I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

Provides context and preparation for social work practitioners on policy, macro practice and leadership roles in communities and organizations serving children, youth and families.

III. COURSE DESCRIPTION

This course prepares advanced social work practitioners for innovative policy, macro practice and leadership roles in community and organizational settings serving children, youth and families. Students will be exposed to key aspects of policy practice that are driving change in public and private agencies and service systems that support children, youth, families and communities.

The course is organized in two modules: 1) Using research and data analysis to inform policy implementation at the federal, state and local levels; 2) models and practices for systemic reform 3). Students will also engage in a summative reflection regarding the role of the social work practitioner in policy advocacy. Students will be exposed to the policy implementation process, models of community change designed to enhance resident engagement and community building, and the role of the social work practitioner in the policy making process.

IV. COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Integrate information from multiple sources to assess and appraise social innovation models and system wide reforms that advance human rights and social justice for families and children in diverse communities.</td>
</tr>
<tr>
<td>2</td>
<td>Enhance awareness of evidence-based, evidence-informed and promising practices that guide policy and macro practice in a variety of child and family service settings.</td>
</tr>
<tr>
<td>3</td>
<td>Develop skills that support macro practice in complex environments, including data-driven decision-making, cross-organizational collaboration and group work to connect individual policy change to collective, system wide reform for children, youth, families and communities.</td>
</tr>
<tr>
<td>4</td>
<td>Increase understanding of the four models of policy practice, including opportunities and strategies for advocacy and intervention, at the federal, state, county/city and organizational/agency level in an effort toward effectuating systemic change for children, youth, families and the communities they live in</td>
</tr>
<tr>
<td>5</td>
<td>Develop skills in policy research, policy analysis and policy implementation in order to provide/secure more appropriate services, supports and resources for communities, families and children.</td>
</tr>
</tbody>
</table>

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards. This course focuses on competencies 3 and 5:

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

**Highlighted in this course**

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>Social workers understand that every child, young person, and family member, 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 understand the global interconnections of oppression and human rights violations and employ social justice strategies to promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.</td>
<td>1. Integrate information from multiple sources to assess and appraise social innovations and system wide reforms that advance human rights and social justice for families and children in diverse communities.</td>
<td>3a. Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.</td>
<td>Knowledge</td>
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<tr>
<td>Assignment 1: Policy analysis &amp; Data Driven Decision Making</td>
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<td></td>
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<tr>
<td>Assignment 2: Systemic Reform &amp; Model for Change Group Paper</td>
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<tr>
<td>Assignment 3: Systemic Reform &amp; Model for Change Oral Presentation</td>
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<tr>
<td>Assignment 4: Policy Meeting and Reflection Paper</td>
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<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Objectives</td>
<td>Behaviors</td>
<td>Dimension</td>
<td>Content</td>
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<tr>
<td><strong>Competency 5: Engage in Policy Practice</strong></td>
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<td></td>
<td>Skills</td>
<td><strong>Assignment 1:</strong> Policy analysis &amp; Data Driven Decision Making</td>
</tr>
<tr>
<td></td>
<td>Social workers understand that human rights, social justice and social welfare of children, youth and families are mediated in the larger social environment and particularly by policy and its implementation at the federal, state, and local levels. Social workers understand how the history and current structures of social policies and services affect service delivery to children, youth, and families, specifically focused on vulnerable, oppressed and those living in poverty. They understand their role in policy development, implementation and evaluation within child and family practice settings at micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation, implementation, and evaluation.</td>
<td>2. Enhance awareness of evidence-based, evidence-informed and promising practices that guide policy and macro practice in a variety of child and family service settings.</td>
<td>5. Develop skills in policy analysis and in development of new policies needed to provide more appropriate services, supports and resources for communities, families and children.</td>
<td><strong>Assignment 2:</strong> Systemic Reform &amp; Model for Change Group Paper</td>
</tr>
<tr>
<td></td>
<td>3. Develop skills that support macro practice in complex environments, including data-driven decision-making, cross-organizational collaboration and group work to connect individual policy change to collective, system wide reform for children, youth, families and communities.</td>
<td>5a. Identify policy and resource contexts of child, youth, and family services at the local, state, and federal levels.</td>
<td></td>
<td><strong>Assignment 3:</strong> Systemic Reform &amp; Model for Change Oral Presentation</td>
</tr>
<tr>
<td></td>
<td>4. Increase understanding of the four models of policy practice, including opportunities and strategies for advocacy and intervention, at the federal, state, county/city and organizational/agency level in an effort toward effectuating systemic change for children, youth, families and the communities they live in</td>
<td></td>
<td></td>
<td><strong>Assignment 4:</strong> Policy Meeting and Reflection</td>
</tr>
</tbody>
</table>
VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Policy Analysis &amp; Data-Driven Decision Making to Inform Implementation Group Assignment</td>
<td>Unit 7</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 2: Systemic Reform and Model for Change Group Assignment</td>
<td>Unit 13</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 3: Systemic Reform and Model for Change Group Presentation</td>
<td>Unit 14 &amp; 15</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 4: Policy Meeting and Reflection Paper Individual Assignment</td>
<td>Monday of Finals Week</td>
<td>25%</td>
</tr>
<tr>
<td>Course participation</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

ASSIGNMENTS

Assignment 1: Policy Analysis & Data-Driven Decision Making to Inform Implementation (6-8 pages), 25%, (Group Assignment)

Assignment 1 asks students to provide an analysis of a recent policy, which may include an enacted law, resolution, or ordinance, approved at the federal, state, or County level, that is currently in implementation phase. In addition to understanding the process for the passage of the selected policy, students will examine how data informs the implementation of the policy. The paper should be 6-8 pages in length. See Assignment Prompt #1 for additional details.

Due: Unit 7

Assignment 2: Systemic Reform and Model for Change Paper (7-9 pages), 25%, (Group assignment)

Assignment 2 is a group paper. Each group (3-4 members per group) will research and write about an area of systemic reform related to their identified content area (of the 5 provided in class) and propose a model for change. Their model will be guided by and highlight relevant data and should demonstrate how individual reform efforts (e.g. policy changes) support larger level systemic reform. Papers should be 7-9 pages in length not including the title page, reference page. See Assignment Prompt #2 for additional details.

Due: Unit 13
Assignment 3: Systemic Reform and Model for Change Presentation 15%, (Group Presentation)

Each group will deliver a 25-minute group presentation on their Model for Change proposal (followed by a 10-minute Q & A) to a governing board/decision maker of the group’s choice (e.g. County Board of Supervisors, foundation, private funders, State legislature). Groups should develop a PowerPoint/Prezi for the presentation. The presentation should include relevant information from Assignment 2, highlighting the policy and research context as well as a proposed model for social change, recommendations to a governing board and an “ask” to the audience. In addition to the presentation, students will submit a self and peer evaluation, which will provide each student an opportunity to reflect upon their own contributions and those of each group member as well as the group process generally. **Self and Peer evaluations will be due by 11:59 pm on the date of the final class of the semester.**

Due: Unit 14/15

Assignment 4: Policy Meeting and Reflection Paper, 25%, (Individual assignment)

Students will attend (in-person) a local governance meeting of their choice where policy related to children, youth and/or families is discussed/decided on by elected officials and submit a 2-3 page paper (excluding title page and references) which provides an in-depth summary and analysis of critical points made during the meeting attended as well as general reflections on the role of policy in social work practice. See Assignment Prompt #4 for additional details.

Due: Monday of Finals Week

Class Participation (10% of Course Grade)- Participation points will be determined by the quality of in class contributions, engagement in classroom activities, completion of required readings and asynchronous content on the VAC Platform, completion of assignments prior to class, the quality of teamwork in preparation for Assignments 2/3 (as demonstrated by peer review feedback and instructor observation) and engagement with students and the instructor throughout the semester.

**Note:** Additional required and recommended readings and out of class activities may be assigned by the instructor throughout the course.

Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
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</thead>
<tbody>
<tr>
<td>3.85 – 4</td>
<td>A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
</tr>
<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
</tr>
<tr>
<td>2.90 – 3.24</td>
<td>B</td>
</tr>
<tr>
<td>2.60 – 2.87</td>
<td>B-</td>
</tr>
<tr>
<td>2.25 – 2.50</td>
<td>C+</td>
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</tbody>
</table>

<p>| 93 – 100     | A            |
| 90 – 92      | A-           |
| 87 – 89      | B+           |
| 83 – 86      | B            |
| 80 – 82      | B-           |
| 77 – 79      | C+           |</p>
<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>1.90 – 2.24</td>
<td>C</td>
</tr>
<tr>
<td>73 – 76</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72</td>
<td>C-</td>
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</tbody>
</table>

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

**Required Textbooks**

There is no textbook required for this course. All required readings will be available through ARES

**Recommended Guidebook for APA Style Formatting**

Course Overview

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Social Policy Landscape for Children Youth and Families</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Policy Analysis Framework and Government Structure</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Legislative Advocacy</td>
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<tr>
<td>4</td>
<td>Data-Driven Decision Making/Analytic Advocacy</td>
<td></td>
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<tr>
<td>5</td>
<td>Implementation Advocacy and Strategies</td>
<td></td>
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<tr>
<td>6</td>
<td>Piecing it Together</td>
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<td></td>
<td><strong>MODULE 2 Advocacy Intervention &amp; Community Mobilization</strong></td>
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</tr>
<tr>
<td>7</td>
<td>Community and organizational based advocacy</td>
<td>Assignment 1 Due</td>
</tr>
<tr>
<td>8</td>
<td>Ballot-Based Advocacy and External Influences</td>
<td></td>
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<tr>
<td></td>
<td><strong>MODULE 3- Models and Practices for Systemic Reform</strong></td>
<td></td>
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<tr>
<td>9</td>
<td>Models for Change: Collective Impact</td>
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<tr>
<td>10</td>
<td>Models for Change: Place-Based Initiatives</td>
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<tr>
<td>11</td>
<td>Systemic Reform: Education</td>
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<tr>
<td>12</td>
<td>Systemic Reform: Child Welfare</td>
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<tr>
<td>13</td>
<td>Systemic Reform: Juvenile Justice</td>
<td>Assignment 2 due</td>
</tr>
<tr>
<td>14</td>
<td>Group presentations</td>
<td>Assignment 3 Due</td>
</tr>
<tr>
<td>15</td>
<td>Group presentations</td>
<td>Assignment 4 Due</td>
</tr>
</tbody>
</table>

Finals week
Course Schedule—Detailed Description

Module I: Using Research and Data to Inform Policy Implementation

<table>
<thead>
<tr>
<th>Unit 1: Introduction: Social Policy Landscape</th>
<th>January 16, 2020</th>
</tr>
</thead>
</table>

**Topics**

- The role of social policy in advancing individual and systemic reform
- The intersection of policy, practice, research and advocacy
- Our ethical obligation to advocacy and social justice

**Required Readings**


**Recommended Readings**


Topics

- The policy framework- 4 models of policy practice (legislative, ballot based, analytic and implementation advocacy)
- Civics 101: Policy making bodies and government structure
- Assessing the policy landscape and identifying opportunities for intervention

Required Readings


Recommended Readings


The influence of policy | Amy Hanauer | TEDxSHHS. Retrieved from https://www.youtube.com/watch?v=iBRxI3KhjI0

Unit 3: Legislative Advocacy  January 30, 2020

Topics

- Navigating the political arena: The legislative process
- Federal, state and local policy making
Required Readings


Recommended Reading


**Unit 4: Data-Driven Decision Making/Analytic Advocacy**

**February 6, 2020**

**Topics**

- Using data to drive decision making
- Sources of publicly available data
- Case Study: Children’s Data Network: Child Welfare

**Required Readings**

** Video on why the Census Matters for 2020 can be found at https://www.youtube.com/watch?v=GUcSE9CfpRM


Children’s Data Network- http://www.datanetwork.org/
(briefly review research and knowledge pages)

Recommended Reading


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**Unit 5: Implementation Advocacy and Strategies February 13, 2020**

**Topics**

- The Policy Paradox
- The role of external influences in shaping policy
- Analytic advocacy and the role of research-based groups/think tanks in shaping policy
- Case Study: California AB 12: California Fostering Connections to Success Act

**Required Readings**


**Recommended Readings**


***Read only up to page 24, skim charts on pp 25-44 and review state profile report for the state you live in).


<table>
<thead>
<tr>
<th>Unit 6:</th>
<th>Piecing it Together</th>
<th>February 20, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td></td>
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<tr>
<td></td>
<td>The power of analytic advocacy, legislative advocacy, media-based advocacy, and community-based advocacy to effectuate systemic change</td>
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<tr>
<td></td>
<td>Case Study: Drugging Our Kids</td>
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<tr>
<td>Required Readings</td>
<td></td>
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<tr>
<td>Watch Drugging our Kids documentary (located in part 5 of 7-part series, 40 minutes). Can also be found on You Tube at <a href="https://www.youtube.com/watch?v=L7lHeosq-FY">https://www.youtube.com/watch?v=L7lHeosq-FY</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended Reading</td>
<td></td>
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</tr>
<tr>
<td>Connelly, R., Playford, C., Gayle, V, and Dibben, C. The role of administrative data in the big data revolution in social science research. Social Science Research., Volume 59. September 2016, Pages 1-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module 2: Advocacy Intervention and Community Mobilization

Unit 7: Community Based Advocacy & Organization Based Advocacy

February 27, 2020

Topics

- Community Organizing, mobilization and other forms of advocacy
- Case Study: First 5 LA Best Start Communities
- Case Study: Black Lives Matter

Required Readings


First 5 LA Best Start Communities. Select at least one of the communities described on the First 5 LA website under Best Start Communities and read description of community processes underway. www.first5la.org

Recommended Readings


Unit 8: Ballot Based Advocacy and External Influences  March 5, 2020

Topics

- Voting as a political tool
- Ballot Propositions
- Voter Suppression and Voter Disenfranchisement

Required Readings


Recommended Readings:


Module 3: Models and Practices for Systemic Reform

Unit 9: Models for Change: Collective Impact  March 12, 2020

Topics

- Agency Collaboration
- Collective Impact as a model for social change
- Case Study: Cradle to Career: Tucson AZ and Santa Monica CA

Required Readings

Santa Monica Cradle to Career Website. **Review the website including videos and documents.**
https://www.santamonicacradletocareer.org/home

https://www.councilofnonprofits.org/tools-resources/collective-impact

https://ssir.org/articles/entry/does_collective_impact_really_make_an_impact

Collective Impact Forum website at [https://collectiveimpactforum.org/](https://collectiveimpactforum.org/)

**Recommended Reading:**


Unit 10: Models for Change: Place-based Initiatives

Topics

- Place-Based Initiatives
- Case Study: Harlem Children’s Zone
- Case Study: Children Bureau: Magnolia Community Initiative

Required Readings

Podcast: This American Life, “Going Big.” Retrieved at https://www.thisamericanlife.org/364/going-big Listen up to 33:16 about Harlem Children's Zone


Recommended Readings

Unit 11: Systemic Reform: Education  
April 2, 2020

Topics

- Reform efforts to disrupt the School to Prison Pipeline (trauma sensitive schools, PBIS, restorative justice, school discipline advocacy)
- Case Study: California- Local Control Funding formula as a reform measure

Required Readings


Lift us up, don’t push us out- A conversation on educational justice [media]. Brave New Films. Retrieved from https://www.youtube.com/watch?time_continue=1&v=nCcjfoX5KfA


Recommended Readings:

Fix School Discipline Website- explore research, data, policy and advocacy resources related to School to Prison Pipeline and School Discipline retrieved from http://www.fixschooldiscipline.org/


Unit 12: Systemic Reform: Child Welfare

April 9, 2020

Topics

- Case Study: California- Continuum of Care
- Case study: Los Angeles County- Gabriel Fernandez Child Death case and LA County Blue Ribbon Commission Report

Required Readings


Recommended Reading:


Unit 13: System Reform: Juvenile Justice  April 16, 2020

Topics

- Shift from punishment to rehabilitation
- Diversion and Intervention reforms at local, state, and national level

Required Readings

Countywide Criminal Justice Coordination Committee, Youth Diversion Committee and the Los Angeles Chief Executive Office (2017). *A roadmap for advancing youth diversion in Los Angeles County*. READ ONLY Executive Summary.


Recommended Resources


Brave New Films (2018), Healing trauma: Beyond gangs & prisons. [Video File]. Retrieved from https://www.youtube.com/watch?v=_2-Ox9LnQo4

Unit 14: Group Presentations: Addressing Systemic Reform  April 23, 2020

Topics

- Putting it all together and review

Required Readings

Topics

- Putting it all together and review

Required Readings


STUDY DAYS / NO CLASSES

May 2-5
University Policies and Guidelines

IX. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email mziegler@usc.edu of any anticipated absence or reason for tardiness.

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

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

X. Academic Conduct

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

XI. Support Systems

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu
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 (OPTIONAL)

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

Preamble

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

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

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

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

XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course 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 cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)

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

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