USC Suzanne Dworak-Peck
School of Social Work

Social Work 698B
Section # 67311

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*

Summer 2019

[optional photo]	**Instructor:**	Monica Puentes		
	E-Mail:	mapuente@usc.edu	**Course Day:**	Friday
	Telephone:	626 227-5764	**Course Time:**	9:05-10:40 am/PST
	Office:	VAC Platform	**Course Location:**	VAC
	Office Hours:	½ hr. before & after class or by appointment		

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.

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 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 – By the end of this course students will be able to:
1	Deliver professional oral and written case presentations
2	Assess their field placement setting in relation to culture, values, social work ethics and their own professional goals based on their experiences and observations.
3	Identify steps they will take post-graduation to develop their career as a professional social worker.

V. COURSE FORMAT/INSTRUCTIONAL METHODS

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

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

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

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work Core Competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

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

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

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Competency	Objectives	Behaviors	Dimensions	Content
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 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.	**1.** Provide the student with an opportunity for discussion and critical analysis of the professional values that underlie social work practice and the ethical standards of professional social work as they are applied in the students' field work experiences with clients, agency staff, and various other stakeholders. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients, agency staff and various other stakeholders.	**9a. CYF** Critically analyzes, monitors, and evaluates intervention and program processes and outcomes when working with children, youth, and families. (Knowledge/Skills) **9a. SCI** 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. (Cognitive/affective processes) **9b. AMHW** Critically analyzes, monitors, and evaluates interventions, processes and outcomes in clinical practice. (Skills)	Knowledge Skills Cognitive/affective processes Skills Knowledge/Skills Skills	**Units 2–5:** Case Presentation in class (oral and written case presentation) **Assignment 1:** Case Presentation **Assignment 2:** Licensing and professional social work **Assignment 3:** Class Forums

VII.   Course Assignments, Due Dates, and Grading

Written Assignment and Class Participation	Due Date	Percentage
Assignment 1: Case Presentation	Units 2–5 As assigned	40 points
Assignment 2: Licensing and Professional Social Work Reflection Paper	Before class on day of Unit 6	30 points
Assignment 3: Class Forums - participation in a total of 2 different Class Forums/ postings (In class or on Blackboard or on the VAC Course Wall). Students must complete at least 1 forum post by Unit 5 (Week 9) and 2 different forums/posts on or before Unit 7 (Week 13).	Ongoing	20 points (50% due by Week 9)
Assignment 4: Class Participation and Discussion	Ongoing	10 points

Each of the major assignments is summarized below. Detailed descriptions with the grading rubrics are to be provided by the instructor.

Assignment 1: Case Presentation 40 points
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 direct practice or macro-based case. Time of presentation may vary due to class size. Demonstrations will be within Units 2–5. Grades will be based upon required content, presentation, and case summary outline provided.

Due: Presented within Units 2–5

This assignment relates to student learning outcome 9.

Assignment 2: Licensing and Professional Social Work – Reflection Paper 30 points
Assignment 2 is designed to challenge students to both reflect on the history of licensing in social work and look forward towards consideration of their own professional licensing. Students will research the licensing procedure in their state and write about their journey toward licensing. The benefits (to the profession and the individual) and the obstacles to both licensing and licensing retention are to be examined in the students' paper. Grades will be based upon the 1-2 page reflection paper according to the assignment rubric provided.

Due: Before class on the day of Unit 6

This assignment relates to student learning outcome 9.

Assignment 3: Participation in Class Forum Postings   20 points
Assignment 3 requires the ongoing participation of students within the class and/or outside Class Forums created by the course instructor. The instructor will post vignette/current event/social media issue, video or event/links related to professionalism in the field social work. The students must participate in at least 2 different forums/posts per semester in class or on Blackboard or on the Course Wall. Forums submitted via Blackboard or on the Course Wall must be at least 3-5 sentences. Students must complete at least 1 forum post by Unit 5 (Week 9) and a total of 2 on or before Unit 7 (Week 13).
Due: Minimum of 1 forum post by Unit 5 (Week 9) and complete 2 different forums/posts on or before Unit 7 (Week 13)

This assignment relates to student learning outcome 9.

Assignment 4: Class Participation and Discussion   10 points
Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed recommended and independent readings and assignments prior to class. When in class, students are encouraged to ask questions, share thoughts/feelings/experiences appropriately, and demonstrate understanding of the material.

Guidelines for Evaluating Class Participation and In-Class Assignments

100%: Outstanding Contributor—Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role-plays, small-group discussions, and other activities.

90%: Very Good Contributor—Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role-plays, small-group discussions, and other activities.

80%: Good Contributor—Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role-plays, small-group discussions, and other activities.

70%: Adequate Contributor—Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role-plays, small-group discussions, and other activities.

60%: Inadequate—This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

50%: Nonparticipant—Attends class only.

0: Unsatisfactory Contributor—Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air time would be saved. Is unable to perform exercises and detracts from the experience.

Additional Expectations and Guidelines

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

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.

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

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Readings

Brandwein, R.A. (2005). Katherine Kendall: A social work institution. *Affilia*, 20(10), 103-110.

Bronstein, L. R. (2003). A model for interdisciplinary collaboration. *Social Work*, *48*(3), 297–306.

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

Dyeson, T.B. (2004). Social work licensure: A brief history and description. *Home Health Care Management & Practice*,16(5), 408-411.

Flores, M.P., Neville, H.A., Santiago, S., ben Rakemayahu,K., Garite, R. Spankey, Brawn, M., Valgoi, M., Brooks, J., Lee, E.S., and Ginsburg, R. (2014). Developing social justice competencies: A consultation training approach. The Counseling Psychologist, 42(7), 998–1020

Grise-Owens, E. Owens, L.W., Miller, J. J. (2016). Recasting licensing in social work: Something more for professionalism. *Journal of Social Work Education*, 52:sup1, S126-S133.

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

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

Lam, D. (2009). Impact of problem-based learning on social work students: Growth and limits, *British Journal of Social Work*, *39, 1499*–1517.

Miller, J., Deck, S., Conley, C., Bode, M. (2017). Field practicum supervisor perspectives about social work licensing: An exploratory study. *Field Educator*, 7(1).

Miller, J.J., Deck, S.M., Grise-Owens, E. & Borders, K. (2015). Exploring graduate students' perceptions about social work licensing. *Social Worker Education*, 34(8) 986-1004.

Plitt-Donaldson, L., Fogel, S. J., Hill, K., Erickson, C., Ferguson, S. (2016). Attitudes toward advanced licensing for macro social work practice. *Journal of Community Practice*, 24(1), 77-93.

Reuland, J. (2015). The social worker's license: Reconstructing social selves in the work of Jessie Taft and Charlotte Perkins Gilman. *Modernism/Modernity*, 22(1), 1-22.

Savery, J. R. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem-Based Learning*, 1(1), 9-20.

Storz, C. (2002). Oral presentation skills: A practical guide. Retrieved from http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf.

Ying, Y. (2008). Variation in personal competence and mental health between entering and graduating MSW students: The contribution of mindfulness*, Journal of Religion & Spirituality in Social Work: Social Thought*, 27(4), 405-422.

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: American Psychological Association.

On Reserve

All additional required readings will be available as PDF's and can be found in ARES under Professor Rosamaria Alamo.

Course Schedule—Detailed Description

UNIT 1: Advanced Field Experience Overview	Date

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 2.

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.

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

UNIT 2: 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 and 2.

Required Reading

Storz, C. (2002). *Oral presentation skills: A practical guide.* Retrieved from http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf.

| UNIT 3: | 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 and 2

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.

| UNIT 4: | 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 and 2

Required Reading

Flores, M.P., Neville, H.A., Santiago, S., ben Rakemayahu,K., Garite, R. Spankey, Brawn, M., Valgoi, M., Brooks, J., Lee, E.S., and Ginsburg, R. (2014). Developing social justice competencies: A consultation training approach. *The Counseling Psychologist, 42*(7), 998–1020.

Unit 5:   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)
- Class Forum #1 in class or via Blackboard or Course Wall

This unit relates to course objectives 1 and 2

Required Readings

Bronstein, L.R. (2003). A model for interdisciplinary collaboration. *Social Work*, *48*(3), 297–306.

UNIT 6:   Licensing as a standard for defining a profession   Date

ASSIGNMENT 2 DUE BEFORE CLASS

Topics—Unit 6
- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Reflection on the history and status of social work licensing across the United States

This unit relates to course objectives 1, 2 and 3

Required Readings

Brandwein, R.A. (2005). Katherine Kendall: A social work institution. *Affilia*, 20(10), 103-110.

Dyeson, T.B. (2004). Social work licensure: A brief history and description. *Home Health Care Management & Practice,* 16(5), 408-411.

Grise-Owens, E. Owens, L.W., Miller, J. J. (2016). Recasting licensing in social work: Something more for professionalism. *Journal of Social Work Education*, 52:sup1, S126-S133.

Miller, J., Deck, S., Conley, C., Bode, M. (2017). Field practicum supervisor perspectives about social work licensing: An Exploratory Study. *Field Educator*, 7(1).

Miller, J.J., Deck, S.M., Grise-Owens, E. & Borders, K. (2015). Exploring graduate students' perceptions about social work licensing. *Social Worker Education*, 34(8) 986-1004.

Plitt-Donaldson, L., Fogel, S. J., Hill, K., Erickson, C., Ferguson, S. (2016). Attitudes toward advanced licensing for macro social work practice. *Journal of Community Practice*, 24(1), 77-93.

Reuland, J. (2015). The social worker's license: Reconstructing social selves in the work of Jessie Taft and Charlotte Perkins Gilman. *Modernism/Modernity*, 22(1), 1-22.

UNIT 7 : Termination and Transition to Professional Practice	Date

Topics—Unit 7

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Termination
- Course reflection
- Class Forum #2 in class or via Blackboard or Course Wall

This unit relates to course objectives 1, 2 and 3..

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.
http://aaswsw.org/wp-content/uploads/2015/03/Social-Work-and-Global-Environmental-Change-3.24.15.pdf

Ying, Y. (2008). Variation in personal competence and mental health between entering and graduating MSW students: The contribution of mindfulness, *Journal of Religion & Spirituality in Social Work: Social Thought*, 27(4), 405-422.

STUDY DAYS / NO CLASSES OR INTERNSHIP	Date

FINAL EXAMINATIONS (NO INTERNSHIP) - Summative Experience on behalf of 699a	Date

Topic-End of semester course reflection

University Policies and Guidelines

IX.   ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (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

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

USC Support and Advocacy (USCSA) – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.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

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble

The primary mission of the social work profession is to enhance human 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 notes, 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 you cannot discuss it with the instructor, contact the Assistant Dean of Field Education, Dr. Tory Cox (VAC students) or Dr. Suh Chen Hsiao (UPC students). If you do not receive a satisfactory response or solution, contact your advisor and/or Senior Vice Dean of Field Education, Dr. Marleen Wong for further guidance.

XIX. Tips for Maximizing Your Learning Experience in this Course

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

✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.