Social Work 692
Loss, Grief, and Bereavement
3 Units

When we come close to those things that break us down, we touch those things that also break us open. — Wayne Muller

I. COURSE PREREQUISITES

SOWK 506 and SOWK 544

II. CATALOGUE DESCRIPTION

Focus on the experiences of loss, death and bereavement as it is viewed by individuals, families and loved ones.

III. COURSE DESCRIPTION

Issues pertaining to loss and grief are core in nearly every clinical situation that social workers address. Loss occurs throughout the life cycle. Loss and grief issues include, but are not limited to, dying and bereavement. Issues such as divorce, loss of a job, effects of a disaster, declines in functional health, acute illnesses, chronic & life threatening diseases are all examples of losses other than death. This course will focus on the experiences of loss, grief and bereavement as it is viewed by individuals, families and loved ones. How we cope with grief shapes our lives, challenges our responses to change and can determine how we form, maintain, and let go of relationships. This course will examine theories on grief
and loss across the lifespan. In addition, we will consider how social factors i.e., culture, ethnicity/race, gender, class and sexual orientation may impact the grieving process. Further, the role of spirituality and coping will be explored and discussed to increase the clinician’s ability to work with this content in therapy. We will look at ethical debates in right-to-die issues as well as social issues about quality of life.

In our clinical work with clients, we confront aspects of loss on a daily basis. This course will address the role of the therapist and effective use of self with clients and their families in diverse settings and different modalities.

IV. COURSE OBJECTIVES

The Loss, Grief, and Bereavement course (SOWK 692) will:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teach stage-based and other theoretical models and concepts related to grief, loss, and bereavement responses and provide opportunities to apply theoretical knowledge to clinical practice.</td>
</tr>
<tr>
<td>2</td>
<td>Facilitate understanding of the variety and complexity of grief reactions to losses people experience across the life course and evidence-informed interventions to promote coping, adaptation and adjustment.</td>
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<td>3</td>
<td>Explain ways in which culture, race, and spirituality impact both grief, loss, and bereavement responses and decision-making for end of life care.</td>
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<td>4</td>
<td>Help students become knowledgeable in recognizing conflicts in values among stakeholders that create ethical dilemmas in end of life care and help them learn to recognize how to manage their own personal values to allow professional values to guide practice.</td>
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V. COURSE FORMAT / INSTRUCTIONAL METHODS

The class format will consist of didactic instruction as well as large and small group discussions. Case vignettes, videos, guest speakers, experiential exercises, site visits, and other learning aids will complement the course instruction as deemed instructionally appropriate. The instructor may include additional readings to enhance the course topics.

VI. STUDENT LEARNING OUTCOMES

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

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SOWK 638</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrate Ethical &amp; Professional Behavior</td>
<td></td>
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<tr>
<td>2 Engage Diversity &amp; Difference in Practice</td>
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<tr>
<td>3 Advance Human Rights and Social, Economic, and Environmental Justice</td>
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<tr>
<td>4 Engage In Practice-informed Research and Research-informed Practice</td>
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<tr>
<td></td>
<td>Competency 2 – Engage Diversity and Difference in Practice</td>
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<td></td>
<td>Using research, social workers understand how diversity and difference characterize and shape the human experience and are</td>
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<tr>
<td></td>
<td>2a. Recognize and communicate understanding of how diversity and difference characterize and shape the human experience and identity</td>
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<td></td>
<td>Method of Assessment</td>
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<td></td>
<td>All Assignments</td>
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<tr>
<td>2b. Evaluate the strengths and weaknesses of multiple theoretical perspectives through an intersectionality framework</td>
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</table>
**Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers in health, behavioral health and integrated care settings value and understand the primacy of relationships in the engagement process. Social workers practicing with adults and older adults understand that engagement involves the dynamic, interactive, and reciprocal processes. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge along with knowledge of practice theories (models, strategies, techniques, and approaches) to facilitate engagement with individuals, families and groups. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

6a. Recognize the primacy of the relationship when engaging with others in integrated care settings.

6b. Use empathy and other interpersonal skills to engage and intervene with others using brief evidence based interventions in multi-disciplinary settings.

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**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Assignment 1: Brief Film Analysis/Reaction Paper</td>
<td>Unit 4 – September 19</td>
<td>25%</td>
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<tr>
<td>Assignment 2: Midterm</td>
<td>Unit 8 – October 17</td>
<td>35%</td>
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<tr>
<td>Assignment 3: Part 1- Special Topic Paper</td>
<td>Unit 15 – December 6</td>
<td>15%</td>
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<tr>
<td>Assignment 3: Part 2- Special Topic Presentation</td>
<td>Units 13-14-15</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation (Including CLOSING ACTIVITY)</td>
<td>Ongoing</td>
<td>10%</td>
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</table>

Detailed hand-outs describing the assignments and expectations will be posted on Blackboard or distributed in class, with ample time to complete the assignments.

Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances, and is left to the discretion of the course instructor. If the assignment is late without permission, the grade will be affected accordingly.

A final grade of “Incomplete” can only be given under extreme circumstances.

Assignments must adhere to the citation and referencing standards put forth in the Publication Manual of the American Psychological Association (6th ed.). Each of the major assignments is described below.

**Assignment 1: Film Analysis**

Students will complete 1 film analysis paper for the following film: **Tuesdays with Morrie**
The analysis paper will:

(1) provide a description of the specific grief, loss, or bereavement issue facing 1 main character from the film: what definition of grief best characterizes the character’s grief reactions/responses (define, cite, describe and apply all concepts/definitions); describe the normal grief reactions
(2) identify and apply concepts and a theoretical framework from the course for understanding the main character’s grief, loss, or bereavement issues/responses, (define, cite, describe and apply all concepts & all key terms/stages from the theoretical framework), and
(3) briefly suggest implications for social work practice/interventions to promote adaptive coping and adjustment to the loss (here, imagine you are assigned to be the main character’s social worker; how would you intervene, what types of interventions are appropriate; discuss coordination of resources/services, etc).

Additionally, it is requested that in the analysis you define, cite, and describe examples of concepts/theory/models relevant to the main character as illustrated in the film.

Paper Requirements:
Each paper will be 3-4 pages in length (maximum), draw on content from the course and will follow APA format/referencing. Use a minimum of 3 references. in APA format, double spaced, 1” margins.

Due: (Unit 4) September 19

This assignment relates to course objectives 1-4.

Assignment 2: Midterm Assignment PERSONAL AWARENESS PAPER

The purpose of this midterm assignment is to allow you to integrate the concepts and theories on grief and loss explored up to the due date. This is intended to give you the opportunity to gain a broader understanding of your own thoughts and feelings toward grief, loss, death, and dying; the appreciation of their origins, and the application of material from the professional literature and insights gained from course that have broadened your understanding. Your personal attitudes significantly influence your approach to grief, loss, death and dying on both a personal and professional level. One’s earliest experiences with loss and death result in beliefs, feelings and attitudes that are carried throughout life. To prevent being controlled by our unconscious and conscious reactions to past experiences, and to better understand the significance of the loss, it is important to recognize and explicitly state how these experiences influence us.

Please discuss the following in your paper:
1) Discuss an experience you have had with death or grief and loss? How old were you when it occurred? Where were you when you learned of the loss? Who did it involve? Describe what happened. The paper should include identifying information of the individual and their relationship to you. What were the physical, emotional and cognitive reactions you were aware of in yourself following the loss?
2) How did the people around you respond to the loss? How did they respond to your reactions?
3) Discuss how death and loss were addressed within your family, e.g. ignored, openly discussed, etc. Relate how these experiences might be related to your ethnicity/race/religion/philosophical perspective.
4) Discuss the first funeral or grief ritual you attended, or if there was a funeral or grief ritual attached to the above loss, identify how you were prepared for it, your memories and feelings about the experience and its impact on you. If you were discouraged from attending grief rituals, discuss your understanding of the rational for this. Discuss any rituals that may relate to loss and
that may be pertinent to your family as they relate to ethnicity/culture/race/religion. Incorporate relevant information from course readings/discussions about death anxiety, disenfranchised grief, anticipatory grief.

5) Identify how your beliefs and experiences may affect you in interacting and working with the bereaved. Also, include potential transference and countertransference reactions (define and cite both transference and countertransference). Incorporate relevant course content about the grief process and the various theorists that relates to this self-examination.

6) Given your experience with loss, identify factors that assist your coping capacities with loss/grief. Comment on relevant course content.

Incorporate these reflections into a paper which demonstrates a thoughtful, well-organized analysis of your experiences toward loss and your socio-cultural, ethnic, and religious/philosophical attitudes toward death and loss/grief. Include and cite appropriate course readings (minimum of 7) that address these issues. Be sure your citations include references to ethnicity, culture, death and loss, and religiosity/spirituality.

Length: Approximately 6-8 typed, not including a reference page in APA format, double spaced, 1” margins.

Due: (Unit 8) October 17

This assignment relates to course objectives 1-4.

Assignment 3: Part 1- Special Topic Assignment

Students may form small groups of up to 3 students or write their papers individually. Each student/group will write a 7-8 page (does not include cover page or References pages) paper on a Special Topic related to a Grief, Loss, or Bereavement issue of his/her choice, use Time New Roman 12 pt, double spaced. You may select from the Grief, Loss, or Bereavement Issue from the topics covered throughout the course (topics not listed in course materials require instructor approval). Students are encouraged to identify topics by searching databases with empirical and scholarly articles from social work. The paper will include EACH of the following:

(1) Provide an introduction and conclusion paragraph

(2) identify and define the specific grief, loss, or bereavement issue effecting a population
   a. describe the population effected by the issue (i.e., veterans, older adults, caregivers, children, adolescents, young adults, etc.); include prevalence on the population
   b. identify and define the specific grief, loss, or bereavement issue effecting the population
      i. include: the type(s) of grief that best characterize the populations grief, loss, or bereavement issue (include and available information on prevalence/incidence of the issue for the population), and
      ii. the normal grief reactions associated with the grief, loss, or bereavement issue

(3) identify a theoretical perspective from the course that provides the best fit as a framework for the issue (define, cite, and apply each of the stages or tasks of the theory; or provide a comprehensive review of the literature and application of how either meaning-making or continuing bonds theory applies to the issue for the population/issue. Do not use systems, ecological, biopsychosocial, person-in-environment or lifecourse theories from HBSE foundation course)

(4) discuss implications for social work practice giving a specific intervention(s).
   a. What specific interventions and evidence-based intervention(s) is/are appropriate to address the issue with this population

Due: (Unit 15) December 6
Assignment 3: Part 2- Special Topic Presentation

Students may form small groups of up to 3 students or present individually. Each student/group will give a brief presentation (10-12 minutes) of their Special Topic Assignment related to a Grief, Loss, or Bereavement issue of his/her choice, the presentation will cover the three key areas of the assignment: (1) identify and define the specific grief, loss, or bereavement issue, (2) identify a theoretical perspective from the course that provides the best fit as a framework for the issue, and (3) suggest implications for social work practice giving a specific intervention. You may use role playing, video clips to illustrate an issue, YouTube videos, PowerPoint, handouts, be creative! Students will provide a handout to the class listing key points and references.

Due: (Units 13-14-15)

Class Participation (10% of Course Grade)

It is expected that each student will maintain confidentiality with classroom sharing.

Class attendance and participation are critical to student's learning and to the success of this course. Accordingly, students are expected to attend, be prepared, and make constructive contributions to the course.

Students’ participation contributions will be assessed by their quality and relevance to course content and themes. It is the responsibility of each student to obtain class notes, handouts, or other materials distributed in class if you are unable to attend.

Grading

Class grades will be based on the following:

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

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment.
A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

A grade of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks


Recommended Textbooks


Course Reader. None for this class. Required Readings will be available through ARES.

Recommended Guidebook for APA Style Formatting


Recommended Websites


Note: Additional required and recommended readings may be assigned by the instructor throughout the course.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Aug 29</strong>&lt;br&gt;Introduction to Grief, Loss, &amp; Bereavement in Western Society; Contextual Thinking&lt;br&gt;▶ Introduction to grief theories &amp; biopsychosocial approaches&lt;br&gt;▶ Trajectory of illness&lt;br&gt;▶ Assign Film Analysis 1: Tuesdays with Morrie</td>
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<td>2</td>
<td><strong>Sept 5</strong>&lt;br&gt;Introduction to Death and Dying&lt;br&gt;▶ Theoretical aspects&lt;br&gt;▶ End-of-life care&lt;br&gt;▶ Ethical issues</td>
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<td>3</td>
<td><strong>Sept 12</strong>&lt;br&gt;Role of the Social Worker&lt;br&gt;▶ Interventions&lt;br&gt;▶ Leadership&lt;br&gt;▶ Self care&lt;br&gt;▶ Professional standards and ethics</td>
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<td>4</td>
<td><strong>Sept 19</strong>&lt;br&gt;Diversity: Grief &amp; Bereavement&lt;br&gt;▶ Culture: rituals &amp; attitudes about death&lt;br&gt;▶ Vulnerable &amp; marginalized populations</td>
<td>Assignment # 1 Film Analysis Due</td>
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<td>5</td>
<td><strong>Sept 26</strong>&lt;br&gt;Spirituality: Grief &amp; Bereavement&lt;br&gt;▶ Role of spirituality in end-of-life decision-making&lt;br&gt;▶ Spirituality &amp; role of social worker</td>
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<td>6</td>
<td><strong>Oct 3</strong>&lt;br&gt;Infancy thru Elementary School Age Children&lt;br&gt;▶ Developmental Stage &amp; understanding of death&lt;br&gt;▶ Grief responses to non-normative losses</td>
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<td>7</td>
<td><strong>Oct 10</strong>&lt;br&gt;Adolescents&lt;br&gt;▶ Developmental Stage &amp; understanding of death&lt;br&gt;▶ Grief responses to non-normative losses</td>
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<td>8</td>
<td><strong>Oct 17</strong>&lt;br&gt;Young Adults&lt;br&gt;▶ Developmental stage &amp; impact of a death&lt;br&gt;▶ Grief responses to non-normative losses</td>
<td>Personal Awareness Midterm Paper Due</td>
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<tr>
<td>9</td>
<td><strong>Oct 24</strong>&lt;br&gt;Middle Adulthood&lt;br&gt;▶ Developmental stage &amp; impact of a death&lt;br&gt;▶ Grief responses to non-normative losses</td>
<td>NO CLASS DUE TO HOLIDAY</td>
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<tr>
<td>10</td>
<td><strong>Oct 31</strong>&lt;br&gt;Older Adults&lt;br&gt;▶ Developmental stage &amp; impact of death&lt;br&gt;▶ Grief responses to non-normative losses</td>
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<tr>
<td>Unit</td>
<td>Topics</td>
<td>Assignments</td>
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<tr>
<td>11</td>
<td>Interventions-Individuals</td>
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<tr>
<td>Nov 7</td>
<td>▶ Object Relations</td>
<td></td>
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<td></td>
<td>▶ Clinical practice</td>
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<td></td>
<td>▶ Ethnographies</td>
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<tr>
<td>12</td>
<td>Interventions-Families</td>
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<tr>
<td>Nov 14</td>
<td>▶ Family-centered interventions</td>
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<td></td>
<td>▶ Clinical Practice</td>
<td></td>
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<tr>
<td>13</td>
<td>Interventions-Groups</td>
<td>Special Topic Presentation</td>
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<tr>
<td>November 21</td>
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<td>SPECIAL TOPIC PAPERS DUE</td>
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<td></td>
<td>▶ Support groups</td>
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<td></td>
<td>▶ Clinical practice</td>
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<tr>
<td>14</td>
<td>Special Topic Presentations</td>
<td>Special Topic Presentation</td>
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<tr>
<td>November 28</td>
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<td>CLOSING ACTIVITY DUE</td>
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<td></td>
<td>▶ Student presentations</td>
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<tr>
<td>15</td>
<td>Special Topic Presentations &amp; Course Wrap up</td>
<td>Special Topic Presentation</td>
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<tr>
<td>December 6</td>
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<td></td>
<td>▶ Student Presentations</td>
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</tbody>
</table>

STUDY DAYS / NO CLASSES

FINAL EXAMINATIONS
# Course Schedule—Detailed Description

## Unit 1: Introduction to Grief, Loss, & Bereavement in Western Society; Contextual Thinking

### Topics
- Introduction to grief theories & biopsychosocial approaches
- Assign Film Analysis 1: Tuesdays with Morrie

This Unit relates to course objective 1.

### Required Readings


### Recommended Readings


## Unit 2: Introduction to Death and Dying

### Topics
- Theoretical frameworks
- End-of-life care
- Ethical issues

This Unit relates to course objectives 1 and 4.

### Required Readings


### Recommended Readings


Unit 3: Role of the Social Worker

Topics
- Assessment/Interventions
- Professional standards and ethics
- Leadership
- Self care

This Unit relates to course objectives 1-4.

Required Readings


Recommended Readings


**Unit 4: Diversity: Loss, Grief & Bereavement**

**Topics**
- Culture: rituals & attitudes about death
- Vulnerable & marginalized populations

This Unit relates to course objectives 1-4.

**Required Readings**


**Recommended Readings**


Unit 5: Spirituality: Loss, Grief & Bereavement

Topics
- Role of spirituality in end-of-life decision-making
- Spirituality & role of social worker

This Unit relates to course objectives 1-4.

Required Readings


Recommended Readings


Unit 6: Grief, Loss & Bereavement: Infants thru School Age Children

Topics
- Developmental stage & understanding of death
- Grief responses to non-normative losses

This Unit relates to course objectives 1-4.

Required Readings


**Recommended Readings**


**Unit 7: Grief, & Loss: Adolescents**

**Topics**

- Developmental stage & understanding of death
- Grief responses to non-normative losses

This Unit relates to course objectives 1-4.

**Required Readings**


**Recommended Readings**

### Unit 8: Grief & Loss: Young Adults

#### Topics
- Developmental stage & impact of a death
- Grief responses to non-normative losses

This Unit relates to course objectives 1-4.

#### Required Readings


#### Recommended Readings


### Unit 9: Grief & Loss: Middle Adulthood

#### Topics
- Developmental stage & impact of a death
- Grief responses to non-normative losses

This Unit relates to course objectives 1-4.

#### Required Readings


**Recommended Readings**


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**Unit 10: Grief & Loss: Older Adults**

**Topics**

- Developmental stage & impact of a death
- Grief responses to non-normative losses

This Unit relates to course objectives 1-4.

**Required Readings**


**Recommended Readings**


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**Unit 11: Interventions—Individuals**

**Topics**

- Object relations
- Clinical practice
- Ethnography

This Unit relates to course objectives 1-4.

**Required Readings**


Recommended Readings


Unit 12: Interventions—Families
Topics
- Social support
- Family-centered interventions
This Unit relates to course objectives 1-4.

Required Readings


Recommended Readings


**Unit 13: Interventions—Groups — Special Topic Presentations**

**Topics**
- Support groups
- Clinical practice

This Unit relates to course objectives 1-4.

**Required Readings**


**Recommended Readings**


**Unit 14: Special Topic Presentations**

**Topics**
- Special Topic Presentations

This Unit relates to course objectives 1, 2, and 4.

**Unit 15: Special Topic Presentations & Course Wrap-Up**

**Topics**
- Special Topic Presentations

This Unit relates to course objectives 1, 2, and 4.

**Required Readings**
STUDY DAYS / NO CLASSES

FINAL EXAMINATIONS

Due by Noon
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 of any unanticipated 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. 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.

XI. 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.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.
To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: http://emergency.usc.edu

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

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

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

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

**XIII. 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.”

**XIV. 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.

**XV. 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.

**XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

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

**Preamble**

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

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

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

**XVII. 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 your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at 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 for further guidance.

**XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE**

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

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