**Social Work 672**

**Department of Social Change and Innovation**

**Social Work in Business and Employment**

**3 Units- Fall 2019**

***“Without work, all life goes rotten. But when work is soulless, life stifles and dies.” – Albert Camus***

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| **Instructor:** | Dr. Beverly Younger, PhD, LCSW | | |
| **E-Mail:** | bjyounge@usc.edu | **Course Day:** | Monday |
| **Telephone:** | (708) 302-1447 cell  Please feel free to call or text! | **Course Time:** | **67156D** – 4:00 – 5:15 pm PST  **67157D** – 5:45 – 7:00 pm PST |
| **Office:** | Virtual: PST time zone | **Course Location:** | UPC/VAC |
| **Office Hours:** | Tues: 10:00am – Noon PST; or arrange a time |

# Course Prerequisites

Foundation year coursework

# Catalogue Description

Prepares students for practice in work-related environments through analysis of practice roles, settings, historical to current practice trends, business and economic contexts, and policy analysis.

Note*: This a required course for the students in the Department of Social Change and Innnovation.*

# Course Description

This course will prepare students for social work practice in work environments, with an understanding of the historical development and current realities of work environments, and the evolving roles of social workers practicing employment settings. Emerging trends in Employee Assistance Programs, managed behavioral health, organizational change and development, and corporate social responsibility are explored, with an emphasis on the increasing globalization of service delivery. Students will also learn to analyze and apply international, national, state and organizational policies to specific problems and accompanying interventions that currently impact the workplace and the lives of workers. Consideration is given to a wide range of issues such as the impact of the economy on employment, the changing nature of work, the impact of work on the family; trends in incorporation and organizational structures, and the impact of relevant policies on vulnerable individuals, families and communities. Students will also utilize theory, a multilevel system analysis and team planning to propose micro, mezzo and macro work environment solutions within the context of current policy concerns.

# Course Objectives

The Social Work and Business Settings course (SOWK 672) will prepare students to:

| **Objective #** | **Objectives** |
| --- | --- |
| 1 | Comprehend the historical and emerging trends, contexts of social worker roles and interventions in work and business environments in order to analyze and address relevant ethical practice concerns. |
| 2 | Become knowledgeable of the range of international, national, state and organizational policies relevant to work environments that affect individuals, families and communities impacted by social problems. |
| 3 | Gain an awareness of the impact of current macro influences and policies on work environments, employment and organizations, in order to evaluate the impact of these influences on social problems and injustices affecting vulnerable individuals, families and communities. |
| 4 | Utilize the above awareness and knowledge (Objectives 1, 2 and 3) to critically analyze the impact of the context, settings and policies on the range of social work interventions in work environments, and the potential impact on their effectiveness. |
| 5 | Synthesize current research-based evidence of the effectiveness of interventions in work environments and relevant theory in order to conceptualize a multilevel system approach to a social problem(s) affecting individuals and families in work environments. |

# Course format / Instructional Methods

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes and videos, will also be used to facilitate the students’ learning. 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 videos and their application to theory and practice.

# 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** | |
| **Competency 1: Demonstrate Ethical and Professional Behavior**  Social workers understand how the value base of the profession and its ethical standards, as well as relevant laws and regulations may impact practice in non-traditional settings, including with business organizations and in workplace environments at the micro, mezzo, and macro levels. Social workers apply their understanding of ethical decision-making and principles of critical thinking to services delivered in workplace settings, with businesses as clients, and to across-system level interventions. Social workers use their understanding of the distinctions between personal and professional values and their knowledge of the influence of personal experiences and affective reactions as they make professional judgements and decisions related to the needs of employees, the impact of organizational systems on vulnerable populations, and the overall impact of business and workplace environments on well-being. Social workers understand social work roles, the potential for role conflicts, and methods of addressing these, and their roles in interaction with the roles of other professionals involved in business and organizational environments. Social workers use collaboration and advocacy skills to positively impact the health and well-being of their clients in a variety of contexts. Social workers recognize the importance of life-long learning and continual updating of social work knowledge and skills, as well as knowledge and skills related to evolving work and business environment practices, for effective and responsible practice. Social workers incorporate ethical approaches to the use of technology in meeting the needs of their clients in organizations, businesses, and the workplace. | 1)-Comprehend the historical and emerging trends, contexts of social worker roles and interventions in work and business environments in order to analyze and address relevant ethical practice concerns. | | **1b**: Recognize and manage potential conﬂicts between personal feelings/expression and collective/institutional responsibility | Values | | Units:  1, 2, 3, 4, 6, 7  Assignment 1 – Social Problems Literature Review  Assignment 2 – Response Trends & Interview | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Competency** | **Objectives** | **Behaviors** | **Dimensions** | **Content** |
| C**ompetency 3: Advance Human Rights and Social, Economic, and Environmental Justice**  Social workers understand that every individual, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers use their understanding of the interdependence between individuals, families, communities, businesses, non-profit organizations and governments to promote social and economic justice and human rights on a global basis. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of resources, access to income, social goods, and health and well-being. Social Workers take responsibility to protect the civil, political, environmental, economic, social, and cultural rights of individuals in communities and organizations across the globe. | 2) Become knowledgeable of the range of international, national, state and organizational policies relevant to work environments that affect individuals, families and communities impacted by social problems. | **3a**: Understand economic trends, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families and communities. | Critical Thinking | Units:  9, 10, 11, 12, 13  Assignment 3 – Policy and Multilevel System Analysis |
| 3) Gain an awareness of the impact of current macro influences and policies on work environments, employment and organizations, in order to evaluate the impact of these influences on social problems and injustices affecting vulnerable individuals, families and communities. |  |  | Units:  5, 8, 9, 10, 11, 12, 13  Assignment 2 – Response Trends & Interview  Assignment 3 – Policy and Multilevel System Analysis |

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| --- | --- | --- | --- | --- |
| **Competency** | **Objectives** | **Behaviors** | **Dimensions** | **Content** |
| **Competency 5: Engage in Policy Practice**  Social workers understand that human rights of individuals and social justice are mediated by policy and its implementation at the global, federal, state, and local levels. Social workers understand how the historical and current structures of governmental policies, organizational policies and processes, and trends in evolving services and interventions, affect individuals and families in workplace environments. They understand their evolving roles in policy advocacy, development, implementation and evaluation within non-traditional or innovative practice settings, across micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. | 4) Utilize the above awareness and knowledge (Objectives 1, 2 and 3) to critically analyze the impact of the context, settings and policies on the range of social work interventions in work environments, and the potential impact on their effectiveness. | **5a**: Identify social policies at the state, federal and global levels that emphasize the financial and personal well-being of individuals, families and communities. | Skills | Units:  6, 7, 10, 11, 12, 13  Assignment 2 – Response Trends & Interview  Assignment 3 – Policy and Multilevel System Analysis |
| 4) Utilize the above awareness and knowledge (Objectives 1, 2 and 3) to critically analyze the impact of the context, settings and policies on the range of social work interventions in work environments, and the potential impact on their effectiveness.  5) Synthesize current research-based evidence of the effectiveness of interventions in work environments and relevant theory in order to conceptualize a multilevel system approach to a social problem(s) affecting individuals and families in work environments. | **5b**: Analyze and apply international, national, state and organizational policies to specific problems and accompanying interventions that currently impact the workplace and the lives of workers. | Critical Thinking | 4) 6, 7, 10, 11, 12, 13  5) 5, 14, 15  Assignment 2 – Response Trends & Interview  Assignment 3 – Policy and Multilevel System Analysis |

# Course Assignments, Due Dates & Grading

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment 1: Workplace Issues Paper** | Week 4 | 30% |
| **Assignment 2: Solutions Analysis Paper** | Week 8 | 30% |
| **Assignment 3: Policy Analysis and Multilevel System**  **Solutions Presentations** | Week 14 &15 | 30% |
| **Class Participation** | Ongoing | 10% |

**Assignments 1 through 3: From Issue to Solutions to Policy Analysis**

SOWK 672 Assignments 1 and 2 are progressive, stepping students through an analysis of a social or organizational issue affecting the well-being of individuals, families, communities and/or organizations into an exploration of solutions. A social issue is defined *as an action or condition located within the environment, social system, relationships or individuals that requires significant adaptation to achieve individual, family, community or organizational homeostasis and well-being*.

Assignment 3 will focus on **analyzing policy** that relates to a Social Work & Business concerns and the solutions or interventions currently applied. Topics will be approved by the instructor.

**Assignment 1– Social Work in Business & Employment Issue Analysis Paper: 30% of Course Grade**

Each student will identify a social issue related to the class focus that is of special interest to the student and conduct a scholarly literature and web-based information search of existing knowledge about the causes and effects of the issue across four systems levels, including individual, family, organizational (workplace) and community. The selected social issue may be focused at the micro level, such as depression within individuals, yet the issues analysis paper also needs to analyze and summarize any related causes of depression or effects of depression that may occur at all four systems levels. The selected social issue may also be focused at the family level (e.g., childcare concerns affecting working parents), at the organizational workplace level (e.g., workplace stress), or at the community level (e.g., environmental disasters caused by an industrial accident). The analysis should draw upon current (2014 and up) scholarly literature and any web-based knowledge that supports the analysis. The summary will include an analysis of the effects of the issue on vulnerable populations. An assignment handout will be provided to students with additional details.

The issue analysis paper will consist of a written paper of approximately 5 to 8 pages (excluding title page and reference list), using correct APA format, summarizing scholarly and web-based literature, and must cite and reference at least 7 scholarly sources.

**Due Week 4**

*This assignment relates to Student Learning Outcomes 5,7,8,10.*

**Assignment 2 – Social Work in Business & Employment Solutions Analysis Paper - 30% of Course Grade**

Each student will continue researching the same social problem described in Assignment 1, focusing in this paper on current solutions or interventions that are available to address the social problem. This paper will NOT discuss any policy solutions (policy is addressed in Assignment 3). The paper will describe with a critical lens the use of available and applicable, individual (clinical and/or micro-level community or workplace solutions or interventions), family (clinical or family-level community or workplace solutions or interventions), organizational (internal organizational solutions or interventions) and community (public or community-located solutions or interventions). A summary will critically analyze the potential for solutions to address the SWB&E social issue identified in Assignment 1 and any ethical concerns related to the solutions The analysis should draw upon current (2014 and up) scholarly literature and any web-based knowledge that supports the analysis. An assignment handout will be provided to students with additional details.

The SWB&E Issue Analysis Paper will consist of a written paper of approximately 5 to 8 pages (excluding title page and reference list), using correct APA format, summarizing scholarly and web-based literature, and must cite and reference at least 7 scholarly sources.

**Due Week 8**

*This assignment relates to Student Learning Outcomes1-4, 5-7, 8, 10, 14*

**Assignment 3 – Social Work and Business & Employment Policy Analysis and Multilevel System Solutions Presentations– 30% of Course Grade**

This project will result in a presentation supported by a PowerPoint or other visual presentation software and a one-to-two page handout (Zoom video presentation optional). The presentations will occur during Week 14 &15. The presentation materials must be completed and sent to the instructor before the start of Week 14 class.

This assignment will include the identification and analysis of federal, or international (if the student selected an international focus) workplace or employer-related policy relevant to an assigned social issue. The one to two-page handout will include a concise overview of policy relevant to the issue. The PowerPoint or visual presentation will include the overview of the policy, an analysis of the effects of policy on the social issue and vulnerable populations affected by the social issue, on organizations and communities (as relevant to the topic), and a critical summary of the overall effectiveness of relevant policy. In addition, this assignment will include a recommended multilevel system response to the social issue, emphasizing individual/family, organizational, national or international solutions (as relevant to the topic). An assignment handout will be provided to students with additional details. The presentation will be in class and should be approximately 20 minutes in length. All factual information should be referenced using scholarly literature or web-based information on the final slide of the presentation. There is no required minimum of citations.

**Due Week 14**

*This assignment relates to Student Learning Outcomes 5,7,8,10,12*

## Class Participation (10%) of Course Grade:

## Class participation is defined as students’ active engagement in class-related learning and timely involvement in class sessions. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning and participation in assigned reading through the quality and depth of class comments and discussions related to readings, lectures, and assignments.

The participation points are based on the instructor’s observation of active participation throughout the term, including bringing key discussion points, participating in group activities, active engagement in class discussions, being on time, returning from breaks in a timely manner, and remaining in class for the duration of the class.

Class grades will be based on the following:

| **Class Grades** | | **Final Grade** | |  |
| --- | --- | --- | --- | --- |
| 3.85 – 4.00 | A | 93 – 100 | A | The student’s work demonstrates a very good mastery of content (to the highest degree) that also shows that the student has undertaken a complex task, has applied very strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. |
| 3.60 – 3.84 | A- | 90 – 92 | A- | The student’s work demonstrates a very good mastery of content, shows that the student has undertaken a complex task, has applied strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment |
| 3.25 – 3.59 | B+ | 87 – 89 | B+ | The student’s work demonstrates a good mastery of content, has applied a moderate level of critical thinking, and a more-than-competent understanding of the material being tested or required in the assignment. |
| 2.90 – 3.24 | B | 83 – 86 | B | The student’s work meets the basic requirements of the assignment, has applied minimal critical thinking, evidences that the student has done adequate work on the assignment, and meets basic course expectations. |
| 2.60 – 2.89 | B- | 80 – 82 | B- | The student’s work meets the basic requirements of the assignment, has applied little to no critical thinking, evidences that the student has done adequate work on the assignment and meets basic course expectations. |
| 2.25 – 2.59 | C+ | 77 – 79 | C+ | Grades of a C+ are applied to a student’s work that reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. |
| 1.90 – 2.24 | C | 73 – 76 | C | Grades of a C- are applied to a student’s work that reflects a very limited grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. |
|  |  | 70 – 72 | C- | Grades of a C- to an F will be applied to a student’s work to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment. |

# Required and supplementary instructional materials & Resources

## Required Readings and Textbooks

The Course Readings will consistent of a compilation of articles, reports and book chapters that will be available through ARES (Search for the 672 lead instructor name – Maiden) or a print course reader version (see below), in addition to a reference textbook on policies.

**Textbook:**

Meadows, D.H. (2008). *Thinking in systems: A primer*. White River Jct., Vermont: Chelsea Green

Publishing. (This is available on Amazon)

Repa, B. K. (2018). *Your rights in the workplace, 11th ed*. Berkeley, CA: Nolo. (Note: The current edition is also priced reasonably on Amazon).

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ARES – Required journal articles or single book chapter articles are included in the ARES database under this course number and the lead instructor’s name.

## Recommended Guidebook for APA Style Formatting

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

## Recommended Websites

National Association of Social Workers  
<http://www.naswdc.org>

The Elements of Style–A Rule Book for Writing  
<http://www.bartleby.com/141/>

USC Guide to Avoiding Plagiarism  
<http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm>

Purdue OWL: APA Style and Formatting Guide

http://owl.english.purdue.edu/owl/resource/560/01/

**Course Overview**

| **Week** | **Topics** | **Assignments** |
| --- | --- | --- |
| **1** | * **Introduction to Course: Improving Work Life Through Social Policy and Managing Organizational Development and Change**   + - Conceptual overview and course goals     - Course content and resources     - Assignments/evaluation     - Constructing the Case for organizational wellness and   interdependence across system levels |  |
| **2** | * **Social Workers & Work Organizations: The Evolution of the Context and Roles - Part I: History**   + - History of social work and social policy as it relates to the workplace     - Early social workers’ concerns for labor     - Video - PBS.Com Program: American Experience, Episode Triangle Fire. Retrieved from <http://video.pbs.org/video/1817898383> |  |
| **3** | * **Social Workers & Work Organizations: The Evolution of the Context and Roles - Part II: Evolving Employee Assistance and Behavioral Health Care**   + - An overview of occupational social work settings and roles     - The history of occupational social work     - Emerging issues in the Employee Assistance Programs     - Overview of employer-supported and public behavioral healthcare in the U.S. |  |
| **4** | * **Social Workers & Work Organizations: The Evolution of the Context and Roles – Part III: Macro Social Work Roles**   + - Role concerns for social workers in business settings     - Social workers and innovative services and roles in business settings or at the business/community boundary:     - Organizational well-being     - Organizational development     - Corporate social responsibility     - Social entrepreneurship or social enterprise     - Job development | **Assignment 1 Due** |
| **5** | * **Theories Supporting the Critical Analysis of Social Work Practice with Work Organizations**    + - Continuum of the Work Experience     - Systems Theory     - Sustainability |  |
| **6** | * **Workplace Environments and Organizational Characteristics: Organization Types**    + - Overview of organization types: For-profit, non-profit, and government     - Organizational goal and strategy differences     - Organizational system structure |  |
| **7** | * **Organizations With a Conscience - Corporate Social Responsibility (and Irresponsibility)**   + - The evolution of organizational consciousness     - Corporate social responsibility: Organizational characteristics     - Businesses with a conscience: Examples of social innovation     - Corporate Irresponsibility and resulting workplace disasters |  |
| **8** | * **Economic and Employment and Employment Trends Affecting Social Work Practice with Work Organizations**   + - Economic and employment trends in the U.S.     - Global business trends     - The effects of employment and unemployment on individuals and families, and vulnerable populations | **Assignment 2 Due** |
| **9** | * **Employment: Changing Work and Job Realities**   + - The nature of work     - Workplace stressors     - The future of work |  |
| **10** | * **Introduction to Policy: National and International Rights to Work or Employment**   + - Employment at will, unemployment, workers compensation, and social security     - Current efforts to retain job and labor rights     - Human trafficking and contemporary slavery |  |
| **11** | * **Individuals, Families and Workplace Concerns: Relevant Policy: Part I**   + - Discrimination     - Sexual harassment     - Older workers, discrimination and retirement |  |
| **12** | * **Individuals, Families and Workplace Concerns: Relevant Policy: Part II**   + - People with disabilities (Americans with Disabilities Act)     - Mental health and substance abuse (Drug testing)     - Health concerns and insurance     - Affordable Care Act     - Family and children: Medical leave (Family Medical Leave Act), family leave, pregnancy, work/life balance, domestic violence |  |
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| **13** | * **Global Policies Affecting Social Work Practice with Business Organizations**    + - Human trafficking and contemporary slavery     - International labor policy     - Child labor across the world |  |
| **14** | * **Technology and Work, Presentations, Class Evaluation** | **Assignment 3**  **Presentations Due** |
| **15** | * **Millennials at Work, Presentations, Summary and Class Evaluation** | **Assignment 3**  **Presentations Continue** |

**Course Schedule―Detailed Description**

| **Week 1: Introduction to Course Introduction to Course: Improving Work Life Through Social Policy and Managing Organizational Development and Change** |  |
| --- | --- |
| **Topics** | |
| * + - Conceptual overview and course goals     - Course content and resources     - Assignments/evaluation     - Constructing the case for organizational wellness and interdependence across system levels   *This Unit relates to course objective 1.* Required Readings Maak, T. & Pless, M.N. (2009). Business leaders as citizens of the world: Advancing humanism on a  global scale. *Journal of Business Ethics, 88*, 537-550. doi: 10.1007/s10551-0009-0122-0  [https://amp.fastcompany.com/40582642/why-companies-need-to-hire-social-workers](https://urldefense.proofpoint.com/v2/url?u=https-3A__amp.fastcompany.com_40582642_why-2Dcompanies-2Dneed-2Dto-2Dhire-2Dsocial-2Dworkers&d=DwMFAg&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=QuxWRfbt3y0MjMiTUwt-nZmAUkv6KrkzjUkS3XnfmTI&m=fpBdcP5MR9BCokjmtxlA3MhK4gTCq72zzbJS7yXQY38&s=HUmTB1ZpgRRAJA8DE5Pq9iGTzbXQyPunG8KFPkRjwGs&e=) | |
| **Week 2: Social Workers & Work Organizations: The Evolution of the Context and Roles - Part I: History** |  |
| **Topics** | |
| * History of social work and social policy as it relates to the workplace * Early social workers’ concerns for labor * Video - PBS.Com Program: American Experience, Episode Triangle Fire. Retrieved from <http://video.pbs.org/video/1817898383>  *This Unit relates to course objective 1.* | |

### Required Readings

Kurzman, P.A. (2010). Chapter 1. Labor-social work collaboration: Current and historical perspectives. In P.A. Kurzman and R. P Maiden *Union Contributions to Labor Welfare Policy and Practice*, 7-22. New York, NY: Routledge.

Maiden, R.P. (2001). The evolution and practice of occupational social work in the United States.

*Employee Assistance Quarterly*, *17*(1/2), 119-61.

Mor Barak, M & Bargal, D. (2008). Human services in the context of work. *Administration in Social Work,*

*23*(3-4), 1-11.

### Recommended Readings

Gordon, L. (1977). Women and the anti-labor movement in Illinois, 1890-1920. *Social Service Review*,

*51*(2), 228-248. [www.jstor.org](http://www.jstor.org).

**Child Labor Videos**

Child labor in the US

<https://www.youtube.com/watch?v=J0XlxV2U7qw>

Child Labor Laws in American History

<https://www.youtube.com/watch?v=CTYkW5K2mn4>

Child Labor in America – The Industrial Revolution

<https://www.youtube.com/watch?v=j-fbnS6sSZA>

Child Labor During the Progressive Era

<https://www.youtube.com/watch?v=W7SpqJVy1nc>

Fingers to the Bone: Child Farmworker in America

<https://www.youtube.com/watch?v=NfEtO00DSvI>

| **Week 3: Social Workers & Work Organizations: The Evolution of the Context and Roles - Part II: Evolving Employee Assistance and Behavioral Health Care** |  |
| --- | --- |
| **Topics** | |
| * + - An overview of occupational social work settings and roles     - The history of occupational social work     - Emerging issues in the Employee Assistance Professionals field     - Overview of employer-supported and public behavioral healthcare in the U.S.   This Unit relates to course objective 1. | |

### Required Readings

Clay, R.A. (2011). The future of behavioral health care. Monitor on psychology, 42,(5), p. 52 Retrieved

from <http://www.apa.org/monitor/2011/05/behavioral-health.aspx>

Kaiser Commission on Medicaid and the Uninsured (2011). Mental health financing in the United States.

Retrieved from <http://www.kff.org/medicaid/upload/8182.pdf>

*Access this online using the above link.*

Younger, B.J. (2014) Employee assistance programs: Serving at the nexus of employers and employee

well-being. In M.P. O’Donnell (Ed.), *Health promotion in the workplace*, 4th Ed., pp. 587-614.

American Journal of Health Promotion: Tory, MI.

### Recommended Readings

Masi, D.A. (2011). Redefining the EAP field. *Journal of Workplace Behavioral Health, 26*(1), 1-9

| **Week 4: Social Workers & Work Organizations: The Evolution of the Context and Roles: Part III Macro Social Work Roles** |  |
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| **Topics** |
| * Role concerns for social workers in business settings * Social workers and innovative services and roles in business settings or at the business/community boundary: Organizational well-being, organizational development, corporate social responsibility, social entrepreneurship or social enterprise and job development   *This Unit relates to course objective 1****.*** Assignment 1 Due: Issues Analysis Paper |

### Required Readings

Germak, A.J. & Singh, K.K. (2010). Social entrepreneurship: Changing the way social workers do

business. *Administration in Social Work, 34*, 79-95. doi: 10.1080/03643100903432974.

Sarkar, S. (2008). Industrial social work to corporate social responsibility: A transformation of

priority. *Journal of Human Values*, *14*(1), 31-48.

Simonsen, M., & Fabian, E. S. (2011). Strategies Used by Employment Service Providers in the Job

Development Process. Retrieved from: <https://www.dol.gov/odep/ietoolkit/publications/500.pdf>

**Recommended Readings**

Sirgy, M.J., Reilly, N.P., Wu, J.,& Efraty, D. (2012). Review of Research Related to Quality of Work Life

(QWL) Programs. In K.C. Land et al. (Eds.), *Handbook of social indicators and quality of life*

*research*. Springer Science & Business Media. 297-311.

| **Week 5: Theories Supporting the Critical Analysis of Social Work Practice with Work Organizations** |
| --- |
| |  | | --- | | * Continuum of the Work Experience * Systems Theory * Sustainability   *This Unit relates to course objectives 3 & 5.* |  Required Readings Mor Barak, M. (2000). Repositioning Occupational Social Work in the New Millennium. In M.E. Mor  Barak & D.Bargal (Eds.), *Social services in the workplace: Repositioning occupational social work in the new millennium*. New York: The Haworth Press., pp. 201-208  Meadows, D.H. (2008). Chapter 1, 2, and 3. Scan the Appendix also. In *Thinking in systems: A*  *primer*. White River Jct., Vermont: Chelsea Green Publishing.  **This is one of our textbooks.**  Students and Scholars Against Corporate Misbehavior (SACOM). (2011). Foxconn and Apple fail to  fulfill promises: Predicaments of workers after the suicides. Retrieved from  <http://sacom.hk/wp-content/uploads/2011/05/2011-05-06_foxconn-and-apple-fail-to-fulfill-promises1.pdf> | |
|  | |
| **Week 6: Workplace Environments and Organizational Characteristics: Organizational Types** | **`** |

**Topics**

* Overview of organization types: For-profit, non-profit, and government
* Organizational goal and strategy differences
* Organizational system structure

*This Unit relates to course objectives 1 & 4.*

### Required Readings

Horwitz, J. R., & Culley, R. (2014). Profits v. purpose: Hybrid companies and the charitable dollar.

*Law & Economics Working Papers*. *Paper 48*. Retrieved from <http://repository.law.umich.edu/law_econ_current/art48>

**Martin, R.L. and Osberg, S (2007)** Social Entrepreneurship: The Case for Definition. Stanford Social Innovation Review.

<https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition>

McNamara, C. (n.d.) Introduction to Organizations: Business and Profits. At

<http://managementhelp.org/organizations/index.htm>

*Note: Access online and read “****Introduction to Organizations****” and all links in “****Basics****”*

Moore, M.H. (2000). Managing for value: Organizational strategy in for-profit, nonprofit, and

governmental organizations. *Nonprofit and Voluntary Sector Quarterly, 29*(1), 183-204,

doi;10.1177/089976400773746391 ….continued

Kline, J. (2014) The Importance of Social Entrepreneurship

<https://www.linkedin.com/pulse/20140407142909-1039282-the-importance-of-social-entrepreneurship>

**Recommended Readings**

Dees, J.G. & Anderson, B.B. (2003). Sector-bending: Blurring lines between nonprofit and for-profit.

*Society*, May/June, 16-27

.

Kerlin, J.A. (2006). Social enterprise in the United States and Europe: Understanding and learning from

the differences. *Voluntas*, 17, 247-263.

**Social Entrepreneurship Videos (Watch these!)**

**What is social entrepreneurship?**

<https://www.youtube.com/watch?v=1ecKK3S8DOE>

**What is a Social Entrepreneur?**

<http://www.schwabfound.org/content/what-social-entrepreneur>

**How to be a social entrepreneur: Andy Stoll at TEDxUIowa**

<https://www.youtube.com/watch?v=N8LVa9pb-n8>

**The future is social entrepreneurship | Kerryn Krige | TEDxJohannesburgSalon**

<https://www.youtube.com/watch?v=mx9MEuxoWn0>

**15 Social Entrepreneurs and Their Crazy Ideas (Rainer Höll, Ashoka DE) | DLDsummer 16**

<https://www.youtube.com/watch?v=nlXKcpgPP6M>

| **Week 7: Organizations with a Conscience: Corporate Social Responsibility (and Irresponsibility)** |  |
| --- | --- |
| **Topics** | |
| * The evolution of organizational consciousness * Corporate social responsibility: Organizational characteristics * Businesses with a conscience: Examples of social innovation * Corporate social irresponsibility and resulting workplace disasters   *This Unit relates to course objective 1 & 4.* | |

### Required Readings

Carroll, A.B. & Shaban, K.M. (2010). The business case for corporate social responsibility: A review of

concepts, research and practice*. International Journal of Management Reviews*,12(1), 85-105.

doi: 10.1111/j.1468-2370.2009.00275.x

Laloux, F. (2014) Reinventing organizations. Retrieved from

<http://www.reinventingorganizations.com/uploads/2/1/9/8/21988088/140305_laloux_reinventing_organizations.pdf>

Epstein, M.J. (2009). Online excerpt from *Making sustainability work: Best practices in managing and*

*Measuring corporate social, environmental, and economic impacts*. Berret-Koehler Publishers.

Retrieved from <http://www.bkconnection.com/static/Making_Sustainability_Work_EXCERPT.pdf>

*Access this article online. ….continued*

**Corporate Social Responsibility (CSR) (watch these!)**

What is CSR?

<https://www.youtube.com/watch?v=kQgzcuKS5ys>

The social responsibility of business | Alex Edmans | TEDx London Business School

<https://www.youtube.com/watch?v=Z5KZhm19EO0>

CSR – Five top CSR Companies: 5. LEGO, 4. BMW, 3. Disney, 2. Microsoft, 1. Google <https://www.youtube.com/watch?v=w69sEZgS4sk&t=13s>

Ratan Tata (USC Trustee): The Role of Corporate Social Responsibility in India

<https://www.youtube.com/watch?v=45YGqwT7OeI>

Massive CA Gas Leak—Corporate Irresponsibility?

<https://www.youtube.com/watch?v=vIUOZU-rogu>

Bhopal Gas Tragedy | World's Worst Industrial Disaster

<https://www.youtube.com/watch?v=FdyBy2s9I5c>

Nestle Baby Formula Scandal

<https://www.youtube.com/watch?v=AFJm0KAEzFA>

Worst Company Disasters! | Top 6 Blunders

<https://www.youtube.com/watch?v=T0Z73Zbtlyg>

| **Week 8: Economic and Employment Trends Affecting Social Work Practice with Work Organizations** |  |
| --- | --- |
| **Topics** | |
| * Economic and employment trends in the U.S. * Global business trends * The effects of employment and unemployment on individuals and families, and vulnerable populations   *This Unit relates to course objective 3.* Assignment 2 Due: Solutions Analysis Paper Due | |

### Required Readings

Bambra, C. (2009). Yesterday once more? Unemployment and health in the 21st century. *Journal of*

*Epidemiology and Community Health, 64,* 213-215. doi:10.1136/jech.2009.090621

Pew Research Center (May 11, 2015). Millennials surpass Gen Xers as the largest generation in U.S.

labor force. Retrieved from:

<http://www.pewresearch.org/fact-tank/2015/05/11/millennials-surpass-gen-xers-as-the-largest-generation-in-u-s-labor-force/>

PWC. (2015). 18th Annual Global CEO Survey: Key Findings

Retrieved at <http://www.pwc.com/gx/en/ceo-survey/2015/key-findings/index.jhtml>

….continued

**Recommended Reading**

Board of Governors of the Federal Reserve System. (2012). A perspective from Main Street: Long-term

unemployment and workforce development. Read pp. 1-9 only. Retrieved from

<http://www.federalreserve.gov/communitydev/pdfs/Workforce_errata_final2.pdf>

PWC. (2015). 18th Annual Global CEO Survey: A Marketplace Without Boundaries: Responding to

Disruption. [Entire report]

<http://www.pwc.com/gx/en/ceo-survey/2015/assets/pwc-18th-annual-global-ceo-survey-jan-2015.pdf>

| **Week 9: Employment: Changing Work and Job Realities** |  |
| --- | --- |

* The nature of work
* Workplace stressors
* The future of work

### *This Unit relates to course objective 3.*

### Required Readings

Repa, B. K. (2018). Chapters 2 (pp. 9-16 only), 9 (pp. 277-297 only), and Chapters 11, 12 & 13. *Your rights in the workplace, 11th ed*. Berkeley, CA: Nolo.

*Note: The Repa book is one of our textbooks.*

**Recommended Reading**

Muhl, C.J. (2001). The employment-at-will doctrine: Three major exceptions. *Monthly Labor Review*,

January, 3-11.

| **Week 10: Introduction to Policy: National and International Rights to Work or Employment** |  |
| --- | --- |
| **Topics**   * Employment at will, unemployment, workers compensation, and social security * Current efforts to retain job and labor rights | |
| *This Unit relates to course objectives 3 & 4.* | |

**Required Readings**

International Labour Organization (2009). Rules of the game: A brief introduction to international labour

standards. Read pp. 8-21 only. Retrieved from:

<http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_108393.pdf>

Lusk, M. (2009-02). The challenge of human trafficking and contemporary slavery. *Journal of*

*comparative social welfare, 25*(1), 49-57.doi:10.1080/17486830802514049

Root, L.S. and Dickinson, K.K. (2010) Joint labor-management programs in the auto industry and the shaping of human services. In P.A. Kurzman and R. P Maiden *Union Contributions to Labor Welfare Policy and Practice*, 47-62. New York, NY: Routledge.

*Continued*

**Week 10**

**Recommended Readings**

Coleman, I. (2010). The global glass ceiling: Why empowering women is good for business. Foreign

Affairs. Council on Foreign Relations. Retrieved from <http://www.genderprinciples.org/resource_files/The_Global_Glass_Ceiling.pdf>

Pedersen, D.K., Minnotte, K.L., Kiger, G. & Mannon, S. (2009). Workplace policy and environment, family

role quality, and positive family-to-work spillover. *Journal of Family Economic Issues*, 30, 80-89.

| **Week 11: Individuals, Families and Workplace Concerns: Relevant Policy: Part 1** |
| --- |
| **Topics**   * Discrimination * Sexual harassment * Older workers, discrimination and retirement   *This Unit relates to course objectives 3 & 4.* Required Readings Repa, B. K. (2018). Chapter 7. Americans with Disabilities Act and Discrimination Against Workers  with HIV or AIDS) section only & Chapter 8. *Your rights in the workplace, 11th ed*. Berkeley, CA: Nolo. *Note: The Repa book is one of our textbooks.*  Schmitt, M. T., Branscombe, N. R., Postmes, T., & Garcia, A. (2014). The consequences of perceived  discrimination for psychological well-being: A meta-analytic review. *Psychological Bulletin*, *140*(4), 921.  Jiang, K., Hong, Y., McKay, P. F., Avery, D. R., Wilson, D. C., & Volpone, S. D. (2015). Retaining  employees through anti–sexual harassment practices: Exploring the mediating role of psychological distress and employee engagement. *Human Resource Management, 54*(1), 1-21  Finkelstein, L. M. (2015). Older workers, stereotypes, and discrimination in the context of the  employment relationship. In *Aging Workers and the Employee-Employer Relationship* (pp. 13-  32). Springer International Publishing. | |

| **Week 12: Individuals, Families and Workplace Concerns: Relevant Policy: Part II** |  |
| --- | --- |
| **Topics** | |
| * People with disabilities (Americans with Disabilities Act) * Mental health and substance abuse (Drug Testing) * Health concerns and insurance * Affordable Care Act * Family and children: Medical leave, family leave, pregnancy, work/life balance, domestic violence   *This Unit relates to course objectives 3 & 4.* | |

### Required Readings

Repa, B. K. (2018). Chapter 5 Workplace Testing (pp. 133-142 only) and Chapter 7 (Americans with

Disabilities Act and Discrimination Against Workers with HIV or AIDS, (pp.237-249) *Your*

*rights in the workplace, 11th ed*. Berkeley, CA: Nolo.

Gates, L. B. & Akabas, S.H. (2011). Inclusion of People with Mental Health Disabilities in the Workplace:

Accommodation as a Social Process. In I.Z. Schultz and E.S. Rogers (eds.), *Work*

*accommodation and retention in mental health*. Springer Science & Business Media, pp. 375-383.

doi#: 10.1007/978-1-4419-0428-7\_20 *…continued*

Smith, D. E., & Davidson, L. D. (2015). Strategies of Drug Prevention in the Workplace: An International

Perspective of Drug Testing and Employee Assistance Programs (EAPs). *Textbook of Addiction*

*Treatment: International Perspectives*, 1111-1127.

Brown, S.D. (2010). Protecting the children: The need for a modern day balancing test to regulate child

labor in international business. *Journal of Transnational Law and Policy*, 20, 129-156.

**Efforts made to protect older workers from age discrimination**

<http://www.mom.gov.sg/newsroom/press-replies/2016/1208-efforts-made-to-protect-older-workers-from-age-discrimination>

**Challenges for Older Employees**

<http://womenforhire.com/career_obstacles/challenge_for_older_employees/>

| **Unit 13: Global Policies Affecting Social Work Practice with Work Organizations** |  |
| --- | --- |
| **Topics** | |

* Human trafficking and contemporary slavery
* International labor policy policies
* Child labor across the world

### *This Unit relates to course objectives 3 & 4.*

**Required Readings**

Binoy, J., Injodey, J. and Varghese, Raju (2010). Labour welfare in India. In P.A. Kurzman and- R. P Maiden *Union Contributions to Labor Welfare Policy and Practice*, 225-246. New York, NY: Routledge.

Choi, S. (2010) Labor welfare in South Korea. In P.A. Kurzman and R. P Maiden *Union Contributions to Labor Welfare Policy and Practice*, 269-278. New York, NY: Routledge.

Majumdar, A. B. (2015). India's Journey with Corporate Social Responsibility–What Next? *Available at*

[*http://jlc.law.pitt.edu/ojs/index.php/jlc/article/view/83*](http://jlc.law.pitt.edu/ojs/index.php/jlc/article/view/83)

Ramasastry, A. (2015). Corporate Social Responsibility versus Business and Human Rights: Bridging the Gap between Responsibility and Accountability. *Journal of Human Rights*, *14*(2), 237-259.

Terblanche, L.S. (2010) Labour welfare in South Africa. In P.A. Kurzman and R. P Maiden *Union Contributions to Labor Welfare Policy and Practice*, 151-168. New York, NY: Routledge.

**Recommended Readings**

Cone Communications/Ebiquity (2015). Global CSR Study. Retrieved 08/23/15 from

<http://www.conecomm.com/research-blog/2015-cone-communications-ebiquity-global-csr-study>

**Trafficking in Child Labor (Recommended but not required)**

Child Labour – A Day in the Life

<https://www.youtube.com/watch?v=mn8chUKrdsA>

JUST DO IT! Human trafficking in Nike's sweatshop factory in Malaysia

<https://www.youtube.com/watch?v=e9ZktmrGGMU>

By Supporting Nike You Are Supporting Child Labor

<https://www.youtube.com/watch?v=ZYnFKGqiOEU>

**…***continued*

Best short film on Child Labour

<https://www.youtube.com/watch?v=E7f7q8n0abo>

Inside Apple Foxconn

<https://www.youtube.com/watch?v=eYHA8quvOrw>

Apple-Foxconn... iSlave?

<https://www.youtube.com/watch?v=9jOgRpO5i94>

| **Unit 14: Technology and Work, Presentations, Class Evaluation** |  |
| --- | --- |
| Assignment 3 Due: Group Project: Policy and Multisystem Analyses due, including PowerPoint and Handout; Presentations begin | |

### *This Unit relates to course objectives 5.*

**Technology and Work Videos (Recommended but not required)**

How is technology changing our workplace culture?

<https://www.youtube.com/watch?v=Ukvd4adVcHw>

Technology at the workplace – The Stress Excess

<https://www.youtube.com/watch?v=xWBFvLAtgxo>

In a Digital Era, How Can Older Workers Stay in the Game

<https://www.wsj.com/articles/how-can-older-workers-stay-in-the-game-1526999016>

Apple Park

<https://www.youtube.com/watch?v=mhCBBPomipQ&t=110s>

Apple's employee recruiting video

<https://www.youtube.com/watch?v=X9SK052cF3c>

Working at APPLE

<https://www.youtube.com/watch?v=feU2f8L8V-4>

Google’s Flexible Workspace

<https://www.youtube.com/watch?v=gqG0O6debQM>

World Best work place at Google

<https://www.youtube.com/watch?v=z8wqS7VkAcw>

10 Most Influential Devices of All Time!

<https://www.youtube.com/watch?v=py7QlkAsoIQ>

| **Unit 15: Millenials in the Workplace, Presentations, Summary and Class Evaluation** |  |
| --- | --- |

* Team Presentations
* Evaluate learning experiences

*This Unit relates to course objective 5.*

### Assignment 3 Presentations continue

**Millennials in the Workplace Videos Technology and Work Videos (Recommended but not required)**

Simon Sinek on Millennials in the Workplace

<https://www.youtube.com/watch?v=As8XkJNaHbs>

A Millennial Job Interview

<https://www.youtube.com/watch?v=Uo0KjdDJr1c>

Millennials in the Workplace Training Video

<https://www.youtube.com/watch?v=Sz0o9clVQu8>

Millennials in the Workforce, A Generation of Weakness

<https://www.youtube.com/watch?v=QXWNChoIluo>

**University Policies and Guidelines**

# 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](mailto: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.

# 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](http://policy.usc.edu/scientific-misconduct/).

# Support Systems

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

[engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

[*www.suicidepreventionlifeline.org*](http://www.suicidepreventionlifeline.org)

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

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

USC Student Health Sexual Assault & Survivor Support: <https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*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](http://sarc.usc.edu/)

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

[equity.usc.edu](http://equity.usc.edu/), [titleix.usc.edu](file:///\\sowkfs01.sowk.usc.edu\share\Vice_Dean\_Syllabi%20Fall%202019\titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support – (213) 740-2421*

USC Policy Reporting to Title IX: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response.

*The Office of Disability Services and Programs (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, and assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC – (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

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

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

# 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.

# 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.”

# 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.

# 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.

# Code of Ethics of the National Association of Social Workers (Optional)

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

# 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.

# Complaints

Please direct any concerns about the course with the instructor first.  If you are unable to discuss your concerns with the instructor, please contact the faculty course lead.  Any concerns unresolved with the course instructor or faculty course lead may be directed to the student’s advisor and/or the Chair of your program.

**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.*