

# USC Suzanne Dworak-Peck

School of Social Work

**Social Work 698A**

**Section #67174**

**Integrative Learning for Advanced Social Work Practice**

**1 Unit**

*“Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world.”* bell hooks

*Summer 2021*

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<b>Office Hours</b>	Mondays 9-10am PST
<b>Course Day(s)</b>	Six Thursdays (5/20; 6/3; 6/17; 7/8; 7/22; 8/5)
<b>Course Time(s)</b>	12:05 – 1:40pm PST
<b>Course Location(s)</b>	VAC Platform

### **Course Pre-requisites, Co-requisites, and Concurrent Enrollment**

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.

### **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

### **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.

### Course 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.

### 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 six (6) 95-minute live classes (units) combined with assigned readings and asynchronous content.

### 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, which are the basis of the student learning outcomes in the MSW program:

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
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\* *Highlighted in this course*

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

### Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1: Asynchronous Forums	Students must complete at least 2 forum posts in the asynchronous material by Unit 5 and all 4 different forums / posts on or before Unit 6.	40%
Assignment 2: Self-Reflection and Developing a Professional Self	Units 4-6	50%
Assignment 3: Class Participation and Discussion	Ongoing	10%

Each of the major assignments is described below.

#### Assignment 1: Asynchronous Forums (40% of grade)

Students must participate in at least 4 different forums in the asynchronous material.

**Due:** Students must complete at least 2 forum posts in the asynchronous material by Unit 5 and all 4 different forums / posts on or before Unit 6.

*This assignment relates to course objective 2 and social work competency 1.*

#### Assignment 2: Self-Reflection and Developing a Professional Self (50% of 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 course objective 1 and social work competency 1.*

**Assignment 3: Class Participation and Discussion (10% of 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.

*This assignment relates to course objective 1 &2 and social work competency 1.*

**SOWK 698A is graded Credit/No Credit (CR/NC): Students must earn at least 83 out of a possible 100 points in the course in order to receive a CR.**

Class grades will be based on the following:

Assignment Grades		Final Grades	
Credit	83% or above	Credit	83% or above
No Credit	82% or below	No Credit	82% or below

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

**Attendance and Participation**

Students’ active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

**Class participation will be assessed according to the following criteria:**

100%: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of

the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small-group discussions, and other activities.

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

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

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

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

50%: Nonparticipant: Attends class only.

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

## **Required Instructional Materials and Resources**

### ***Required Textbooks***

No required textbook for this course

### ***Notes:***

- Additional required and recommended readings may be assigned by the instructor throughout the course.

- See **Appendix C** for recommended instructional materials and resources

**Course Overview**

Unit/Week #	Date	Topics	Asynchronous Content	Assignments
1	5/20/21	<ul style="list-style-type: none"> <li>• Introductions/Ice breakers</li> <li>• Discuss purpose for Integrative Learning for Advanced Social Work Practice (Intrapersonal, interpersonal and intradepartmental skills and communication)</li> <li>• Professional consultation, development, &amp; mindful reflection allows for students to process the field placement experience</li> <li>• Review course expectations and assignments</li> <li>• Asynchronous forum</li> </ul>	<p>1.1 Unit Overview</p> <p>1.2 In Conversation with Leigh-Anne Francis, Ph.D; A Historical Perspective of Social Work Practice and Race</p> <p>1.3 An interview with the founders of Black Lives Matter’s Alicia Garza, Patrisse Cullors, &amp; Opal Tometi</p> <p>1.4 Social Work Eliminate Racism Forum</p>	1. Social Work Eliminate Racism Forum
2	6/3/21	<ul style="list-style-type: none"> <li>• Professional consultation, development, and mindful reflection allows for students to process the field placement experience</li> <li>• Personal values versus professional values</li> <li>• Review and assign assignment 2: Self Reflection and Developing a Professional Self</li> <li>• Asynchronous forum</li> </ul>	<p>2.1 Unit Overview</p> <p>2.2 The Bias of Professionalism Forum</p>	1. The Bias of Professionalism Forum

3	6/17/21	<ul style="list-style-type: none"> <li>Professional consultation, development, &amp; mindful reflection allows for students to process the field placement experience</li> <li>Discussion on frameworks of ethical decision making and how to apply principals of critical thinking to those frameworks</li> <li>Asynchronous Forum</li> </ul>	<p>3.1 Unit Overview 3.2 Cracking the Codes; Power Analysis Forum 3.3 Healing through Anti-Racist Activism 3.4 Mindfulness Exercise; Loving Kindness 3.5 Additional Resources for Mindfulness Practice</p>	1. Cracking the Codes: Power Analysis Forum
4	7/8/21	<ul style="list-style-type: none"> <li>Professional consultation, development, &amp; mindful reflection allows for students to process the field placement experience</li> <li>Professionalism and best practices</li> <li>Explain and differentiate between Interpersonal and Intrapersonal and influence on participant Interactions</li> <li>Student presentations Assignment 2 Self-Reflection and Developing a Professional Self</li> <li>Optional: Department Specific Professional Development topic</li> <li>Asynchronous forum</li> </ul>	<p>4.1 Unit Overview 4.2 Dismantling White Supremist Culture</p>	1. Student presentations Assignment 2 Self-Reflection and Developing a Professional Self

5	7/22/21	<ul style="list-style-type: none"> <li>• Professional consultation, development, &amp; mindful reflection allows for students to process the field placement experience</li> <li>• Student presentations Assignment 2: Self-Reflection and Developing a Professional Self</li> <li>• Optional: Department Specific Professional Development topic and/or Guest Speakers</li> <li>• Asynchronous forum</li> </ul>	<p>5.1 Unit Overview 5.2 Healing through Embodiment 5.3 Self Agency Forum</p>	<p>1. Self Agency Forum</p> <p>2. Student presentations of Assignment 2: Self-Reflection and Developing a Professional Self</p>
6	8/5/21	<ul style="list-style-type: none"> <li>• Professional consultation, development, &amp; mindful reflection</li> <li>• Student presentations Assignment 2: Self-Reflection and Developing a Professional Self</li> <li>• Optional: Department Specific Professional Development topic and/or Guest Speakers</li> <li>• Asynchronous forum</li> </ul>	<p>6.1 Unit Overview 6.2 Interview with Unchained Scholars 6.3 Unchained Scholars Movement 6.4 Mindfulness Exercise; Breathing meditation</p>	<p>1. Student presentations of Assignment 2: Self-Reflection and Developing a Professional Self</p>



## Course Schedule—Detailed Description

### Unit 1 – Week of May 17<sup>th</sup> (class on 5/20/21)

#### Topics

- 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
- Asynchronous forum

This unit relates to course objective(s) 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](https://3d6886dd-4b94-499e-acc1-a00c391b7172.filesusr.com/ugd/0a006f_ad6c1f975f0e4682a3bb750957f99d71.pdf)

### Unit 2 – Week of May 31<sup>st</sup> (class on 6/3/21)

#### Topics

- Professional consultation, development, and mindful reflection allows for students to process the field placement experience
- Personal values versus professional values
- Review and assign assignment 2: Self Reflection and Developing a Professional Self
- Asynchronous forum

This unit relates to course objective(s) 1 & 2.

### **Required Readings**

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](https://ssir.org/articles/entry/the_bias_of_professionalism_standards)

### **Recommended Readings**

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](https://www.socialworkers.org/includes/newincludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf)

Global Social Work Statement of Ethical Principles (2018). <https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>

## **Unit 3 – Week of June 14th (class on 6/17/21)**

### **Topics**

- 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
- Asynchronous Forum

This unit relates to course objective(s) 1 & 2.

### **Required Readings**

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>

Sharda, S., Dhara, A., & Alam, F. (2021). Not neutral: reimagining antiracism as a professional competence. *Canadian Medical Association Journal (CMAJ)*, 193(3), E101–E102.  
<https://doi.org/10.1503/cmaj.201684>

### **Recommended Readings**

Community Wise 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](http://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf). **Read pages 12 to 15.**

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

#### Unit 4 – Week of July 5<sup>th</sup> (class on 7/8/21)

##### *Topics*

- 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
- Asynchronous forum

This unit relates to course objective(s) 1 & 2.

##### *Required Readings*

Pewewardy, N. (2014). Articulating the scaffolding of white supremacy: The act of naming in liberation. *Journal of Progressive Human Services*, 25(3), 230–253. <https://www-tandfonline-com.libproxy2.usc.edu/doi/full/10.1080/10428232.2014.940485>

##### *Recommended Readings*

Jones, K., & 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 – Week of July 19 (class on 7/22/21)

##### *Topics*

- 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
- Asynchronous forum

This unit relates to course objective(s) 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/>

Ebor, M., Loeb, T., & Trejo, L. (2020). Social workers must address intersecting vulnerabilities among noninstitutionalized, Black, Latinx, and older adults of Color during the COVID-19 Pandemic.

*Journal of Gerontological Social Work*, 63(6-7), 585–588. <https://doi-org.libproxy2.usc.edu/10.1080/01634372.2020.1779161>

### **Recommended Readings**

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

## **Unit 6 – Week of August 2<sup>st</sup> (class on 8/5/21)**

### **Topics**

- Professional consultation, development, & mindful reflection
- Student presentations Assignment 2 Self-Reflection and Developing a Professional Self
- Optional: Department Specific Professional Development topic and/or Guest Speakers
- Asynchronous forum

This unit relates to course objective(s) 1 & 2.

### **Required Readings**

- Asakura, K., Strumm, B., Todd, S., & Varghese, R. (2020). What does social justice look like when sitting with clients? A qualitative study of teaching clinical social work from a social justice perspective. *Journal of Social Work Education*, 56(3), 442–455. <https://www-tandfonline-com.libproxy2.usc.edu/doi/full/10.1080/10437797.2019.1656588?src=recsys>
- 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 Readings**

- 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>
- 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>

### **List of Appendices**

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course

- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. Statement on Academic Conduct and Support Systems

# USC Suzanne Dworak-Peck

## School of Social Work

### Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
<p><b>Competency 1: Professional &amp; Ethical Behavior</b> – 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 interprofessional teams. Social workers</p>	<p>1. Critically analyze the application of professional social work behavior in self and peers.</p> <p>2. Integration of social work professional ethics and values, self-awareness and self-reflection.</p>	<p><b>CYF:</b> Demonstrates understanding of social work role and interdisciplinary team roles within and across family service sectors.</p> <p><b>SCI:</b> 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.</p> <p><b>AMHW:</b> 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.</p>	<p>Knowledge and Skills</p> <p>Values</p> <p>Exercise of Judgement</p>	<p><b>Unit 2:</b> Ethics and Professionalism</p> <p><b>Unit 3:</b> Ethical Reasoning and Critical Thinking</p> <p><b>Unit 4:</b> Professionalism and Professional Culture</p> <p><b>Unit 5:</b> Resilience in Social Work</p> <p><b>Unit 6:</b> Collaboration and Communication</p> <p><b>Assignment 1:</b> Class Forums</p> <p><b>Assignment 2:</b> Self-Reflection and Developing a Professional Self</p>

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.				
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**Appendix B: Definitions of Grades and Standards Established by Faculty of the School**

**\*\*\*All assignments must be completed to pass this course. In order for students to receive credit (CR), they need to receive a minimum of 83% on assignments**



**Appendix C: Recommended Instructional Materials and Resources**

*Recommended Guidebook for APA & Style Formatting*

*Publication Manual of the American Psychological Association, Seventh Edition*

## **Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement**

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

## **Appendix E: University Policies and Guidelines**

### **Attendance Policy**

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (lcardina@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 Policies and Procedures](#) for additional information on attendance policies.

### **Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

### **Statement about Incompletes**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

### **Policy on Late or Make-up Work**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

## **Policy on Changes to the Syllabus and/or Course Requirements**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

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

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

### **Preamble**

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

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

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

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

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

## **Academic Dishonesty Sanction Guidelines**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the

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

### **Complaints**

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

### **Tips for Maximizing Your Learning Experience in this Course (Optional)**

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

## Appendix F: Support Systems and Additional Resources

### Counseling and Mental Health

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

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

### National Suicide Prevention Lifeline

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

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

### Relationship and Sexual Violence Prevention Services (RSVP)

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

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

### USC Office of Equity, Equal Opportunity, and Title IX

<https://eeotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### Reporting Incidents of Bias or Harassment

[https://usc-advocate.symplcity.com/care\\_report/index.php/pid422659?](https://usc-advocate.symplcity.com/care_report/index.php/pid422659?)

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

### The Office of Disability Services and Programs

<https://dsp.usc.edu/>

Phone number (213) 740-0776

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

### USC Campus Support and Intervention

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

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

### **Diversity at USC**

<https://diversity.usc.edu/>

Phone number (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

### **USC Emergency**

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

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

### **USC Department of Public Safety**

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

### **Additional Resources**

#### **Unchained Scholars Student Caucus:**

<https://dworakpeck.usc.edu/student-life/student-organization/student-caucuses-and-interest-groups>

#### **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.

#### **USC Suzanne Dworak-Peck School of Social Work Writing Resources :**

<https://libguides.usc.edu/writingresources>

#### **Academic and Writing Support:**

The Student Affairs graduate-level resources provides academic & writing support. Students who use these services in combination are likely to perform better in the academic setting <https://libguides.usc.edu/writingresources>