

**SOWK 639  
Section 60667**

**Policy Advocacy & Social Change**

**3 Units**

**Fall 2020**

**Instructor:** Rick Newmyer, MSW  
**Email:** [newmyer@usc.edu](mailto:newmyer@usc.edu)  
**Telephone:** 619.370.1350  
**Office Hours:** Tuesdays 11:00 a.m. to 12 noon  
Other times by arrangement

**Course Day:** Tuesday  
**Course Time:** 1:15 to 2:30 p.m.  
**Course Location:** Online

**I. COURSE PREREQUISITES**

SOWK 536

**II. CATALOGUE DESCRIPTION**

Analysis of how social welfare policies effect the well-being of people and the tools that can be used to develop a policy advocacy practice for social change.

**III. COURSE DESCRIPTION**

The course is designed to: 1) expand your understanding of the policy context and how policy making works, 2) increase your awareness of the need for social work engagement in policy advocacy, 3) develop the skills and competencies for policy advocacy, and 4) apply analytical frameworks and strategies that can be used in a systematic and purposeful way for policy advocacy.

The course includes four modules that focuses on: 1) political decision making and becoming an effective policy advocate, 2) policy analysis tools, 3) community development and engagement, and 4) advocacy practice for social change.

**IV. COURSE OBJECTIVES**

Objectives	
1	Present the policy landscape and the impact of social, political, economic, and global forces on social policy and practice.
2	Examine approaches to policy analysis and frameworks for developing a policy advocacy practice.
3	Analyze policy politics and the paradoxes inherent in achieving equity, efficiency, liberty, and security.
4	Learn the differences in the policy decisions made by elected officials, public sector managers, as well as public and private advocacy groups.
5	Provide an understanding of methods and tools to explore personal values used in policy advocacy as well as formulating, implementing and evaluating policy advocacy campaigns.

## V. COURSE FORMAT / INSTRUCTIONAL METHODS

The role of the instructor in this course is varied, including lecturer, facilitator, consultant and resource person. Modes of instruction will include lecture, in-class discussions, video presentations, and student presentations. Individual and group in-class activities will be used to provide various ways of learning the relevant frameworks, tools, and concepts. This class will also be enhanced using Blackboard: <https://blackboard.usc.edu>

## VI. STUDENT LEARNING OUTCOMES

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

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

\* Highlighted in this course

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

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Policy Landscape	Week 4	20%
Assignment 2: Policy Brief	Week 8	30%
Assignment 3: Policy Advocacy Campaign	Weeks 14 & 15	40%
Meaningful Class Participation	Ongoing	10%

### Assignment 1: Policy Landscape

This is an individual assignment. Students will write a 4-5 page APA research paper which discusses the policy landscape as it applies to a chosen vulnerable population and issue.

The full assignment prompt will be shared and discussed in class.

Due before class on week 4. 20% of your course grade.

### Assignment 2: Policy Brief

This assignment may be done individually or in pairs. Building on Assignment 1, students will create a four-page policy brief relating to their chosen population and issue. The purpose of the policy brief is to educate policymakers and the public and create action around the issue.

The full assignment prompt will be shared and discussed in class.

Due before class on week 8. 30% of your course grade.

### Assignment 3: Policy Advocacy Campaign

This is a group assignment (3-4 students per group). Building on Assignments 1 and 2, students will create a policy advocacy campaign for their chosen population and issue. Students will make a 15-minute group presentation using PowerPoint or other presentation software. Presentation will include a 3-minute PSA video.

The full assignment prompt will be shared and discussed in class.

Due before class on week 14. Presentations during class on weeks 14 and 15. 40% of your course grade.

### Meaningful Class Participation

Regular class participation in class discussions and the completion of weekly summary assignments and exercises.

10% of your course grade.

### Weekly Summaries

Students will create one-page summaries for three of the required readings. Summaries will include an overview of the reading, key ideas/quotes, questions, and relevance. Students will post their summaries before class (on the Course Wall for VAC, on Blackboard for ground). During in-class discussion, the students who did summaries for that week will serve as content experts. A schedule of weekly summaries will be posted by the professor with summaries to begin in week 2 or 3.

This is a non-graded assignment.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

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.

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

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

### **Required Textbook**

Stone, D. (2011). *Policy Paradox: The Art of Political Decision Making*. (3<sup>rd</sup> ed.). New York: Norton. ISBN: 9780393912722

Note: Additional readings identified for individual class sessions will be handed out by your instructor, or else available to download on ARES. Students may access ARES at <http://usc.ares.atlas-sys.com>.

### **Recommended Readings**

Desmond, M. (2016). *Evicted: Poverty and Profit in the American City*. Crown Books

Jansson, B.S. (2016). *Social Welfare Policy and Advocacy: Advancing Social Justice through 8 Policy Sectors*. Sage Publications, Inc. Thousand Oaks, CA.

McNutt, J.G. & Hofer, R. (2016). *Social Welfare Policy: Responding to a Changing World*. Lyceum Books, Inc. Chicago, IL.

Course Overview

Unit	Topics	Assignments
<b>MODULE 1: The Art of Political Decision Making &amp; Becoming an Effective Policy Advocate</b>		
1	<b>The Policy Paradox: Policy, Politics, and Reform</b> <b>Topics</b> Course overview and introductions Implicit Association Test Your Life Story Policy Paradox Intersectionality	
2	<b>The Policy Paradox: The Market &amp; Polis</b> <b>Topics</b> Model of Reasoning Model of Society Model of Policy Making	
3	<b>Policy Goals &amp; Policy Actions</b> <b>Topics</b> Policy Goals: Equity, Efficiency, Welfare, Liberty, and Security	
4	<b>Strategic Representation of Problems</b> <b>Topics</b> Problems represented as: Symbols, Numbers, Causes, Interests, and Decisions	<b>ASSIGNMENT 1 DUE</b>
<b>MODULE 2: Policy Analysis Frameworks</b>		
5	<b>Policy Instruments for Solving Problems</b> <b>Topics</b> Solutions represented as: Incentives, Rules, Facts, Rights, and Power	
6	<b>Approaches to Policy Analysis</b> <b>Topics</b> Framework for conducting a policy analysis Kingdon's Open Window Model Power Analysis: Perspectives of Stakeholders and Policy Advocates	

---

**MODULE 3: Community Development and Engagement**

---

**7 Community Development**

**Topics**

Community Development  
Coalition Building

---

**8 Community Empowerment and Transformation**

**Topics**

Poverty and Inequality  
Community Engagement and Organizing Strategies

---

**ASSIGNMENT 2  
DUE**

**9 Race and Place-based Initiatives**

**Topics**

Race  
Place-based and neighborhood initiatives  
Building coalitions

---

---

**MODULE 4: Advocacy Practice for Social Change**

---

**10 Advocating and Lobbying for Social Change**

**Topics**

What is Advocacy?  
Lobbying Tactics

---

**11 Digital Advocacy**

**Topics**

Rules of social media engagement  
Developing a digital network  
The Dragonfly Effect  
Slacktivism

---

**12 Designing a Policy Advocacy Campaign**

**Topics**

Defining the issue and causes  
Generating possible solutions  
Determining target audience  
Selecting appropriate advocacy tools  
Applying Intersectional Approach and Kingdon's Open Policy Window  
Developing a Policy Advocacy Lean Canvas

---

**13 Evaluating Policy Advocacy Campaign Topics**  
Measuring Success  
Assessing Advocacy and Policy Change Initiatives

---

**14 & 15 Policy Advocacy Campaign Presentations**  
**COURSE EVALUATION & ASSIGNMENT 3 DUE**

---

## Course Schedule—Detailed Description

### Module 1: The Art of Political Decision Making and Becoming an Effective Policy Advocate

#### Unit 1: Creating a Learning Community: Course Overview, Expectations and Introductions

Week of August 24

##### Topics

- Course overview and introductions
- Your Life Story
- Implicit Association Test
- Policy Paradox
- Intersectionality

**Exercise:** Prior to class, take at least one Implicit Association Test on this website:

<https://implicit.harvard.edu/implicit/takeatest.html>

For more information about Project Implicit, go to: <https://www.projectimplicit.net/index.html>

##### Required Reading

Stone, D. (2012). Introduction. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp.1-15). New York: W.W. Norton & Company.

**View:** Kimberlé Crenshaw: The urgency of intersectionality

[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)

##### Recommended Reading:

Hankivsky, O. (April 2014) Intersectionality 101. The Institute for Intersectionality Research & Policy, SFU, pp 1-36.

#### Unit 2: Policy Making and Intersectionality

Week of August 31

##### Topics

- Model of Reasoning
- Model of Society
- Model of Policy Making

##### Required Reading

Lurie, K. & Schuster, B. (May 2015). Discrimination at the margins: The intersectionality of homelessness and other marginalized groups. pp, i-5. Seattle University: School of Law: Homeless Rights Advocacy Project.

Stone, D. (2012). The market and the polis. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp. 19-36). New York: W.W. Norton & Company.

#### Unit 3: Policy Goals and Policy Actions

Week of Sept. 7

##### Topics

- Policy Goals: Equity, Efficiency, Welfare, Liberty, and Security



### Required Reading

- Stone, D. (2012). Equity. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp. 39-62). New York: W.W. Norton & Company.
- Stone, D. (2012). Efficiency. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp. 63-84). New York: W.W. Norton & Company.
- Stone, D. (2012). Welfare. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp. 85-106). New York: W.W. Norton & Company.
- Stone, D. (2012). Liberty. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp. 107-128). New York: W.W. Norton & Company.
- Stone, D. (2012). Security. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp. 129-153). New York: W.W. Norton & Company.

## Unit 4: Strategic Representation of Problems

Week of Sept. 14

### Topics

- Problems represented as: Symbols, Numbers, Causes, Interests, and Decisions

### Required Viewing

- Vote for Me
- Becky Blanton: The year I was homeless

[https://www.ted.com/talks/becky\\_blanton\\_the\\_year\\_i\\_was\\_homeless?language=en](https://www.ted.com/talks/becky_blanton_the_year_i_was_homeless?language=en)

### Required Reading

- Stone, D. (2012). Symbols. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp. 157-182). New York: W.W. Norton & Company.
- Stone, D. (2012). Numbers. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp. 183-205). New York: W.W. Norton & Company.
- Stone, D. (2012). Causes. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp. 206-228). New York: W.W. Norton & Company.
- Stone, D. (2012). Interests. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp. 229-247). New York: W.W. Norton & Company.
- Stone, D. (2012). Decisions. In *Policy paradox: The art of political decision-making* (3<sup>rd</sup> Ed., pp. 248-268). New York: W.W. Norton & Company.

## Module 2: Policy Analysis, Systems, and Results

## Unit 5: Policy Instruments for Solving Problems

Week of Sept. 21

### Topics

Solutions: Incentives, Rules, Facts, Rights, and Powers

### Required Reading

- Stone, D. (2012). Incentives. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 271-288). New York: W.W. Norton & Company.
- Stone, D. (2012). Rules. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 289-310). New York: W.W. Norton & Company.
- Stone, D. (2012). Facts. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 311-330). New York: W.W. Norton & Company.
- Stone, D. (2012). Rights. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 331-377). New York: W.W. Norton & Company.
- Stone, D. (2012). Powers. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 354-377). New York: W.W. Norton & Company.
- Stone, D. (2012). Conclusion: Political analysis and political argument. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 379-385). New York: W.W. Norton & Company.

## Unit 6: Approaches to Policy Analysis

Week of Sept. 28

### Topics

- Frameworks for conducting a policy analysis
- Kingdon's Open Policy Window
- Power Analysis: Perspectives of Stakeholders and Policy Advocates

**Exercise:** Complete Power Analysis Template

### Required Reading

Harvard Family Research Project. (Spring 2007). Evaluation based on theories of the policy process. The evaluation exchange: A periodical on emerging strategies in evaluation, vol. XIII, no.1, 6-7. Harvard Graduate School of Education. Cambridge, MA.

### Recommended Reading

- Elmore, R. (1979-80). Backward mapping: implementation research and policy decisions. *Political science quarterly*, 64(4), pp. 601-616.
- Segal, E., & Brzuzy, S. (1998). Social welfare policy analysis. In *Social welfare policy, programs and practice* (pp. 59-74). Itasca, IL: Peacock Publishers.
- Nakamura, R., & Smallwood, F. (1980). Implementation and the policy process: A conceptual overview. In *The politics of policy implementation* (pp. 21-28). New York: St. Martin's Press.

## Module 3: Community Development, Engagement, & Empowerment

## Unit 7: Community Development

Week of October 5

### Topics

- Community Development
- Coalition Building

**View: Dudley Street Neighborhood Initiative, Holding Ground**

**Required Reading**

Graves, E.M. (January 2014). Policy Brief: How the Boston case can inform a neighborhood stabilization policy. Community Development Issue Brief 1. Federal Reserve Bank of Boston-

**Unit 8: Community Empowerment and Transformation**

**Week of Oct. 12**

**Topics**

- Poverty and Inequality
- Community Engagement and Organizing Strategies

This Unit relates to course objectives 3, 4 and 5.

**Required Reading**

Evidence-Based Practice for Effective Community Coalitions: A summary of current research. (April 2006). CPRD. Institute of Government and Public Affairs. University of Illinois.

**Unit 9: Race and Place-based Initiatives**

**Week of Oct. 19**

**Topics**

- Race
- Place-based initiatives
- Building coalitions

**Required Readings**

Readings will be given out the week before

**Module 4: Advocacy Practice for Social Change**

**Unit 10: Advocating and Lobbying for Social Change**

**Week of Oct. 10**

**Topics**

- What is Advocacy?
- Lobbying Tactics

**Required Readings**

Hedrick, L. (December 28, 2015). Is the Internet Fueling Social Change or Giving License to Engage in Lazy Activism? USC News.

Victor, J.N. (2007). Demonstrating How Legislative Context Affects Interest Groups' Lobbying Tactics. *American Politics Research*, 935, 6, 826-845

**Required Viewing:** Jack Abramoff: *The lobbyist's playbook* - 60 Minutes  
<http://www.cbsnews.com/video/watch/?id=7387331n>

**Explore:** From the web-based resources below, explore at least two websites and read at least one blog.

#### Advocacy & Activism

e.politics: <http://epolitics.com/>

NetCentric Advocacy: <http://www.network-centricadvocacy.net>

NetSquared: <http://www.netsquared.org/about#.VGwOwjTF9AA>

New Organizing Institute: <http://www.neworganizing.com>

Tactical Technology Collective: <http://www.tacticaltech.org/>

Wellston action: <http://www.wellstone.org/>

#### Blogs

ePolitics. [www.epolitics.com](http://www.epolitics.com)

Frogloop. [www.frogloop.com](http://www.frogloop.com)

techPresident. [www.techpresident.com](http://www.techpresident.com)

Mobile Active. <http://www.youtube.com/user/MobileActiveOrg/about>

Mobilizing Youth. [blog.mobilevoter.org](http://blog.mobilevoter.org)

DigiActive. <https://twitter.com/DigiActive>

DrDigiPol <http://drdigipol.tumblr.com>

Digital Politics <http://bigthink.com/blogs/digital-politics>

Digital Politics <http://www.pewinternet.org/2013/02/20/digital-politics-pew-research-findings-on-technology-and-campaign-2012/>

## Units 11: Digital Advocacy

Week of Nov. 2

### Topics

- Rules of social media engagement
- The Dragonfly Effect
- Slacktivism

**Exercise:** Read an assigned case study from <http://www.dragonflyeffect.com/blog/dragonfly-in-action/case-studies/> and present your perspectives on how social media was used to drive social change.

### Required Reading

Aaker, J & Smith, A. (Winter 2011) Dragonfly effect. *Stanford Social Innovation Review*. pp. 31-35.

Pierce, K. (2000). *Nonprofit Policy Advocacy: Part 2, how to advocate effectively*. Seattle University, 1-15. Center for Nonprofit and Social Enterprise Management. Seattle, WA

Sherraden, M.S., Slosar, B., & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work*, 47, 3, 209-221.

Vaterlaus, J.M., Patten, E.V., Roche, C., Young, J.A. (2015) #Gettinghealth: The perceived influence of social media on young adult behaviors. *Computers in Human Behavior*, 45 151-157

Young, J. (2013). A conceptual understanding of organizational identity in the social media environment. *Advances in Social Work*, Vol. 14, No 2, 518-530

**Explore:** <https://www.councilofnonprofits.org/everyday-advocacy>

**Resource guides:**

Real Clout Tool Box, From the Public Policy Institute, Boston, MA. Go to the resource library:  
<http://realclout.org/>.

A Nonprofit Advocacy Resource Guide. <http://snellingcenter.org/nonprofit-advocacy-resource-guide/>

**Unit 12: Designing a Policy Advocacy Campaign**

**Week of Nov. 9**

**Topics**

- Defining the issue and causes
- Generating possible solutions
- Determining target audience
- Selecting appropriate advocacy tools
- Applying Intersectional Approach and Kingdon's Open Policy Window
- Developing a Policy Advocacy Lean Canvas

**Exercises:**

**Complete Policy Advocacy Lean Canvas Template** for your policy advocacy campaign.

**Required Reading**

Delany, Colin. 2009. ePolitics.com. "Learning From Obama: Lessons for Online Communicators in 2009 & Beyond." (<http://www.epolitics.com/learning-from-obama/>)

Google. 2010. The Digital Playbook: Can online ads move poll numbers?  
(<http://bit.ly/onlineadsmovepolls>)

Harbath, Katie. 2010. Trend To Watch In 2012 – The Rise Of Mobile. (<http://bit.ly/harbath-mobile2012>)

Koster, Josh and Tyler Davis. 2010. Nanotargeted Pressure. (<http://bit.ly/koster-nanotargeting>)

Rosenblatt, Alan. 2009. Dimensions of a Digitally networked Campaign (parts 1-4).  
(<http://bitly.com/nAg5o4>)

Rosenblatt, Alan. 2010. Rules of Social Media Engagement. (<http://bit.ly/rosenblatt-engage>)

Schlough, Jon-David, Josh Koster, Andy Barr, and Tyler Davis. 2011. Persuasion Points Online: Helping Harry Reid, One Click at a Time. (<http://bit.ly/koster-reid2010>)

**Explore:**

Digital Advocacy: <http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main>

**Movements:** <http://www.movements.org>

**Listen to:** Leveraging Twitter for Nonprofit Initiatives

[http://www.ssireview.org/podcasts/entry/leveraging\\_twitter\\_for\\_nonprofit\\_initiatives](http://www.ssireview.org/podcasts/entry/leveraging_twitter_for_nonprofit_initiatives)

**Unit 13: Evaluating Policy Advocacy Campaigns**

**Week of Nov. 16**

**Topics**

Measuring Success

Evaluating Advocacy & Policy Change

**Exercise:** Read an assigned case study from <http://www.dragonflyeffect.com/blog/dragonfly-in-action/case-studies/> and present your perspectives on how social media was used to drive social change.

**Required Reading**

Schiffrin, A. & Zuckerman, E. (Fall 2015) Can we measure media impact? Surveying the field. 1-12, Social Innovation Review, Measurement & Evaluation,

Harvard Family Research Project. (Spring 2007). Advocacy & Policy Change. The evaluation exchange: A periodical on emerging strategies in evaluation, vol. XIII, no.1, 1-32. Harvard Graduate School of Education. Cambridge, MA.

**View:** Why Are Social Causes Easy To Launch But Hard To Win?

<http://www.npr.org/2015/04/24/401738765/why-are-social-causes-easy-to-launch-but-hard-to-win>

**Unit 14 & 15:**

**Team Presentations**

**Weeks of Nov 23 & 30**

## 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 [newmyer@usc.edu](mailto:newmyer@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](http://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](http://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](http://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](http://sarc.usc.edu)

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

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://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](http://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](http://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](http://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](http://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](http://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](http://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*  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**Preamble**

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



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

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

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

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

#### **XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES**

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

#### **XVIII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact your advisor and/or Dr. Leslie Wind ([wind@usc.edu](mailto:wind@usc.edu)), MSW Chair, for further guidance.

#### **XIX. Tips for Maximizing Your Learning Experience in this Course**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep.
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ Come to class prepared with any questions you have.
- ✓ Participate in class discussions.
- ✓ If you don't understand something, 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.*

---