

SOCIAL WORK 625

EVALUATION IN MENTAL HEALTH SETTINGS

3 Units

Summer 2018

Instructor:	Joseph Hunter, PhD, LCSW	Course Day:	Tuesday
E-Mail:	jshunter@usc.edu	Course Time:	4PM, 5:45PM
Telephone:	518/892-6276 (text/call)	Course	
Office:	Virtual, Tuesdays: 5:15-5:45PM; 7-7:30PM	Location:	VAC

I. COURSE PREREQUISITES

SOWK 562

II. CATALOGUE DESCRIPTION

Range of research conducted in mental health; evaluation of selected research reports and their application to social work practice. Required for students in Mental Health Concentration.

III. COURSE DESCRIPTION

The current socio-political climate is increasingly focusing on assessing the costs, quality and effectiveness of mental health services. As a practicing social worker, you will be applying research findings in your clinical work and using research methods to monitor and evaluate clinical interventions and services to clients in mental health settings.

This course focuses upon application of the scientific research concepts introduced in the introductory research course (SOWK 562) to several areas of social work practice: The evaluation of clinical practice, critique of the research literature with a view to developing and updating evidence based practice guidelines, and an introduction to program evaluation.

The course will help students develop skills for applying research principles and techniques to systematically monitor their own practice and develop skills for critically evaluating published research, and be introduced to the concept of program evaluation and the way in which it fits into mental health practice.

Students will also gain some familiarity with the range of social work and social work related research in the field of mental health and gain an awareness and understanding of methodological and substantive issues in the conduct of mental health research with regard to oppressed and vulnerable populations.

Students should come to this class with a strong knowledge of basic concepts and methods of social work research and a firm understanding of the methodological issues that confront social work

researchers. This will provide the foundation knowledge that will now be applied in critically analyzing empirically based research and conducting program evaluation.

IV. COURSE OBJECTIVES

The Evaluation of Research: Mental Health course (SOWK 625) will:

Objective #	Objectives
1	Teach students how to evaluate research appropriate to their clinical practice in the field of mental health and that emphasizes an understanding of cultural diversity, gender, sexual orientation, religious preference, socio-economic status and people with disabilities.”
2	Provide students with the skills to empirically evaluate their practice using multiple modalities, including developing a design for measurement, choosing and developing effective measures, data collection and analysis to determine client progress related to specific goals and objectives.
3	Expand students’ knowledge of Evidence Base Practice as the process of working with a client to develop an intervention plan using research knowledge including knowledge of empirically supported interventions, client values, and practice wisdom.
4	Introduce students to program evaluation so they are able understand the purpose of program evaluation to help ensure the effectiveness of mental health programs and ensure programs have equal access to service for diverse groups. Introduce concepts that help them link the skills of practice evaluation to program evaluation.
5	Promote students’ ability to critically assess the quality and clinical utility of empirically based studies to inform their practice in mental health settings with a diverse client population and how these empirically supported studies can be incorporated into the evidence based process of practice.
6	Explore some of the contributions research has made to social work practice in mental health and how students can use evaluation to build on and confirm these contributions.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Based on these objectives, this course is divided into two sections, each applying basic research concepts to social work practice and programming with a focus on mental health. The first portion of the course involves critically assessing research literature for the development of evidence based practice guidelines, using applied research methods. The second section focuses on evaluating one’s own practice or program. The course will combine lectures and classroom activities and discussion. To assess students’ learning, two assignments will be submitted. Students will also form small teams for projects and will present final projects in class.

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 4: Engage in Practice-informed Research and Research-informed Practice Social workers practicing in health, behavioral health, and integrated care settings understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. Social workers use the evidence-based practice process in clinical assessment and intervention with clients. Social workers use research methodology to evaluate practice effectiveness and/or outcomes. They also understand the processes for translating research findings into effective practice and participate in the generation of new clinical knowledge through research and practice.</p>	<p>2. Provide students with the skills to empirically evaluate their practice using multiple modalities, including developing a design for measurement, choosing and developing effective measures, data collection and analysis to determine client progress related to specific goals and objectives.</p> <p>5. Promote students' ability to critically assess the quality and clinical utility of empirically based studies to inform their practice in mental health settings with a diverse client population and how these empirically supported studies can be incorporated into the evidence based process of practice.</p>	<p>1. Use practice experience and theory to inform scientific inquiry and research.</p> <p>2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p> <p>3. Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>Critical Thinking, Skills</p>	<p>All units</p> <p>Assignments 1,2, & 3 and class participation and asynchronous work</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers practicing in health, behavioral health and integrated care settings understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, and groups. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers continually use clinical evaluation of their processes and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions. Social workers working with adults and older adults strive to contribute to the theoretical knowledge base of the social work profession through practice-based research.</p>	<p>1, 3, 4, & 6</p>	<ol style="list-style-type: none"> 1. Select and use appropriate methods for evaluation of outcomes. 2. Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 3. Critically analyze, monitor, and evaluate intervention and program Processes and outcomes. 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	<p>Critical Thinking, Skills</p>	<p>All Units. Assignments 1,2, & 3 class participation, and asynchronous work</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Critical Evaluation of an Intervention Research article (due session 7)	Session 7	30%
Assignment 2: Evaluation Paper (Practice or Program) (due session 13)	Session 13	30%
Assignment 3: Evidence Based Practice Group Presentation	Sessions 13, 14, &/or 15	30%
Class Participation	Ongoing	10%

Details of the assignments follow the detailed course description

Expectations for Written Work: All written assignments must be doubled-spaced, typed with a 12-point font and have 1-inch margins. Text citations and references list must be in correct APA (6th Ed.) format. All sentences must be written in the student's own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on APA format). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** Assignments should be carefully proofed for spelling and grammar.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

School of Social Work Grading Policy

Within the School of Social work, grades are determined in each class on standards established by the school as follows.

- 1) Grades of **A or A-** are reserved for student work which not only demonstrates very good mastery of content but also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and or has demonstrated creativity in the approach to the assignment. The difference between these two grades is determined by the degree to which these skills have been demonstrated.
- 2) A grade of **B+** will be given to work which is judged to be very good. This grade denotes that the student has demonstrated a more-than-competent understanding of the material.
- 3) 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.
- 4) A grade a **B-** denotes that a student's performance was less than adequate on the assignment, reflecting only moderate grasp of content or expectations.

5) A grade of **C** reflects minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

6) Grades between **C-** to **F** denote a failure to meet even 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

Wodarski, J. S. & Hopson, L. M. (2012). *Research methods for evidence-based practice*. Los Angeles: Sage.

Pyrzczak, F. (2013). *Evaluating research in academic journals*. 4th Ed.. Glendale, CA: Pyrczak Publishing.

Recommended Textbooks

Palinkas, L. A., & Soydan, H. (2012). *Translation and implementation of evidence-based practice*. New York: Oxford University Press.

Corcoran, K., & Fisher, J. (2000). *Measures for clinical practice: A sourcebook* (3rd ed., Vol. 1). New York, NY: Free Press.

Corcoran, K., & Fisher, J. (2000). *Measures for clinical practice: A sourcebook* (3rd ed., Vol. 2). New York, NY: Free Press.

Grinnell Jr., R. M., Gabor, P. A., & Unrau, Y.A. (2010). *Program evaluation for social workers: Foundations of evidence based programs* (Fifth Edition). New York, NY: Oxford University Press.

Royse, D., Thyer, B. A., Padgett, D. K., & Loga, T. (2006). *Program evaluation: An introduction*. Belmont, CA: Thomson Brooks/Cole.

Tripodi, T. (1994). *A primer on single-subject design for clinical social workers*. Washington, DC: NASW Press.

Recommended Guidebook for APA Style Formatting

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

Recommended Websites

Agency for Healthcare Research and Quality
<http://www.ahrq.gov/>

American Association of Suicidology
<http://www.suicidology.org/index.cfm>

American Evaluation Association
<http://www.eval.org/>

American Psychiatric Association Practice Guidelines

http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm

American Psychological Association

<http://www.apa.org/>

The Campbell Collaboration

<http://www.campbellcollaboration.org/>

Cochrane Collaboration

<http://www.cochrane.org/>

National Guideline Clearinghouse

<http://www.guideline.gov/>

National Institute of Mental Health

<http://www.nimh.nih.gov/>

Oxford Academic Group: Program Evaluation Resources

<http://www.oup.com/us/companion.websites/9780195308068/EvalRes/?view=usa>

Randall Information Center Research (Social Work Library)

<http://sowk.wordpress.com/>

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Unit	Topics	Assignments
1	Overview of Course & Review of Concepts from SOWK 562 Course Overview, Review of Research Concepts & Research Ethics	
2	Evidence Based Practice Introduction to Evidence Based Practice	
3	Choice and Implementation of Empirically Supported Interventions	
4	Critical Reading of Research Articles and Application to Mental Health Settings Critical Reading of Research Articles-Judging Samples, Measures, Procedures	
5	Critical Reading of Research Articles—Data Analysis and Discussions	
6	Qualitative, Mixed Methods, and Narrative Evaluations	
7	Understanding Evaluation in Practice Introduction to Empirical Evaluation of Practice Interventions	Assignment 1
8	Designs for Evaluating Practice and Interventions	
9	Measurement of Intervention Outcomes	
10	Analyzing Data and Interpreting Results	
11	Understanding Evaluation in Programs Designs for Program Evaluation	
12	Measurement, Analyzing Data, and Interpreting Results in Program Evaluation	
13	“Putting It All Together”	Assignment 2
14	Student Presentations and Course Wrap-up Student Presentations	Assignment 3 OR
15	Student Presentations and Course Wrap-Up	Assignment 3

Course Schedule—Detailed Description Part 1: Review

Course Overview & Review of Research Concepts

Unit 1 Course Overview, Review of Research Concepts & Research Ethics

Evidence Based Practice

Unit 2 Introduction to Evidence-Based Practice

- What is Evidence Based Practice
- Differences Between Evidence Based Practice and Empirically Supported Interventions
- Kinds of Evidence Needed for Decision Making
- Levels of Evidence
- Finding Appropriate Evidence
- Efficacy and Effectiveness studies

Required Readings:

Wodarski, J. S. & Hopson, L. M. (2012). *Research methods for evidence-based practice*. Los Angeles: Sage.

Chapter 1: Evidence-Based Practice: An Introduction

Chapter 2: Criteria for Choosing Knowledge and Assessing Evidence Based Interventions

Chapter 3: Transforming Behavioral Science Knowledge Into Evidence-Based Practice Generalizations.

Zayas, L. H., Drake, B., Jonson-Reid, M. (2011). Overrating or dismissing the value of evidence-based practice: Consequences for clinical practice. *Clinical Social Work Journal, 39*, 400-405.

Suggested Readings:

Brownson, R. C., Fielding, J. E., & Maylahn, C. M. (2009). Evidence-based public health: A fundamental concept for public health practice. *Annual Review of Public Health, 30*, 175-201.

Ogilvie, D., Egan, M., Hamilton, V., & Petticrew, M. (2005). Systematic reviews of health effects of social interventions: 2. Best available evidence: how low should you go? *Journal of Epidemiology and Community Health, 59*, 886-892.

Palinkas, L. A., & Soydan, H. (2012). Translation and implementation of evidence-based practice. New York: Oxford University Press.

Chapter 2: Translation and Implementation of Evidence-Based Practices

Unit 3: Choice and Implementation of Empirically Supported Interventions

- How do Empirically Supported Interventions fit into the Evidence Based Practice Paradigm
- Strengths and weaknesses of Empirically Supported Interventions
- Introduction to dissemination and implementation research in mental health
- Alternatives to Empirically Supported Interventions
- Adaptations for Cultural Considerations

Required Readings:

Bond, G. R., Drake, R. E., & Becker, D. R. (2010). Beyond evidence-based practice: Nine ideal features of a mental health intervention. *Research on Social Work Practice, 20*(5), 493-501. doi:<http://dx.doi.org/10.1177/1049731509358085>

Hennessy, K. D., & Green-Hennessy, S. (2011). A review of mental health interventions in SAMHSA's national registry of evidence-based programs and practices. *Psychiatric Services, 62*(3), 303-5.

Thyer, B. A., & Pignotti, M. (2011). Evidence-based practices do not exist. *Clinical Social Work Journal, 39*(4), 328-333. doi:<http://dx.doi.org/10.1007/s10615-011-0358-x>

Suggested Readings:

Bledsoe, S. E., Lukens, E., Onken, S., Bellamy, J. L., & Cardillo-Geller, L. (2008). Mental Illness, Evidence-Based Practice, and Recovery: Is There Compatibility between Service-User-Identified Recovery-Facilitating and -Hindering Factors and Empirically Supported Interventions? *Best Practices in Mental Health, 4*(2), 34-58.

Kataoka, S. (2010). The practice of evidence-based treatments in ethnic minority youth. *Child and Adolescent Psychiatric Clinics of North America, 19*(4), 775-789. doi:10.1016/j.chc.2010.07.008

Critical Reading of Research Articles and Application to Practice in Mental Health Studies

Unit 4 Critical Reading of Research Articles-Introduction

- Review of Research Design
- Intervention Research Basics
- What to Look for in an Abstract
- What to Look for in Introductions and Literature Reviews

Required Readings:

Pyrczak, F. (2013). *Evaluating research in academic journals. 4th Ed.*. Glendale, CA: Pyrczak Publishing.
Chapter 1 Background for Evaluating Research Reports
Chapter 2 Evaluating Titles
Chapter 3 Evaluating Abstracts
Chapter 4 Evaluating Introductions and Literature Reviews
Chapter 5 A Closer Look at Evaluating Literature Reviews

Unit 5 Critical Reading of Research Articles Judging Samples, Measures, Procedures

- Evaluating Samples Chosen in Research Articles
- Evaluating Measures
- Evaluating Procedures

Required Readings:

Pyrzczak, F. (2013). *Evaluating research in academic journals. 4th Ed.*. Glendale, CA: Pyrczak Publishing.

Chapter 6 Evaluating Samples When Researchers Generalize
Chapter 7 Evaluating Samples When Researchers Do Not Generalize
Chapter 8 Evaluating Measures
Chapter 9 Evaluating Experimental Procedures

Understanding Statistics Used in Research Articles

- Meta-analysis
- Do conclusions drawn follow from the results

Required Readings:

Pyrzczak, F. (2013). *Evaluating research in academic journals. 4th Ed.*. Glendale, CA: Pyrczak Publishing.

Chapter 10 Evaluating Analysis and Results Sections: Quantitative Research
Chapter 11 Evaluating Analysis and Results Sections: Qualitative Research
Chapter 12 Evaluating Discussion Sections
Chapter 13 Putting it All Together

Wodarski, J. S. & Hopson, L. M. (2012). *Research methods for evidence-based practice*. Los Angeles: Sage.

Chapter 9 Advanced Statistical Techniques in Social Work Research

Unit 6: Qualitative, Mixed Methods, and Narrative Evaluations

Anastas, J. W. (2004). Quality in qualitative evaluation: Issues and possible answers. *Research on Social Work Practice, 14*, 57-64.

Barbour, R. S. (2007). Checklists for improving rigor in qualitative research. *Education and Debate*

Understanding Evaluation in Practice

Unit 7: Introduction to Empirical Evaluation of Practice

- What does it mean to do an empirical evaluation of your practice
- Example
- Choosing relevant targets to measure
- Choosing appropriate measures

Required Readings:

Borckardt, J. J., Nash, M. R., Murphy, M. D., Moore, M., Shaw, D., & O'Neil, P. (2008). Clinical practice as natural laboratory for psychotherapy research: A guide to case-based time-series analysis. *American Psychologist, 63*(2), 77-95. doi: <http://dx.doi.org/10.1037/0003-066X.63.2.77>

Wodarski, J. S. & Hopson, L. M. (2012). *Research methods for evidence-based practice*. Los Angeles: Sage.
Chapter 5 Choice of Outcome Measures and Means for Assessment

Suggested Readings:

D'Angelo, E. J., & Augenstein, T. M. (2012). Developmentally informed evaluation of depression: Evidence-based instruments. *Child and Adolescent Psychiatric Clinics of North America, 21*(2), 279-298. doi: <http://dx.doi.org/10.1016/j.chc.2011.12.003>

Pritchett, R., Kemp, J., Wilson, P., Minnis, H., Bryce, G., & Gillberg, C. (2011). Quick, simple measures of family relationships for use in clinical practice and research. A systematic review. *Family Practice, 28*(2), 172-187. doi: <http://dx.doi.org/10.1093/fampra/cmq080>

Unit 8 Designs for Evaluating Practice

- Types of Design
- Implementing practice evaluation with clients
- Qualitative vs. Quantitative Methods

Required Readings:

Wodarski, J. S. & Hopson, L. M. (2012). *Research methods for evidence-based practice*. Los Angeles: Sage.
Chapter 7 Designs for Daily Practice Evaluation

Unit 9 Measurement of Intervention Outcomes

- Clinical and statistical significance
- Changes over time
- Multiple variables (correlation)

Wodarski, J. S. & Hopson, L. M. (2012). *Research methods for evidence-based practice*. Los Angeles: Sage.
Chapter 8 Application of Statistical Techniques in the Evaluation of Practice

Unit 10: Analyzing Data and Interpreting Results

- Understanding Tables, Figures, and Graphs

Wodarski, J. S. & Hopson, L. M. (2012). *Research methods for evidence-based practice*. Los Angeles: Sage.
Chapter 9 Advanced Techniques in SW Research

Program Evaluation

Unit 11 Designs for Program Evaluation

- What Does Program Evaluation Look Like

Required Readings:

Centers for Disease Control and Prevention. (2012). Framework for program evaluation in public health. <http://www.cdc.gov/eval/framework/index.htm>

Weersing, V. R. (2005). Benchmarking the effectiveness of psychotherapy: Program evaluation as a component of evidence-based practice. *Journal of the American Academy of Child and Adolescent Psychiatry, 44*, 1058-1062.

Unit 12: Measurement, Analyzing Data, and Interpreting Results in Program Evaluation

Unit 13: Putting It All Together

Carman, J. G. (2007). Evaluation Practice Among Community-Based Organizations: Research Into the Reality. *American Journal of Evaluation 28*: 60

Class Presentations on Evidence Based Practice

Units 14 & 15 Class Presentations and Emerging Trends in MH Evaluation

- Adaptation vs. Fidelity
- Modular Approaches to using Empirically Supported Interventions

Required Readings:

Palinkas, L. A., & Soydan, H. (2012). Translation and implementation of evidence-based practice. New York: Oxford University Press.
Chapter 8: Conclusion: Future Directions for Translational and Implementation Research

Suggested Readings:

Weisz, J. R., Chorpita, B. F., Palinkas, L. A., et al. (2012). Testing standard and modular designs for psychotherapy with youth depression, anxiety, and conduct problems: A randomized effectiveness trial. *Archives of General Psychiatry, 69*, 274-282.

Schoenwald, S.K., Garland A.F., Chapman J.E., Frazier S. L., Sheidow A.J., & Southam-Gerow M.A. (2011). Toward the effective and efficient measurement of implementation fidelity. *Administration and Policy in Mental Health and Mental Health Services Research, 38*(1):32-43.

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 (xxx@usc.edu) of any anticipated absence or reason for tardiness.

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

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

X. Academic Conduct

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

XI. Support Systems

Disability Services and Programs (DSP) – (213) 740-0776

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 emailed to the instructor as early in the semester as possible, as instructors are not permitted to provide accommodations without a letter from DSP.

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/>

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 & 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

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

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/>

Student Support & 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

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.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

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

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

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

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

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

Preamble

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

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

people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the Chair of the Department of Adult Mental Health and Wellness, Dr. Suzanne Wenzel [swenzel@usc.edu]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

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

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

Don't procrastinate or postpone working on assignments.
