

Department of Children, Youth, and Families
Social Work 698A
Section #60887

Integrative Learning for Advanced Social Work Practice
1 Unit

“Success is not final, failure is not fatal: it is the courage to continue that counts.” - Winston Churchill

Term Year

[optional photo]	Instructor: Tina Paddock, LCSW		
	E-Mail: cpaddock@usc.edu	Course Day:	Every Other Thursday (starting 8/31/17)
	Telephone: 213-743-4394	Course Time:	1:00 to 2:50pm
	Office: 818-257-0044	Course Location:	MRF 320
	Office Hours: Thursday noon to 1pm SWC 201C		

I. COURSE PREREQUISITES

This is a master's level Integrative Learning for Advanced Social Work Practice course. Students take this class concurrently with 699a. To participate in this course, students must successfully complete SOWK 589a, 589b, and 588.

II. CATALOGUE DESCRIPTION

Advanced integrative learning that incorporates field experiences, evidenced-based interventions, case vignettes and dialogical inquiry through a Problem Based Learning framework. Graded CR/NC/INC.

III. COURSE DESCRIPTION

AHA students will intentionally apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies serving adults. COBI students will intentionally apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in organizations, business and community settings. CYF students will intentionally and thoughtfully apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies serving children, youth and families.

The Integrative Learning course is organized as a small group educational experience that incorporates field knowledge and case vignettes with Problem Based Learning (PBL) through the Four C's of Field Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. Students will engage in critical thinking, focused dialogue, exploration of theory, and examination of practice and policy analysis utilizing department specific field experiences. This course will focus on enhancing the understanding of evidence-based interventions within the micro, mezzo and macro level of practice. This course provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage students' creativity. Students will also have the opportunity to engage in activities that enhance professional communication.

Students are expected to keep their instructor informed of their field experiences. This will allow for further socialization into the field and an opportunity for students to receive faculty and peer support for issues and challenges. Assignments will be activity-driven. This course ties classroom curriculum and field experience with PBL to ensure synergy amongst the students for a rich application of the science of social work. At semester end, the Integrative Learning instructor is responsible for assigning students a grade of Credit, In Progress, or No Credit.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Thoughtfully integrate AHA, CYF & COBI classroom theories and specialized concepts with micro, mezzo, and macro social work practice in a variety of community settings that influence changes at the individual, family and group level; and bring about organizational and societal change
2	Enhance knowledge and application of evidence-based interventions (EBIs), and explore developing science of social work best practices used within AHA, CYF & COBI field education placements
3	Provide the student with an opportunity for discussion and critical analysis of the professional values that underlie social work practice and the ethical standards of professional social work as they are applied in the students' fieldwork experiences with clients, agency staff, and various other stakeholders. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients, agency staff and various other stakeholders.
4	Continue to support students in field placement experiences by exploring the role and responsibilities of a professional social worker, the values and mission of the profession, alongside the vision and mission of the agency for a more sustainable community
5	Increase proficiency in the required Council on Social Work Education's (CSWE) nine Core Competencies as indicated in the Comprehensive Skills Evaluation related to AHA, CYF and COBI specialized behaviors.
6	Develop and expand effective communication skills demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the AHA, CYF and COBI specialized field placement setting.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in Diversity and Difference in Practice
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
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities*
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers are knowledgeable about the evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients. Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve family and agency goals. Social workers understand the importance of inter-professional teamwork and communication in interventions, and employ strategies of interdisciplinary, inter-professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families.</p>	<p>1. Provide the student with an opportunity for discussion and critical analysis of the professional values that underlie social work practice and the ethical standards of professional social work as they are applied in the students' field work experiences with clients, agency staff, and various other stakeholders. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients, agency staff and various other stakeholders.</p>	<p>8a. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<p>Skills</p>	<p>Units 3: Evidence-Based Interventions and Best Practices Part 1</p> <p>Unit 5: Evidence-Based Interventions and Best Practices Part 2</p> <p>Assignment 2: Small Group Exercise-Vignette</p>
		<p>8b. Critically select and apply interventions for their practice with children, youth, and families, based on thoughtful assessment of needs and the quality of available evidence.</p>	<p>Knowledge, Skills, & Exercise of Judgement</p>	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Participation in 4 different class forums/postings (VAC wall posting or On the Ground Blackboard posting/In class) – Students must complete at least 2 forum posts by Unit 5 (Week 9) and all 4 different forum posts by Week 13.	Ongoing	20% (50% due by Week 9)
Assignment 2 Small Group Exercise-Vignette	Unit 3 (9/28/17)	35%
Assignment 3: Evidence Based Interventions-Enhanced Skills	Unit 5 (10/26/17)	35%
Assignment 4: Class Consultation and Discussion	Ongoing	10%

Each of the major assignments is described below.

Assignment 1: Participation in Class Forums

Assignment 1 is ongoing participation of students within the class and/or outside class forums created by the instructor. The instructor will post a vignette/current event/social media issue, video or event/links. The students must participate by providing at least 4 different forum posts/feedback per semester. Additionally each forum post, must be at least 3-5 sentences. Students must complete at least 2 different forum posts by Week 9 and a total of 4 different forum posts by Week 13.

Due: Minimum of 2 forum post by Unit 5 (Week 9) and complete all 4 different forum posts by the beginning of Unit 7 (Week 13)

Assignment 2: Small Group Exercise-Vignette

The Small Group Exercise-Vignette requires students in class to engage in small groups to conceptualize a case vignette while integrating evidence based practices and the science of social work. Students will be presented with real-world client/organizational vignette. This case vignette will require students to assess and frame the problem, integrate theory and practice in the presented situation, and address presented problems by choosing the best practice intervention(s) and applying knowledge, values, and skills related to the core competencies. The student groups will present in class on the group process in which they engaged in to review the vignette as well as the intervention plan. In addition, a 2-page outline of the plan will be submitted in class.

Due: Unit 3 (Week 5)

This assignment relates to student learning outcome 8

Assignment 3: Evidence Based Interventions-Enhanced Skills

Assignment 3 requires students to describe the rationale, evidence and scope of an Evidence-Based Intervention (EBI), or Best Practices (micro, mezzo or macro level) that is currently being used or that will be used within the field site. If there is not currently an EBI being utilized by social service practitioners at the site, identify an EBI that would be appropriate based on the student placement setting. Students will complete a 2-4 page outline describing the population and the EBI/strategies with a minimum of 2-3 references. Additionally, students will identify research to support the use of the intervention/strategies in current practice setting. Students will describe how the EBI/strategies is applied and the potential outcome while also examining the strengths and challenges of implementation.

Due: Beginning of Unit 5 (Week 9)

This assignment relates to student learning outcome 8

Assignment 4: Class Consultation and Discussion (10% of Course Grade)

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed recommended and independent readings and assignments prior to class. When in class, students are encouraged to ask questions, share thoughts / feelings / experiences appropriately, and demonstrate understanding of the material.

Guidelines for Evaluating Class Participation and In-Class Assignments

100%: 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.

90%: 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.

80%: 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.

70%: 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.

60%: 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.

50%: 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. 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.

Additional Expectations and Guidelines

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation.

Expectations:

1. Students are expected to complete all written and other assignments on time.
2. Students are encouraged to share readings gleaned from their field placement, as well as from other class assignments.
3. Students are expected to respect the confidentiality of clients: Use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the class.
4. Active participation is required of all students and will be considered in your final evaluation.
5. Problem solving, identification of issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the course experience will be conducted. Students will be asked to complete a written evaluation at the end of the semester.

Guidelines:

Much of the course content will center on critical issues that may be controversial. The following guidelines have been adopted. It is hoped that these guidelines will create an environment in which we can learn from one another and enrich our experience in the field course.

1. Every person participating in the program is of equal worth and value.
2. All opinions are valued and needed, even those with which you do not agree!
3. Please speak in "I" terms: "I think," "I believe," "It's been my experience that," etc.
4. Listen. We will be speaking from our experiences; it is important to understand and appreciate that we will be talking about what is true for us. We agree to listen to one another with respect. We also understand that points may arise on which we do not agree
5. We want you to take home whatever you learn here. However, personal and client information shared in class is confidential.
6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, please work at increasing your contribution. We're here to learn from each other. On the other hand, avoid monopolizing discussion by talking too much, too long, or too loudly.
7. This course's content is shared by each member's contributions to the class discussion.
8. This is a setting where social work values need to be implemented including respect and tolerance of differences.

Grading

Class is graded Credit/No Credit (CR/NC): Students must earn at least 83 out of a possible 100 percent in the course in order to receive a CR.

Course grades will be based on the following:

Assignment Grades		Final Grade	
83 – 100	Credit	83% – 100%	Credit
<70 – 82	No Credit	<70% – 82%	No Credit

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Soydan, Haluk; Palinkas, Lawrence A. (2014). Evidence-based Practice in Social Work: Development of a New Professional Culture. Retrieved from <http://www.ebilib.com>

Additional Readings

Bader, C. (2014). Is the MSW the new MBA? Retrieved from:
<http://www.fastcoexist.com/3035124/is-the-msw-the-new-mba>

Gelman, C.R. (2009). MSW Students' Experience with Termination: Implications and Suggestions for Classroom and Field Instruction. *Journal of Teaching in Social Work*, 29(2), 169-187.

Siebold, C. (2007). Everytime we say goodbye: Forced termination revisited, a commentary. *Clinical Social Work Journal*, 35(2), 91-95. doi:10.1007/s10615-007-0079-3

Sweitzer, H.F. & King, M (2009). Chapter 4: Understanding Yourself. *The Successful Internship* (3rd ed., pp. 78-88). Belmont, California: Brooks/Cole.

University of Southern California School of Social Work Field Calendar. Retrieved from:
<http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>, pp. 1-4

University of Southern California School of Social Work Field Manual. Retrieved on 1-27-2012 from:
<http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>, pp. 15-25

Note: Additional required and recommended readings may be assigned by specific department (AHA, CYF, or COBI) and/or instructor throughout the course.

Recommended Guidebook for APA Style Formatting

American Psychological Association 6th ed., (2010). *Publication Manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES). The textbooks have also been placed on reserve at Leavey Library. The online teaching and learning environment provided by the University's Blackboard Academic Suite will support and facilitate student-to-student communication and interaction outside of class as well as access to instructor support. The URL for Blackboard is <https://blackboard.usc.edu>. Department specific readings can be found on supplemental syllabus.

Course Schedule—Detailed Description

Session 1: Advance Field Experience Overview

8/31/17

Topics – Unit 1

- Introductions/Ice breakers
- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Discuss expectations for Advance Year Field Education
- Course expectations and discussion regarding assignments

This Unit relates to course objectives 6

Required Readings

Sweitzer, H.F. & King, M (2009). Chapter 4: Understanding Yourself. The Successful Internship (3rd ed., pp. 78-88). Belmont, California: Brooks/Cole.

University of Southern California School of Social Work Field Calendar. Retrieved from:
<http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>,
pp. 1-4

University of Southern California School of Social Work Field Manual. Retrieved on 1-27-2012
from: <http://sowkweb.usc.edu/master-of-social-work/MSW-degree/field-education/forms>,
pp. 15-25

*Additional Department (AHA; CFY; COBI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 2: Evidence- Based Intervention (EBI) Review

9/14/17

Topics – Unit 2

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Refresher of Evidence-Based practices
- Assign Assignment 2: Small Group Exercise-Vignette

This Unit relates to course objectives 1-3, 5-6

Required Reading

Soydan, Haluk; Palinkas, Lawrence A. (2014). Evidence-based Practice in Social Work: Development of a New Professional Culture. (pp. 11-34). Retrieved from
<http://www.eblib.com>

*Additional Department (AHA; CFY; COBI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 3: Evidence-Based Interventions and Best Practices Part 1

9/28/17

Topics – Unit 3

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Assignment 2 Due: Small Group Exercise-Vignette
- Continue to Discuss Evidence-Based Interventions and Best Practices used within the field (as needed)

This Unit relates to course objectives 1, 2, 5, 6

Required Reading

Soydan, Haluk; Palinkas, Lawrence A. (2014). Evidence-based Practice in Social Work: Development of a New Professional Culture. (pp. 52-65). Retrieved from <http://www.ebib.com>

Recommended Reading

Soydan, Haluk; Palinkas, Lawrence A. (2014). Evidence-based Practice in Social Work: Development of a New Professional Culture. (pp. 35-65). Retrieved from <http://www.ebib.com>

*Additional Department (AHA; CFY; COBI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 4: Evidence-Based Interventions and Best Practices Part 2

10/12/17

Topics – Unit 4

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Discuss Evidence-Based Interventions and the science of social work practice appropriate for social work setting
- Optional: Department Specific Professional Development topic, EBI Training, and/or Guest Speakers

This Unit relates to course objectives 1-3, 5-6

Required Reading

Soydan, Haluk; Palinkas, Lawrence A. (2014). Evidence-based Practice in Social Work: Development of a New Professional Culture. (pp. 66-80). Retrieved from <http://www.ebib.com>

*Additional Department (AHA; CFY; COBI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 5: Non-Traditional Social Work Practice

10/26/17

Topics – Unit 5

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Evidenced-based practice/best practice used in non-traditional social work
- Due: Assignment 3
- Optional: Department Specific Professional Development topic, EBI Training, and/or Guest Speakers

This Unit relates to course objectives 2, 5, 6

Required Readings

Bader, C. (2014). Is the MSW the new MBA? Retrieved from:
<http://www.fastcoexist.com/3035124/is-the-msw-the-new-mba>

*Additional Department (AHA; CFY; COBI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 6: Evidence-Based Interventions

11/9/17

Topics – Unit 6

- Professional consultation, development, & mindful reflection
- Discussion of Evidenced-Base Practice / Best Practice and/or an introduction of a new Evidence-Based Intervention
- Optional: Department Specific Professional Development topic, EBI Training, and/or Guest Speakers

This Unit relates to course objectives 1, 2, 6

Required Reading

Soydan, Haluk; Palinkas, Lawrence A. (2014). Evidence-based Practice in Social Work: Development of a New Professional Culture. (pp. 132-144). Retrieved from
<http://www.ebib.com>

*Additional Department (AHA; CFY; COBI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 7: Best Practices Related to Termination

11/30/17

Topics – Unit 7

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Due: All of Assignment 1 (Forum Postings)
- Best Practices related to termination
- Preparation for next semester

This Unit relates to course objectives 1-3, 5-6

Required Readings

Siebold, C. (2007). Everytime we say goodbye: Forced termination revisited, a commentary. *Clinical Social Work Journal*, 35(2), 91-95. doi:10.1007/s10615-007-0079-3

Gelman, C.R. (2009). MSW Students' Experience with Termination: Implications and Suggestions for Classroom and Field Instruction. *Journal of Teaching in Social Work*, 29(2), 169-187.

*Additional Department (AHA; CFY; COBI) specific required and/or recommended readings if available will be listed in the supplemental course guide

STUDY DAYS / NO CLASSES OR INTERNSHIP

12/2-12/13

FINAL EXAMINATIONS (NO INTERNSHIP) Termination/End of Semester

TBA

Summative Experience for 699a (Virtual)

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (cpaddock@usc.edu) of any anticipated absence or reason for tardiness.

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

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

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>

XI. SUPPORT SYSTEMS

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime. Provides overall safety to USC community. <http://dps.usc.edu>

XII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official "Incomplete Completion Form."

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

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

Preamble

The primary mission of the social work profession is to enhance human 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 cannot discuss it with the instructor, contact the chair of the [Department of Children, Youth and Families]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

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

Don't procrastinate or postpone working on assignments.
