

Department of Children, Youth, and Families

**Social Work 698B
Section #60490D**

**Integrative Learning for Advanced Social Work Practice
1 Units**

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Spring Semester 2018

[optional photo]	Instructor: Tina Paddock, LCSW		
	E-Mail: cpaddock@usc.edu	Course Day:	Every Other Thursday Starting 1/18/18
	Telephone: 818-257-0044	Course Time:	1:00-2:50pm
	Office: 213-743-4394	Course Location:	SOS B52
	Office Hours: Thursdays noon-1pm		

I. COURSE PREREQUISITES

This is a master's level Integrative Learning for Advanced Social Work Practice course. Students take this class concurrently with 699b. To participate in this course, students must successfully complete SOWK 699a and 689a.

II. CATALOGUE DESCRIPTION

Advanced integrative learning builds on 698A by incorporating field experiences, case/best practices consultations, and dialogical inquiry on micro, mezzo, and macro practice levels. Graded CR/NC/INC

III. COURSE DESCRIPTION

CYF students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies serving children, youth and families.

SCI students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in organizations, business and community settings. AMHW students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies serving adults.

The Integrative Learning course is organized as a small group educational experience that incorporates field knowledge, case presentations and 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 have an opportunity to engage in critical thinking, discussion, and exploration of theory, practice, policy, and department specific field experiences. This course offers students the opportunity to develop professional presentation and communication skills which will enhance their ability to conceptualize a case and improve public speaking in various forums. This course provides a forum for learning and building best practice skills through collaboration, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage students' creativity.

Students are expected to keep their instructor informed of their field experiences to 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	Successfully integrate AMHW, CYF, & SCI 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	Develop professional presentation skills which will enhance proficiency of AMHW, CYF, & SCI case conceptualization skills and public speaking in various social work forums.
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' 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.
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	Continue to increase proficiency in the required Council on Social Work Education's (CSWE) nine Core Competencies as indicated in the Comprehensive Skills Evaluation associated with AMHW, CYF, & SCI specialized behaviors.
6	Continue to skillfully develop and expand effective communication skills demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the AMHW, CYF, and SCI field setting

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Four primary instructional methods will be used in the course: (1) critical discussion, interaction and transaction among the instructor and students; (2) interactive and experiential exercises; (3) problem-based learning and (4) student reflection. Open and honest participation in class discussion and activities is essential in the development of self-awareness, professional identity, and the appropriate use of self in practice.

Instructional methods consist of university-led consultation and lecture to support professional development and utilization of best practices in all social work settings. The process of instruction will include the use of:

- Group consultation
- Case presentations
- Role play
- Structured small group exercises

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 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers recognize that evaluation must be an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse children, youth, and families, and the groups, organizations and communities that play important parts in their lives. Social workers use their knowledge of qualitative and quantitative methods, and theories of human behavior in their evaluation of practice processes and outcomes of their work with children, youth, and families. Social workers engage in self-reflection to evaluate how their personal and professional experiences may have impacted their work. These formal and informal methods of evaluation advance the effectiveness of practice, policy, and service delivery to 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>9a. Develop an evaluation plan, analyze and evaluate the intervention, program processes and outcomes to determine the impact that the intervention or program had on children, families and services on their behalf. (Critical thinking)</p>	<p>Cognitive and Affective Processes</p>	<p>Units 2-5: Case Presentation Assignment in Class</p> <p>Assignment 1: Case Presentation</p>
		<p>9b. Use evaluation of their interventions in child, youth, and family settings to identify gaps in skills or in intervention methods in order to increase future practice effectiveness (Critical thinking)</p>	<p>Skills</p>	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Written Assignment & Class Participation	Due Date	Percentage
Assignment 1: Case Presentation	Units 2-5	40%
Assignment 2: Social Work Practice and Social Justice Advocacy	Units 7	30%
Assignment 3: Participation in 4 different class forums/video posting (VAC wall posting or On the Ground Blackboard posting or in class discussion) – Students must complete at least 2 forum posts by Unit 4 or 5 (based on odd or even class schedule) and all 4 different forum posts by Unit 7(last class)	Ongoing	20% (50% due by either Unit 4 or 5 –depending on your Odd or Even class schedule)
Assignment 4: Class Participation and Discussion	Ongoing	10%

Each of the major assignments is described below.

Assignment 1: Case Presentation

Assignment 1 is designed to enhance practice evaluation and professional presentation skills. By acquiring the skills to present a comprehensive case or agency challenge, students will be able to receive helpful consultation allowing them to engage in best practices on behalf of their client, organization or community. Students will utilize one of the designated case presentation templates and complete a 2-3-page case summary outline. Students can select either a clinical or macro based case. Time of presentation may vary due to class size. Demonstrations will begin within units 2, 3, 4, & 5. Grades will be based upon required content and presentation. Submission of case summary outline optional.

Due: Presented within Units 2, 3, 4, & 5

This assignment relates to student learning outcome 9

Assignment 2: Social Work Practice and Social Justice Advocacy

Assignment 2 is designed as a group project and will culminate in a presentation. The class is going to be divided into groups of 3 to 5 students. Each group will collaboratively choose a common (social justice) topic/issue to work through from a macro level perspective considering ideas for problem solving and advocacy. Students will be given time to work in class on this issue (within Unit 6). In Unit 7 students will present their proposed intervention to the class. Grades will be based upon required content and oral presentation. A submission of a PowerPoint is optional.

Due: Power Point and Presentation within Unit 7

This assignment relates to student learning outcome 9

Assignment 3 Participation outside class forums

Assignment 3 is ongoing participation of students within the class and/or outside class forums created by the instructor. The instructor will post and/or distribute in class a vignette/current event/social media issue or event/links. The students must participate in at least 4 different forums per semester inside and/or outside of class. Each forum post, must be at least 3-5 sentences. Students must complete at least 2 different forum posts by Unit 4 or 5 (based on odd or even class schedule) and a total of 4 different forum posts either inside and/or outside of class by Unit 7.

Due: Minimum of 2 forum post by Unit 4 or 5 (based on odd or even class schedule) and complete all 4 different forum posts by Unit 7

Assignment 4: Class participation and discussion

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 Textbook

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

Other Required Readings

Bronstein, L. R. (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297-306. doi:10.1093/sw/48.3.297

Counselman, E. (2013, May). In consultation, peer supervision groups that work. *Psychotherapy Networker*, 37 Retrieved from <http://search.proquest.com/docview/1374369742?accountid=14749>

Flores, M. P., De La Rue, L., Neville, H. A., Santiago, S., ben Rakemayahu, K., Garite, R., . . . Ginsburg, R. (2014). Developing social justice competencies: A consultation training approach. *The Counseling Psychologist*, 42(7), 998-1020.

Kemp, S. P., Palinkas, L. A., Wong, M., Wagner, K., Reyes Mason, L., Chi, I., Rechkemmer, A. (2015). *Strengthening the Social Response to the Human Impacts of Environmental Change* (Grand Challenges for Social Work Initiative Working Paper No. 5). Cleveland, OH: American Academy of Social Work and Social Welfare.

Kuechler, C., & Barretta-Herman, A. (1998). The consultation circle: A technique for facilitating peer consultation. *The Clinical Supervisor*, 17(1), 83-93. doi:10.1300/J001v17n01_06

Lam, D. O. B., (2009). Impact of Problem-Based Learning on Social Work Students: Growth and Limits, *British Journal of Social Work*, 39, 1499–1517. doi:10.1093/bjsw/bcn073

Savery, J. R. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem-based Learning*, 1(1), 3.

Storz, C. (2002). Oral Presentation Skills A Practical Guide. Retrieved from http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf

Recommended Textbook

Patti, R. (2014). Evidence based macro practice in social work, by Murali D. Nair and Eric G. Guerrero. *Human Service Organizations Management, Leadership & Governance*, 38(5), 502-503. doi:10.1080/23303131.2014.977211

Recommended Website

American Academy of Social Work – Grand Challenges <http://aaswsw.org/grand-challenges-initiative/>

Note: Additional required and recommended readings may be assigned by the 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>.

Course Schedule—Detailed Description

Session 1: Advance Field Experience Overview

Jan. 18

Topics – Unit 1

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Course expectations
- Introduction of Assignment 1: Case Presentation

This Unit relates to course objective 3

Required Readings

Lam, D. O. B., (2009). Impact of Problem-Based Learning on Social Work Students: Growth and Limits, *British Journal of Social Work*, 39, 1499–1517. doi:10.1093/bjsw/bcn073

Savery, J. R. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem-based Learning*, 1(1), 3.

*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 2: Case Presentation Assignment In Class

Feb. 1

Topics – Unit 2

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Assignment 1: Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers.
- Optional: Department Specific Professional Development topic, EBI Training, and/or Guest Speaker(s)

This Unit relates to course objectives 1-6

Required Reading

Storz, C. (2002). Oral Presentation Skills A Practical Guide. Retrieved from http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf

*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 3: Case Presentation Assignment In Class

Feb. 15

Topics – Unit 3

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Continue with Assignment 1: Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers.
- Optional: Department Specific Professional Development topic, EBI Training, and/or Guest Speaker(s)

This Unit relates to course objectives 1-6

Required Readings

Counselman, E. (2013, May). In consultation, peer supervision groups that work. *Psychotherapy Networker*, 37 Retrieved from <http://search.proquest.com/docview/1374369742?accountid=14749>

Kuechler, C., & Barretta-Herman, A. (1998). The consultation circle: A technique for facilitating peer consultation. *The Clinical Supervisor*, 17(1), 83-93. doi:10.1300/J001v17n01_06

*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 4: Case Presentation Assignment In Class

Mar. 1

Topics – Unit 4

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Continue with Assignment 1: Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers.
- Optional: Department Specific Professional Development topic, EBI Training, and/or Guest Speakers

This Unit relates to course objectives 1-6

Required Reading

Flores, M. P., De La Rue, L., Neville, H. A., Santiago, S., ben Rakemayahu, K., Garite, R., . . . Ginsburg, R. (2014). Developing social justice competencies: A consultation training approach. *The Counseling Psychologist*, 42(7), 998-1020.

*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 5: Case Presentation Assignment in Class

Mar. 22

Topics – Unit 5

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Continue with Assignment 1: Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers.
- Optional: Department Specific Professional Development topic, EBI Training, and/or Guest Speakers

This Unit relates to course objectives 1-6

Required Readings

Bronstein, L. R. (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297-306.
doi:10.1093/sw/48.3.297

*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 6: Engage in Social Work Practice and Social Justice Advocacy

Apr. 5

Topics – Unit 6

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Introduction of Assignment 2: Social Work Practice and Social Justice Advocacy Presentation

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

Required Reading

Soydan, Haluk; Palinkas, Lawrence A. (2014). Evidence-based Practice in Social Work: Development of a New Professional Culture. (pp. 113-131). Retrieved from <http://www.ebib.com>

*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings if available will be listed in the supplemental course guide

Session 7: Engage in Social Work Practice and Social Justice Advocacy Apr. 19 Presentations

Topics – Unit 7

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
Assignment 2 due: Student Presentations - Social Work Practice and Social Justice Advocacy Group Project.

This Unit relates to course objectives 1-6

Required Reading

Kemp, S. P., Palinkas, L. A., Wong, M., Wagner, K., Reyes Mason, L., Chi, I., Rechkemmer, A. (2015). *Strengthening the Social Response to the Human Impacts of Environmental Change* (Grand Challenges for Social Work Initiative Working Paper No. 5). Cleveland, OH: American Academy of Social Work and Social Welfare.

*Additional Department (AMHW; CYF; SCI) specific required and/or recommended readings if available will be listed in the supplemental course guide

STUDY DAYS / NO CLASSES OR INTERNSHIP

Apr. 28-May 1

FINAL EXAMINATIONS (NO INTERNSHIP)

May 2- May 9

FINAL EXAMINATIONS (Summative Experience on behalf of SOWK 699b)

**May 3
(1-2pm)**

Topics:

- Termination
- Course Reflection

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 Suzanne Dworak-Peck 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

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

Virtual Academic Center (VAC) Students can access counseling services through Perspectives – (800)456-6327 – 24/7 on call. www.perspectivesltd.com

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

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>

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.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 be the instructor and reported on the official “Incomplete Completion Form.”

XIII. POLICY ON LATE OR MAKE-UP WORK

Assignments 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 2017 NASW Delegate Assembly [https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English]

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 [xxx]. If you do not receive a satisfactory response or solution contact your advisor and/or Senior Associate Dean of Learning Excellence 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.
