australia: Australian Academic Press. [pdf includes entire book] Retrieved from:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.469.990&rep=rep1&type=pdf>

Norcross, J. C., Krebs, P. M., & Prochaska, J. O. (2011). Stages of change. *Journal of Clinical Psychology, 67*(2), 143-154.

Schwarzer, R. (2008). Modeling health behavior change: How to predict and modify the adoption and maintenance of health behaviors. *Applied Psychology, 57*(1),1-29.

| **Unit 11: Case or Single System Evaluation Data Analyses, Reporting**  **and Utilization** |  |
| --- | --- |
| **Topics** | |
| * Decision-making data analyses for case or single system evaluation * Reporting Needs and Formats * Vulnerable Populations, Stakeholders, and Ethical Concerns | |

*This Unit relates to course objective 4*.

### Required Readings

Ashworth, K. J., Randall, J., Millen, A., & Rosqvist, J. (2011). Culturally competent CBT treating SAD in

a Korean immigrant—A single case analysis. *Clinical Case Studies*, *10*(6), 449-465.

doi: 10.1177/1534650111435163.

Grinnell, R.M., Gabor, P.A., & Unrau, Y.A.(2012). Chapters 15 (pp. 319-330). Program evaluation for

social workers: Foundations of evidence-based programs. New York, NY: Oxford Press

Rose, S.L. & Pietri, C.E. (2002). Workers as research subjects: A vulnerable population. *Journal of Occupational & Environmental Medicine*, 44(9), 801-805.

York, R. O. (2009). Chapter 20. In *Evaluating human services: A practical approach for the human*

*service professional*. Allyn & Bacon/Pearson.

| **Unit 12: Program Evaluation Data Analyses, Reporting and**  **Utilization** |  |
| --- | --- |
| **Topics** | |
| * Data Analyses * Reporting Needs and Formats * Utilization, Vulnerable Populations, Stakeholders, and Ethical Concerns | |

*This Unit relates to course objective 4.*

### Required Readings

Amaral, T. & Attridge, M. (2010). Research on return-on-investment: Which models of EAP are generating

the most significant ROI? *Research Brief, March 23, 2010*, 1-7. Available from instructor.

Grinnell, R.M., Gabor, P.A., & Unrau, Y.A.(2012). Chapters 15 (pp. 331-346). Program evaluation for

social workers: Foundations of evidence-based programs. New York, NY: Oxford Press

Masi, D & Jacobson, J.M. (2003). Outcome measures of an integrated Employee Assistance and Work-

Life Program. *Research on Social Work Practice, 13*(4), 451-467. doi. 0.11771049731503253355

Swayze, J. S., & Burke, L. A. (2013). Employee wellness program outcomes: A case study. *Journal of*

*Workplace Behavioral Health*, *28*(1), 46-61. doi: 10.1080/15555240.2013.755448

York, R. O. (2009). Chapter 21. In *Evaluating human services: A practical approach for the human*

*service professional*. Allyn & Bacon/Pearson.

| **Unit 13: Critical Analysis of Specific Evaluation Processes,**  **Settings, Vulnerable Population and Ethical Concerns** |  |
| --- | --- |
| **Topics** | |
| * How to critically analyze the impact of specific evaluation processes * In-class workshop session for student- instructor consultations to assess proposed evaluation designs relevant to their specific practice settings | |

*This Unit relates to course objectives 4 & 5.*

### Required Readings

Grinnell, R.M., Gabor, P.A., & Unrau, Y.A.(2012). Chapter 5 – Cultural Competence. Program evaluation

for social workers: Foundations of evidence-based programs. New York, NY: Oxford Press

Weiss, R. M. (2010). Brinksmanship redux: Employee assistance programs’ precursors and

prospects. *Employee Responsibilities and Rights Journal*,*22*(4), 325-343. Retrieved from

<https://www.researchgate.net/publication/225369982_Brinksmanship_Redux_Employee_Assistance_Programs'_Precursors_and_Prospects>

U.S. Department of Health and Human Services, Office of Minority Services, Think Cultural Health.

(2013). National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care: A Blueprint for Advancing and Sustaining CLAS Policy and Practice. Retrieved from: <https://www.thinkculturalhealth.hhs.gov/assets/pdfs/EnhancedCLASStandardsBlueprint.pdf>

pp. 1-33

**Assignment: Bring draft of Assignment 3 for in-class consultation**

| **Unit 14: Student Self Reflections** |  |
| --- | --- |
| **Topics** | |
| * Formal In-Class Self-Reflections: Knowledge, Skills and Abilities * Final consultations with instructor | |

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

* Video postings online (see asynchronous instructions)

| **Unit 15: Final Assignment Presentations; Class Evaluation** |  |
| --- | --- |
| **Topics** | |
| * Final Assignment Discussions * Class Evaluation | |

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

### Assignment 3 Papers Due

| **STUDY DAYS / NO CLASSES** |  |
| --- | --- |
|  |  |

| **FINAL EXAMINATIONS** |  |
| --- | --- |
|  |  |

**University Policies and Guidelines**

# Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([bjyounge@usc.edu](mailto:bjyounge@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.

# 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.

# 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:mability@usc.edu).

# 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](http://emergency.usc.edu/)

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

|  |  |  |  |
| --- | --- | --- | --- |
| **University Park Campus** | | **Academic Centers** | |
| **City Center** | Front of Building  (12th & Olive) | **Orange County** | Faculty Parking Lot |
| **MRF** | Lot B | **San Diego** | Building Parking Lot |
| **SWC** | Lot B | **Skirball** | Front of Building |
| **VKC** | McCarthy Quad |  |  |
| **WPH** | McCarthy Quad |  |  |

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

# 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.”

# 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.

# 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.

# Code of Ethics of the National Association of Social Workers (Optional)

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

## Preamble

The primary mission of the social work profession is to enhance human well­being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well­being in a social context and the well­being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

Service

Social justice

Dignity and worth of the person

Importance of human relationships

Integrity

Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

# 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 sequence, xxx or concentration, xxx. 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:mjune.wiley@usc.edu) for further guidance

# Tips for Maximizing Your Learning Experience in this Course (Optional)

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

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