USC Suzanne Dworak-Peck
School of Social Work

Social Work 698A

Spring 2021
Section #67156

Integrative Learning for Advanced Social Work Practice

1 Unit

"Success is not final, failure is not fatal: it is the courage to continue that counts."
- Winston Churchill

Term Year
 Instructor: Brittani Morris LCSW

 E-Mail: brittanm@usc
 Office: VAC

 Office Hours: Monday 10:30-11:30PST

Course Day: Tuesday
Course Time: 10:15-11:30amPST
Course Location: VAC

I. COURSE PREREQUISITES

This is a master's level Integrative Learning for Advanced Social Work Practice course. Students take this class concurrently with 699a. To participate in this course, students must successfully complete SOWK 589a, 589b, and 588.

II. CATALOGUE DESCRIPTION

Advanced integrative learning that incorporates field experiences, evidenced-based interventions, NASW Code of Ethics, case vignettes and dialogical inquiry. Graded CR/NC/IN

III. COURSE DESCRIPTION

The Integrative Learning course is organized as a small group educational experience that incorporates field experiences and the Four C's of Field Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. Students will engage in critical thinking, focused dialogue, exploration of theory, and examination of practice and policy analysis utilizing department specific field experiences. This course will focus on enhancing the understanding of intrapersonal, interpersonal, and interdisciplinary communication skills, and NASW Code of Ethics within the micro, mezzo and macro level of practice. Students will intentionally and thoughtfully apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice in agencies.

Students are expected to keep their instructor informed of their field experiences. This will allow for further socialization into the field and an opportunity for students to receive faculty and peer support for issues and challenges. Assignments will be activity-driven. At semester end, the Integrative Learning instructor is responsible for assigning students a grade of Credit, In Progress, or No Credit.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Students will critically analyze the application of professional social work behavior in themselves and their peers. Fieldwork practice experiences will serve as the learning platform for student. In class they will examine and exchange views on field practicum experiences to develop advanced self-reflection, self-awareness and the skill of conducting critical conversations in relation to professionalism in social work.
2	Students will demonstrate the integration of social work professional ethics and values, self-awareness and self-reflection. This will be demonstrated via a class presentation and written assignment related to their field practicum.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice. This course is comprised of seven (7) 95-minute live classes (units) combined with assigned readings and asynchronous content.

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 and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

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 the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	1. Students will use their advanced field placement experiences to demonstrate their integration of professionalism via class discussions and self-reflection assignment encompassing: ● making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; ● use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; ● demonstration of professional demeanor in behavior; appearance; and oral, written, and electronic communication; ● the use technology ethically and appropriately to facilitate practice outcomes; and ● the use of supervision and consultation to guide professional judgment and behavior.	**CYF:** Demonstrates understanding of social work role and interdisciplinary team roles within and across family service sectors. **SCI:** Critically assesses the ethical harm and risks inherent in practice (including decision-making and conflicting values) and use this knowledge to manage personal values and maintain professionalism in practice situations. **AMHW:** Demonstrates and communicates understanding of the value base and ethical standards of the profession, as well as relevant laws and regulations and shifting societal mores that may affect the therapeutic relationship.	Knowledge and Skills Values Exercise of Judgement	**Unit 2:** Ethics and Professionalism **Unit 3:** Ethical Reasoning and Critical Thinking **Unit 4:** Professionalism and Professional Culture **Unit 5:** Resilience in Social Work **Unit 6:** Collaboration and Communication **Assignment 1:** Class Forums **Assignment 2:** Self-Reflection and Developing a Professional Self

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Class Forums - participation in a **total of 4 different Class Forums/ postings** (In class or on Blackboard or on the VAC Course Wall). Students must complete at least 2 forum posts by Unit 5 (Week 9) and all 4 different forums/ posts on or before Unit 7 (Week 13).	Ongoing	40% (50% due by Unit 5, Week 9)
Assignment 2: Self-Reflection and Developing a Professional Self	Units 4-6	50%
Assignment 3: Class Participation and Discussion	Ongoing	10%

Each assignment is described below.

Assignment 1: Class Forums (40% of Course Grade)
Assignment 1 requires the ongoing participation of students within the class and/or outside Class Forums created by the course instructor. The instructor will post vignette/current event/social media issue, video or event/links related to professionalism in the field social work. The students must participate in at least 4 different forums/posts per semester in class or on Blackboard or on the Course Wall. Forums submitted via Blackboard or on the Course Wall must be at least 3-5 sentences. Students must complete at least 2 different forum posts by Unit 5 (Week 9) and a total of 4 on or before Unit 7 (Week 13).

Due: Minimum of 2 forum post by Unit 5 (Week 9) and complete all 4 different forums/posts on or before Unit 7 (Week 13)

This assignment relates to student learning outcome 1

Assignment 2: Self-Reflection and Developing a Professional Self (50% of Course Grade)
This assignment promotes:

- Application of critical thinking
- Ability to analyze and reflect on their own and their peers' level of integration of professional social work behavior, emotional regulation and judgement
- Integration of social work values and ethics
- Develop precise and concise oral presentation and writing skills

Students will have the opportunity to examine and present a field situation that challenged their own communications, boundaries, biases, strengths, belief systems, motivations, fears, feelings and interactions with external systems. Students will assess their own thinking and behavior.

- Presentations will be made within units 4 - 6. Timing of presentation may vary due to class size.
- Refer to detailed assignment description and grading rubric for specific instructions.

Due: Presented within Units 4 - 6

This assignment relates to student learning outcome 1

Assignment 3: Class Participation and Discussion (10% of Course Grade)

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed recommended and independent readings and assignments prior to class. When in class,

students are encouraged to ask questions, share thoughts / feelings / experiences appropriately, and demonstrate understanding of the material**.**

Guidelines for Evaluating Class Participation and In-Class Assignments

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

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

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

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

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

50%: Nonparticipant: Attends class only.

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

Additional Expectations and Guidelines

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation.

Expectations:

1. Students are expected to complete all written and other assignments on time.
2. Students are encouraged to share readings gleaned from their field placement, as well as from other class assignments.
3. Students are expected to respect the confidentiality of clients: Use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the class.
4. Active participation is required of all students and will be considered in your final evaluation.
5. Problem solving, identification of issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the course experience will be conducted. Students will be asked to complete a written evaluation at the end of the semester.

Guidelines:

Much of the course content will center on critical issues that may be controversial. The following guidelines have been adopted. It is hoped that these guidelines will create an environment in which we can learn from one another and enrich our experience in the field course.

1. Every person participating in the program is of equal worth and value.
2. All opinions are valued and needed, even those with which you do not agree!
3. Please speak in "I" terms: "I think," "I believe," "It's been my experience that," etc.
4. Listen. We will be speaking from our experiences; it is important to understand and appreciate that we will be talking about what is true for us. We agree to listen to one another with respect. We also understand that points may arise on which we do not agree
5. We want you to take home whatever you learn here. However, personal and client information shared in class is confidential.
6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, please work at increasing your contribution. We're here to learn from each other. On the other hand, avoid monopolizing discussion by talking too much, too long, or too loudly.
7. This course's content is shared by each member's contributions to the class discussion.
8. This is a setting where social work values need to be implemented including respect and tolerance of differences.

Grading

Class is graded Credit/No Credit (CR/NC): Students must earn at least 83 out of a possible 100 percent in the course in order to receive a CR.

Course grades will be based on the following:

Assignment Grades		Final Grade	
83 – 100	Credit	83% – 100%	Credit
<70 – 82	No Credit	<70% – 82%	No Credit

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VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

No required textbook for this course.

Required Readings

Ash, S. & Clayton, P. (2004). The articulated learning: an approach to guided reflection and assessment. *Innovative Higher Education*, 29(2), 137–154.

Abramovitz, B. (2015). *Moving toward racial equity: The undoing racism workshop and organizational change.* Race and Social Problems, 7(2), 97–110. https://link-springer-com.libproxy2.usc.edu/article/10.1007/s12552-015-9147-4

CommunityWise Resource Centre. (2017, October). *Anti-racist organizational change: Resources and Tools for Nonprofits.* http://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf.

Dainkeh, F. (2019, December 30). *Beyond self-care; understanding community care and why it's important.* https://shegeeksout.com/beyond-self-care-understanding-community-care-and-why-its-important/

Gray, A., (2019, June 4). *The bias of "professional" standards. Stanford Social Innovation Review.* https://ssir.org/articles/entry/the_bias_of_professionalism_standards

Jones, K. and Okun, T. (2001) *The characteristics of white supremacy culture: From dismantling racism: A workbook for social change groups.* Showing up for Racial Justice – SURJ https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html

Karlin, B., & Johnson, J. (2011). Measuring impact: The importance of evaluation for documentary film campaigns. *M/C Journal*, *14*(6). https://doi.org/10.5204/mcj.444

Mislan, C. (2018). Not a Twitter revolution: *Anti-neoliberal and antiracist resistance in the Ferguson Movement.* International Journal of Communication (Online), 2622– http://search.ebscohost.com.libproxy1.usc.edu/login.aspx?direct=true&db=cms&AN=139171552&authtype=sso&custid=s8983984

Ramirez, P. (2020, November 15). *The time is here for healing justice leadership.* Medium. https://medium.com/@pramirez.usc/the-time-is-now-for-healing-justice-leadership-f1eddeadf2ff

Timothy, R. (2018, May 3). *Grief is a direct impact of racism: Eight ways to support yourself.* The Conversation. https://theconversation.com/grief-is-a-direct-impact-of-racism-eight-ways-to-support-yourself-91750

USC Suzanne-Dworak Peck School of Social Work. (2018, February 4). *Honoring the African-American women who have changed social work.* News and Events. https://dworakpeck.usc.edu/news/honoring-the-african-american-women-who-have-changed-social-work

Note: Additional required and recommended readings may be assigned by specific department (AMHW, CYF or SCI) and/or instructor throughout the course.

Recommended Guidebook for APA Style Formatting

American Psychological Association 7th ed., (2010*). Publication Manual of the American Psychological Association.* Washington, D.C.: American Psychological Association.

For University Park Campus (ground students): The online teaching and learning environment provided by the University's Blackboard Academic Suite will support and facilitate student-to-student communication and interaction outside of class as well as access to instructor support. The URL for Blackboard is https://blackboard.usc.edu.

Course Schedule—Detailed Description

UNIT 1: Advanced Field Experience Overview	Date: 1/12/21

Topics – Unit 1
- Introductions/Ice breakers
- Discuss purpose for Integrative Learning for Advanced Social Work Practice
 (Intrapersonal, interpersonal and intradepartmental skills and communication)
- Professional consultation, development, & mindful reflection allows for students to process the
 field placement experience
- Review course expectations and assignments

This Unit relates to course objectives 1 & 2

Required Readings
USC Suzanne-Dworak Peck School of Social Work. (2018, February 4). *Honoring the African-American women who have changed social work*. News and Events. https://dworakpeck.usc.edu/news/honoring-the-african-american-women-who-have-changed-social-work

Recommended Readings
Michaeli, D. (2020, June 8). *Black Lives Matter: Anti-racism resources for social workers and therapists*. Social Work Career. https://www.socialwork.career/2020/06/anti-racism-resources-for-social-workers-and-therapists.html

National Association of Black Social Workers. (2014). *NABSW celebrates social work month.* https://www.nabsw.org/page/SocialWork

National Queer and Trans Therapists of Color Network. (n.d.) *Radical syllabus*. https://3d6886dd-4b94-499e-acc1-a00c391b7172.filesusr.com/ugd/0a006f_ad6c1f975f0e4682a3bb750957f99d71.pdf

| Unit 2: Ethics and Professionalism | Date: 1/26/21 |

Topics – Unit 2
- Professional consultation, development, and mindful reflection allows for students to process
  the field placement experience
- Personal values versus professional values
- Class Forum #1 in class or via Blackboard or Course Wall
- Review and assign assignment 2: Self Reflection and Developing a Professional Self

This Unit relates to course objectives 1 & 2

Required Reading

Ash, S. & Clayton, P. (2004). The articulated learning: an approach to guided reflection and assessment. *Innovative Higher Education*, 29(2), 137–154.

Gray, A., (2019, June 4). *The bias of "professional" standards. Stanford Social Innovation Review*. https://ssir.org/articles/entry/the_bias_of_professionalism_standards

Recommended Reading

National Association of Social Workers. (2017). *NASW, ASWB, CSWE, & CSWA standards for technology in social work practice*. https://www.socialworkers.org/includes/newincludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

| UNIT 3: Ethical Reasoning and Critical Thinking | Date: 2/9/21 |

Topics – Unit 3
- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Discussion on frameworks of ethical decision making and how to apply principals of critical thinking to those frameworks
- Class Forum # 2 in class or via Blackboard or Course Wall

This Unit relates to course objectives 1 & 2

Required Reading

Abramovitz, B. (2015). *Moving toward racial equity: The undoing racism workshop and organizational change*. Race and Social Problems, 7(2), 97–110. https://link-springer-com.libproxy2.usc.edu/article/10.1007/s12552-015-9147-4

CommunityWise Resource Centre. (2017, October). *Anti-racist organizational change: Resources and Tools for Nonprofits*. http://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf. **Read pages 12 to 15.**

Recommended Reading

Racial Equity Tools. (n.d.) *Organizational change processes.*
https://www.racialequitytools.org/act/strategies/organizational-change-processes

UNIT 4: Professionalism and Professional Culture	Date: 3/9/21

Topics – Unit 4
- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
- Professionalism and best practices
- Explain and differentiate between Interpersonal and Intrapersonal and influence on participant Interactions
- Student presentations Assignment 2 Self-Reflection and Developing a Professional Self
- Optional: Department Specific Professional Development topic

This Unit relates to course objectives 1 & 2

Required Reading
Jones, K. and Okun, T. (2001) *The characteristics of white supremacy culture: From dismantling racism: A workbook for social change groups.* Showing up for Racial Justice – SURJ
https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html

UNIT 5: Resilience in Social Work – Promoting Resilience in Ourselves as Professionals and Clients	Date: 3/23/21

Topics – Unit 5

- Professional consultation, development, & mindful reflection allows for students to process the field placement experience
    Student presentations Assignment 2 Self-Reflection and Developing a Professional Self
- Optional: Department Specific Professional Development topic and/or
Guest Speakers

This Unit relates to course objectives 1 & 2

Required Readings
Dainkeh, F. (2019, December 30). *Beyond self-care; understanding community care and why it's important.* https://shegeeksout.com/beyond-self-care-understanding-community-care-and-why-its-important/

Ramirez, P. (2020, November 15). *The time is here for healing justice leadership*. Medium. https://medium.com/@pramirez.usc/the-time-is-now-for-healing-justice-leadership-f1eddeadf2ff

Recommended Reading:

van Dernoot Lipsky, L. and Burk, C. (2009) *Trauma Stewardship: An everyday guide to caring for self while caring for others.* Berrett-Koehler Publishers, Inc.

UNIT 6	Collaboration and Communication	Date: 4/6/21

Topics – Unit 6
- Professional consultation, development, & mindful reflection
- Student presentations Assignment 2 Self-Reflection and Developing a Professional Self
- Class Forum # 3 in class or via Blackboard or Course Wall Optional: Department Specific
- Professional Development topic and/or Guest Speakers

This Unit relates to course objectives 1 & 2

Required Reading

Karlin, B., & Johnson, J. (2011). Measuring impact: The importance of evaluation for documentary film campaigns. *M/C Journal*, *14*(6). https://doi.org/10.5204/mcj.444

Mislan, C. (2018). Not a Twitter revolution: *Anti-neoliberal and antiracist resistance in the Ferguson Movement*. International Journal of Communication (Online), 2622– http://search.ebscohost.com.libproxy1.usc.edu/login.aspx?direct=true&db=cms&AN=139171552&authtype=sso&custid=s8983984

Recommended Reading

Bhattacharyya, V. (2020). Revisiting histories of anti-racist thought and activism. Identities (Yverdon, Switzerland), 27(1), 1–19. https://doi-org.libproxy2.usc.edu/10.1080/1070289X.2019.1647686

UNIT 7: Best Practices Related to Termination	Date: 4/20/21

Topics – Unit 7

- Professional consultation, development, & mindful reflection allows for students to process the
  field placement experience
- Best Practices related to termination
- Preparation for next semester

This Unit relates to course objectives 1 & 2

Required Readings

Timothy, R. (2018, May 3). *Grief is a direct impact of racism: Eight ways to support yourself*. The Conversation. https://theconversation.com/grief-is-a-direct-impact-of-racism-eight-ways-to-support-yourself-91750

University Policies and Guidelines

IX. ATTENDANCE POLICY

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. Therefore, 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.

Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

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

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

X. ACADEMIC CONDUCT

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

XI. SUPPORT SYSTEMS

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

VAC Students- Perspectives Online Mental Health Counseling 800-456-6327

National Suicide Prevention Lifeline - 1-800-273-8255Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. 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. https://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: 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.
https://equity.usc.e(USCSA)du/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://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.
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. https://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. https://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. https://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. https://dps.usc.edu

XII. ADDITIONAL RESOURCES

Perspectives: 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.

Dworak Peck Connect https://dworakpeck.usc.edu/student-life/dworak-peck-connect

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.

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School of Social Work

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

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing 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 are unable to discuss your concerns with the instructor, please contact the faculty

course lead Susan Hess (susanhes@usc.edu) or the Associate Director of Field Education, Tory Cox. Any concerns unresolved with the course instructor, faculty course lead, or Associate Director of Field Education may be directed to the student's advisor and/or the Chair of your program.

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.

Per the Provost, we will not observe a Spring Break in order to minimize the risk of COVID-19 spreading due to travel.