I. COURSE PREREQUISITES

Social Work Practice with Children and Families Across Settings is an introductory course in the Department of Children, Youth and Families. Students will have successfully completed the foundation semester before enrolling in this course.

II. CATALOGUE DESCRIPTION

Theory and principles underlying social work in host settings and nonspecialty sector settings with a primary emphasis on working with children, youth, and families.

III. COURSE DESCRIPTION

Children and families receiving social work services often navigate multiple service sectors. In some settings, social work is the primary focus of the agency (e.g., child welfare, mental health, youth empowerment programs). In other settings, social workers operate in a “host setting” where social work is not the primary function or profession; in these settings, administrators may not be particularly familiar with social work values and ethical standards (e.g., correctional facilities, the military, hospitals, and schools). Moving across service sectors presents unique challenges for children, families, and social workers. Often children and families do not know how to achieve their goals within the confines of various service sectors or they “fall through the cracks” when trying to move between service sectors. Social workers’ efforts can be ineffectual if they do not understand how to collaborate with other family serving
sectors or when they change employment from one sector to another. In this course, students will explore various settings where children and families commonly receive social work services in order to understand the objective of the setting, the organization of the setting, the role of the social worker in the setting, and the common methods of working with children and families in the setting. Upon completion of this course students will have knowledge to enhance their facility in working within varied children and family serving settings. Students will also have developed knowledge to assist families in navigating multiple service sectors.

IV. COURSE OBJECTIVES

The Social Work Practice with Children and Families Across Settings course (SOWK 610) will:

<table>
<thead>
<tr>
<th>Objective No.</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce students to the mission, organizational structure, and role of the social worker in service sectors where children and families most often receive social work services.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate the generalist skills that social workers can use across multiple service sectors.</td>
</tr>
<tr>
<td>3</td>
<td>Provide students with in-depth knowledge of the unique skills required in specific service settings.</td>
</tr>
<tr>
<td>4</td>
<td>Provide the foundation for students to be able to work in multiple settings serving children and family.</td>
</tr>
<tr>
<td>5</td>
<td>Introduce students to theories of interagency collaboration and develop collaborative skills when working across service settings.</td>
</tr>
</tbody>
</table>

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.
VI. STUDENT LEARNING OUTCOMES

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

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

* 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 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact children, youth, and families at the micro, mezzo, and macro levels. Social workers employ ethical decision-making and critical thinking when working with children, youth, and families. Social workers understand the distinctions between personal and professional values and apply rigorous self-reflection to monitor the influence of personal experiences and affective reactions as they make professional judgments and decisions in their work with children, youth, and families. Social workers understand social work roles and the roles of other professionals involved in the lives of children and families, and use collaboration to positively impact the lives of their clients in a variety of contexts.

Social workers specializing in work with children, youth, and families recognize the importance of life-long learning and continual updating of knowledge and skills for effective and responsible practice. Social workers use technology ethically and responsibly in their work with children, youth, and families.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>1. Introduce students to the mission, organizational structure, and role of the social worker in service sectors where children and families most often receive social work services.</td>
<td>1a. Demonstrate understanding of social work role and interdisciplinary team roles within and across family service sectors.</td>
<td>Knowledge</td>
<td>Units 3–15</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate the generalist skills that social workers can use across multiple service sectors.</td>
<td></td>
<td></td>
<td>Assignment 1: Organizational Analysis of Host Setting</td>
</tr>
<tr>
<td></td>
<td>3. Provide students with in-depth knowledge of the unique skills required in specific service settings.</td>
<td></td>
<td></td>
<td>Assignment 2: Collaborative Plan Paper and Presentation</td>
</tr>
<tr>
<td></td>
<td>4. Provide the foundation for students to be able to work in multiple settings serving children and family.</td>
<td></td>
<td></td>
<td>Assignment 3: Case Analysis and Transferrable Skills Paper</td>
</tr>
<tr>
<td></td>
<td>5. Introduce students to theories of interagency collaboration and develop collaborative skills when working across service settings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Objectives</td>
<td>Behaviors</td>
<td>Dimensions</td>
<td>Content</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>-----------</td>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>2. Demonstrate the generalist skills that social workers can use across multiple service sectors. 3. Provide students with in-depth knowledge of the unique skills required in specific service settings.</td>
<td>6b. Utilize empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationship within and across family service sectors.</td>
<td>Cognitive and Affective Processes</td>
<td>Units 1, 4–15</td>
</tr>
<tr>
<td>Child and family social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse children, youth, and families. They understand the importance of significant relationships and development from an ecological perspective with an understanding of risk and protective factors and how these interact within the larger social environment. Social workers utilize theories of human behavior and the social environment to facilitate engagement with their clients and the groups, organizations, institutions, and communities that impact them. Social workers understand and utilize varied engagement strategies to advance practice effectiveness with diverse children, youth, and families and thus advance social, economic and environmental justice within marginalized communities. Social workers understand that their personal experiences and affective reactions may have an impact on their ability to effectively engage with diverse families and children. Social workers understand the role of relationship-building and interprofessional collaboration in facilitating engagement with children, youth, and families.</td>
<td>Assignment 2: Collaborative Plan Paper and Presentation  Assignment 3: Case Analysis and Transferable Skills Paper</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Organizational Analysis of Host Setting</td>
<td>Unit 5</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 2: Collaborative Plan Paper and Presentation</td>
<td>TBA</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 3: Case Analysis and Transferable Skills Paper</td>
<td>Wednesday November 21 11:59pm</td>
<td>35%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each of the major assignments is described below.

Assignment 1

This assignment focuses on examining the mission, organizational structure, and service delivery in a host setting where children and families are served.

Due: Unit 5

This assignment relates to Student Learning Outcomes 1, 2, 6, 7, 8, and 9.

Assignment 2

Based on interagency collaboration theory, students will develop and present a plan for two service sectors to collaborate in order to better serve children and families.

Due: TBA

This assignment relates to Student Learning Outcomes 1, 2, 6, 7, 8, and 9.

Assignment 3

In this assignment students will describe and apply generalist social work skills to a case vignette and illustrate how they can be used in settings where children and families are served.

Due: Unit 11:59 PM, Wednesday November 21

This assignment relates to Student Learning Outcomes 1, 2, 6, 7, 8, and 9.

Class Participation (10% of Course Grade)

It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in role-playing, exercises, etc. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and ideas. Your presence in class along with preparation by having completed the asynchronous material, read required readings, considered the assignments, and participation in discussion, is essential.
Guidelines for Evaluating Class Participation:

10: 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.

9: 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.

8: 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.

7: 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.

6: Inadequate: This student says little in class. Hence, there is not an adequate basis for evaluation. The student doesn’t participate actively in exercises and sits mostly silently in group activities and in class discussions.

5: Non-participant: Attends class only. Does not appear to be engaged.

Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.85–4.00</td>
<td>A</td>
</tr>
<tr>
<td>3.60–3.84</td>
<td>A-</td>
</tr>
<tr>
<td>3.25–3.59</td>
<td>B+</td>
</tr>
<tr>
<td>2.90–3.24</td>
<td>B</td>
</tr>
<tr>
<td>2.60–2.87</td>
<td>B-</td>
</tr>
<tr>
<td>2.25–2.50</td>
<td>C+</td>
</tr>
<tr>
<td>93–100</td>
<td>A</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
</tr>
</tbody>
</table>
Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (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 of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

VIII. Required and Supplementary Instructional Materials and Resources

Required Textbooks


Note: The Rosenberg text is available for free as an e-book via the link below. To get the full-text, click on the EBSCOhost e-book link.


On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES) under instructor name Dorothy Nieto Manzer. The textbooks have also been placed on reserve at Leavey Library.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of Social Work Practice With Children and Families Across Settings: A Generalist Social Work Model</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Overview of Organizations: Nature and Characteristics</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Work With Children and Families in Early Intervention Programs</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Social Work With Children and Families in Health Settings</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Social Work With Children and Families in Mental Health Settings</td>
<td>Assignment 1 Due</td>
</tr>
<tr>
<td>7</td>
<td>Social Work With Children and Families in Schools</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Social Work With Children and Families in Youth Empowerment Programs</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Social Work With Children and Families in Juvenile Justice</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Social Work With Children and Families Who Experience Interpersonal Violence</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Social Work With Children and Families in Military Settings</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Social Work With Children and Families Who Experience Homelessness</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Social Work With Children and Families in Substance Use Treatment</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td><em>ASSIGNMENT 3 is DUE at 11:59pm, WEDNESDAY 11-21</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>THANKSGIVING HOLIDAY: NO CLASS</td>
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<tr>
<td>15</td>
<td>Social Work With Children and Families Who Experience Human Trafficking</td>
<td></td>
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<tr>
<td></td>
<td>Social Work With Children and Families in International Social Work Settings</td>
<td></td>
</tr>
</tbody>
</table>

**STUDY DAYS / NO CLASSES**

**SUMMATIVE VIRTUAL MEETING:** Thursday Dec 6th 4:10pm
## Course Schedule—Detailed Description

### Unit 1: Overview of Social Work Practice With Children and Families Across Settings: A Generalist Social Work Model  
August 23

**Topics**
- Specialty sector settings and host settings
- Interagency collaboration theory
- Challenges for families navigating service sectors
- Challenges and opportunities for social workers collaborating across service sectors

**Required Readings**

### Unit 2: Overview of Organizations: Nature and Characteristics  
August 30

**Topics**
- Structure
- Communication
- Culture

**Required Readings**
## Unit 3: Social Work With Children and Families in Early Intervention Programs

**September 6**

### Topics
- Child care and universal preschool
- Early intervention
- Regional centers

### Required Readings


## Unit 4: Social Work With Children and Families in Health Settings

**September 13**

### Topics
- Brief treatment with families
- Consent and decision-making
- Caregiver stress and support
- Grief and bereavement

### Required Readings


## Unit 5: Social Work With Children and Families in Mental Health Settings

**September 20**

### Topics
- Family factors in the treatment of mental illness
- Mental health care through multiple sectors of care
- Stigma in mental health care for children and families
Required Readings


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**Unit 6: Social Work With Children and Families in Public Child Welfare**  
**September 27**

**Topics**

- Social work roots in child welfare
- Federal, state, and local roles in public child welfare
- Out-of-home placement
- Family maintenance and support

**Required Readings**


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**Unit 7: Social Work With Children and Families in Schools**  
**October 4**

**Topics**

- Understanding school districts
- Roles of superintendents and school boards
- Private schools and charter schools

**Required Readings**


Unit 8: Social Work With Children and Families in Youth Empowerment Programs  October 11

Topics
- Diversion programs
- Boys and Girls Club models
- Youth empowerment programs

Required Readings

Unit 9: Social Work With Children and Families in Juvenile Justice  October 18

Topics
- Federal, state, and local roles in juvenile and criminal justice
- Roles of community-based partners
- Restorative justice
- Cradle-to-prison pipeline

Required Readings
Unit 10: Social Work With Children and Families Who Experience Interpersonal Violence  

October 25

Topics
- Roles of community-based agencies
- Domestic violence
- Dating violence

Required Readings

Unit 11: Social Work With Children and Families in Military Settings  

November 1

Topics
- Military culture and organizations
- Support for military families
- Identification of military families in nondomain settings

Required Readings
Unit 12: Social Work With Children and Families Who Experience Homelessness  
November 8

Topics
Housing and food insecurity
Systems overlap with criminal justice, substance use, and child welfare
Supported housing
Case management and services coordination

Required Readings


Unit 13: Social Work With Children and Families in Substance Abuse Treatment  
November 15

Topics
■ Agencies offering substance abuse treatment
■ Mandated versus voluntary treatment
■ Collaboration between child welfare and substance abuse treatment

Required Readings


Unit 14: THANKSGIVING HOLIDAY: NO CLASS  
November 22
Unit 15: Social Work With Children and Families Who Experience Human Trafficking and Social Work With Children and Families in International Settings

Topics
- Overview of Human Trafficking
- Commercial sexual exploitation of children
- Prevention and Intervention Strategies

Required Readings


Topics
- Disaster relief
- Nongovernmental organizations (NGOs)
- Immigration/migration/displacement
- Course review-wrap-up

Required Readings


**VIRTUAL SUMMATIVE MEETING:** Thursday Dec. 6th 4:10-5:10pm
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 mziegler@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

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. 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. 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. 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: 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. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. 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. dsp.usc.edu
XII. ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XIII. STATEMENT ABOUT INCOMPLETES

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

XIV. POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly


Preamble

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.
Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. 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 Children, Youth and Families Department. 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.

XIX. 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.