

# USC Suzanne Dworak-Peck

School of Social Work

## Social Work 698B Section #XXX

### Integrative Learning for Advanced Social Work Practice 1 Unit

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

—Nelson Mandela

#### Term Year

[optional photo]	<b>Instructor:</b>	xxx	<b>Course Day:</b>	xxx
	<b>E-Mail:</b>	xxx	<b>Course Time:</b>	xxx
	<b>Telephone:</b>	xxx	<b>Course Location:</b>	xxx
	<b>Office:</b>	xxx		
	<b>Office Hours:</b>	xxx		

#### 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

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 Cs 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 that 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.

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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 among 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	Integrate classroom theories and concepts with micro, mezzo, and macro social work practice in a variety of community settings that influence changes at the individual, family, and group levels; and bring about organizational and societal change.
2	Develop professional presentation skills that will enhance case conceptualization skills and public speaking in various social work forums.
3	Provide students 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, and 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) Ten Core Competencies as indicated in the Comprehensive Skills Evaluation.
6	Continue to develop and expand effective communication skills demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the 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

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### 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:

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

\* Highlighted in this course

The following table 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.

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Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, groups, communities and organizations locally and globally. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery systems, as well as to inform their decision-making. Social workers use their knowledge of qualitative and quantitative methods to evaluate programs in community, organization, and business environments.</p>	<p><b>1.</b> 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><b>9a.</b> Apply critical thinking to design a systematic process of collecting useful, ethical, culturally sensitive, valid and reliable data about programs and outcomes that aid in case level and program level decision making.</p>	Cognitive and Affective Processes	<p><b>Units 2–5:</b> Case Presentation Assignment in Class</p> <p><b>Assignment 1:</b> Case Presentation</p>
		<p><b>9b.</b> Critically analyze, monitor, and evaluate evidence-based interventions to improve practice, policy, and service delivery systems (Skills)</p>	Skills	

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Course Assignments, Due Dates, and Grading

Written Assignment and Class Participation	Due Date	Percentage
<b>Assignment 1: Case Presentation</b>	Units 2–5 (Weeks 3–9)	40 points
<b>Assignment 2: Social Work Practice and Social Justice Advocacy</b>	Unit 7 (Week 13)	30 points
<b>Assignment 3: Participation in four different class forums/video Posting is done on the Forum Page in the assignment uploads section. Students must complete at least two forum posts by Unit 5 (Week 9) and all four different forum posts by Week 13.</b>	Ongoing	20 points (50% due by Week 9)
<b>Assignment 4: Class Participation and Discussion</b>	Ongoing	10 points

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 complete a two- to three-page case summary outline using the designated case presentation templates. Students can select either a clinical or macro-based case. Time of presentation may vary due to class size. **Demonstrations will begin within Units 2–5.** Grades will be based upon required content, presentation, and case summary outline.

**Due: Presented within Units 2–5 (Weeks 3, 5, 7, and 9)**

*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 will be divided into groups of three to five 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, Week 11). In Unit 7, students will present their proposed intervention to the class. Grades will be based upon required content, oral presentation, and submission of the PowerPoint presentation.

**Due: PowerPoint and Presentation within Unit 7 (Week 13)**

*This assignment relates to student learning outcome 9.*

### Assignment 3: Participation in Class Forum Postings

Assignment 3 is ongoing participation of students within outside class forums created by the instructor. The instructor will post a vignette/current event/social media issue or event/links on the Forum Page in the assignment uploads section. The students must participate by providing at least four different forum posts/feedback per semester. Additionally, each forum post must be at least three to five sentences. Students must complete at least two different forum posts by Week 9 and a total of four different forum posts by Week 13.

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**Due: Minimum of two forum posts by Unit 5 (Week 9) and complete all four different forum posts by the beginning of Unit 7 (Week 13). The posting is done on the Forum Page in the assignment uploads section in the VAC. Students must complete at least two forum posts by Unit 5 (Week 9) and all four different forum posts by Week 13.**

### **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.

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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 one another. 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.

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### Grading

Class is graded Credit/No Credit (CR/NC): Students must earn at least 83% out of a possible 100% 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

### VI. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

#### Required Textbook

Soydan, H., & Palinkas, L. A. (2014). *Evidence-based practice in social work: Development of a new professional culture*. New York, NY: Routledge.

eBook: *Evidence-based practice in social work: Development of a new professional culture*

by Soydan, Haluk, 1946- author; Palinkas, Lawrence A. author

Full text online at USC Libraries

***Evidence-based practice in social work: Development of a new professional culture***

Electronic access: [» Electronic Access](#) [CLICK on electronic access](#)

#### 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). 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., Reckemmer, 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



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consultation. *The Clinical Supervisor*, 17(1), 83-93. doi:10.1300/J001v17n01\_06

Lam, D. (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](http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf).

### Recommended Textbook

Nair, M. D. & Guerro, E. G. (2014). *Evidence based macro practice in macro practice in social work*. Wheaton, IL: Gregory. doi:10.1080/23303131.2014.977211

This book is available by putting the doi10.1080/23303131.2014.977211 into the search box at the USC Libraries website.

### 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. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author

### 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.

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## Course Schedule—Detailed Description

**Week 1: Advanced Field Experience Overview** **Date**  
(Elements of Problem-Based Learning)

### Topics—Unit 1

- Professional consultation, development, and mindful reflection allow 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.

**Week 2: No Class** **Date**

**Week 3: Case Presentation Assignment in Class and Discussion** **Date**

### Topics—Unit 2

- Professional consultation, development, and mindful reflection allow 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](http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf).

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**Week 4: No Class** **Date**

**Week 5: Case Presentation Assignment in Class and Discussion** **Date**

## Topics—Unit 3

- Professional consultation, development, and mindful reflection allow 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 Readings

Counselman, E. (2013). 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

**Week 6: No Class** **Date**

**Week 7: Case Presentation Assignment in Class and Discussion** **Date**

## Topics—Unit 4

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- 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.

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### Required Reading

Brawn, M., De La Rue, L., Brooks, J., Flores, M. P., Garite, R., Ginsburg, R., . . . Valgoi, M. (2014). Developing social justice competencies: A consultation training approach. *The Counseling Psychologist*, 42(7), 998–1020.

**Week 8: No Class** **Date**

**Week 9: Case Presentation Assignment in Class and Discussion** **Date**

### Topics—Unit 5

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- 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

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

**Week 10: No Class** **Date**

**Week 11: Engagement in Social Work Practice and Social Justice Advocacy** **Date**

### Topics—Unit 6

- Professional consultation, development, and mindful reflection allow 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, and 5.

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### Required Reading

Soydan, H., & Palinkas, L. A. (2014). *Evidence-based practice in social work: Development of a new professional culture* (pp. 113–131). ebook available via USC library.

**Week 12: No Class** **Date**

**Week 13: Engagement in Social Work Practice and Social Justice  
Advocacy Presentations** **Date**

### Topics—Unit 7

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Assignment 2: Student Presentations—Social Work Practice and Social Justice Advocacy Group Project
- Review termination
- Course reflection

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.

**Week 14: No Class** **Date**

**Week 15: No Class** **Date**

**STUDY DAYS / NO CLASSES OR INTERNSHIP** **Date**

**FINAL EXAMINATIONS (NO INTERNSHIP)** **Date**

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## University Policies and Guidelines

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### VII. 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 ([insert your email address](#)) 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.

### VIII. 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 Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. 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/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](http://sarc@usc.edu) describes reporting options and other resources.

### IX. SUPPORT SYSTEMS

- Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

- The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html)

provides certification for students with disabilities and helps arrange the relevant accommodations.

- USC Emergency Information <http://emergency.usc.edu/>

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will provide safety and other updates, including ways in which instruction will be continued by means of teleconferencing, and other technology.

- For student support with VAC technology contact 1-877-455-4679
- Writing support - Social workers need to be effective communicators. The USC Suzanne Dworak-Peck School of Social Work's Learning Support department provides valuable resources to help MSW students achieve excellence in writing, which will not only help them in their academic careers but also in their professional lives. Contact: <https://sowkweb.usc.edu/student-resources/current-students/learning-support>
- For personal mental health support contact Perspectives 800-456-6327

### **X. 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."

### **XI. POLICY ON LATE OR MAKEUP 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.

### **XII. 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.

### **XIII. 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



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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.

#### **XIV. 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 your student support advisor and if you need further guidance, Marleen Wong, PhD, LCSW - Senior Associate Dean and Clinical Professor. - Director of Field Education. She can be reached at [marleenw@usc.edu](mailto:marleenw@usc.edu) or 213-740-0840.

#### **XV. 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.

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

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