

USC Suzanne Dworak-Peck

School of Social Work

Social Work 614

Section(s) #67213 and 67214

Social Work Practice in School Settings

3 Units

Fall Semester 2021

Instructor	Laura Gale, EdD, LCSW
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Office	NA
Office Hours	Tuesday/Thursday 11-12:30
Course Day(s)	See class schedule
Course Time(s)	See class schedule
Course Location(s)	UPC

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

None

Catalogue Description

Based on ecosystems perspectives, this course examines policies, theories and principles of social work practice in school settings.

Course Description

This course offers an orientation to social work practice in schools. Students will become familiar with traditional and changing roles and practices of social workers in schools, as well as with larger systemic trends, such as education reform and the movement toward school-linked services. The course introduces school-wide and individual prevention and intervention methods with children and youth at risk for school failure and other adverse outcomes due to behavioral and mental health problems. The course is designed to facilitate student skills in critically analyzing educational programs and policies at all levels. Social work programs demonstrated effective in various educational settings will be analyzed, and assessments for change will be formulated to enhance educational achievement and well-being. The following are topical themes of the course: (1) Education laws and policies across the United States and their impact on schools, students, and families; (2) Organization, culture, and environment of schools at the elementary, secondary, technical, and vocational levels; (3) The effects of trauma and toxic stress (from poverty, child abuse, family and community violence, and social discrimination) on learning and behavior in children and youth; (4) The right to education of oppressed and special populations, with critical attention to disabilities, poverty, race, culture, and language; (5) Social work roles and function in schools, with strong emphasis throughout the course on the social worker as an agent of change in the school organization and systems beyond the local school.

Course Objectives

1. Explain contemporary social, economic, and demographic dynamics in education that influence the developmental and academic needs of children and youth at various learning levels.
2. Describe processes of education policy formulation, particularly those related to problems experienced by vulnerable populations, and be able to apply this understanding to at least one major policy in contemporary education.
3. Explain elements in the ecology and social systems of students of diverse cultures and economic circumstances and explain how this impacts their educational experience and general well-being.
4. Apply various roles and functions of social workers in educational settings, such as advocacy on behalf of students and their families, assessment and treatment planning, leadership in enhancing school policy and programs, training and consultation with a variety of stakeholders, and engaging families with the school.
5. Demonstrate best practices for working effectively with multiple stakeholder groups within the school, particularly students, teachers, and administrators, and parents, as well as with community institutions such as juvenile courts, public child welfare, military installations, health and mental health services, and social service organizations.

Course Format / Instructional Methods

Relationship of the Course across Curricular Themes

Multiculturalism and Diversity. This course will examine recent demographic shifts across the United States that have increased the cultural and racial diversity of students and families. A culturally focused developmental perspective will be explored, from infancy through secondary education, to the transition from school to the world of work. Of particular focus will be policies and services that impact children and youth living in poverty, in non-traditional families, in out-of-home placements, those with illness and disability, and GLBT individuals and families.

Social Justice and Social Change. Social workers in educational settings strive to maximize educational opportunities for individuals, groups, neighborhoods, and communities, and to promote progressive local, state, and national policy. Relevant legislation and policies that seek to meet these goals will be reviewed, as well as the social justice implications of public and non-public schools.

Primary and Secondary Prevention, Treatment, and Rehabilitation. A three-tier prevention-intervention model, including Response to Intervention (RTI) and others, will be applied throughout the course. This model represents intervention with students, families, and the school organization on a continuum of intensity. The first tier includes primary prevention and psychoeducation for all students and families, as well as for the organization, culture, and environment of the school. The second and third tiers focus more intensely on intervention with children and youth who are especially vulnerable to detriments such as academic failure, suspension and expulsion, dropping out, STDs and pregnancy, or substance abuse. Individual traits and social factors that buffer children from these stressors and research on resilience will be examined.

Behavioral and Social Science Research. The role of the social worker as a consumer of research is emphasized. Relevant sources in the course include those in social work, and also the theories and empirical studies of interdisciplinary fields such as human behavior, public health, economics, and education. In addition, relevant theories and findings are studied with regard to service delivery, validation of interventions, and overall evaluation of practice in educational settings.

Relationship of the Course to Social Work Ethics and Values

Professional social work ethics are reviewed in the context of educational settings. Issues that are examined critically include confidentiality and privacy, access to records and services, student access to services without parental consent, service delivery with regard to the age of the target group, parental permission regarding sex education, mandated reporting of child abuse and truancy, and expulsion and suspension as behavior management practices.

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

* 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: Unit Embedded Questions	On-going	30%
Assignment 2: <i>And Still We Rise</i> response paper	Week 8	25%
Assignment 3: Problem Assessment and Intervention Plan Paper Presentations	Week 10 Weeks 11-14	35%

Each of the major assignments is described below.

Assignment 1: Unit Embedded Questions

To further integrate readings, lectures, and media content into the learning experience of this course, you will complete ten-unit exercises throughout the semester. In the VAC class, these exercises are embedded in the asynchronous content, and you will write your responses in the space provided. In the campus-based class your instructor will post the exercise on Blackboard the week before it is due. Your responses should be critical and substantive and reflect your current knowledge and understanding of the subject. The nature of this assignment and how you are expected to participate

will be discussed more fully in class the first week, and you will receive periodic feedback from your instructor through the semester.

Due: on-going throughout the semester

This assignment relates to course objectives 1, 2, 3, 4, and 5 and social work competency 2, 6, and 8.

Assignment 2: And Still We Rise response paper

This book, written by Los Angeles journalist Miles Corwin, documents the struggles and successes of twelve public high school students and shows clearly that the barriers for students in previous decades are yet present for students in many American schools. The book is also a very personal account by the author. ***Please begin reading the book immediately. You will submit a seven-page APA formatted response paper on the day of class Week 8.*** In the paper you will (1) critically explain issues of personal *trauma and institutional barriers and limitations* that affect the students and the school in the book, and (2) explain roles and interventions that a social worker in this school could provide on behalf of these students and school staff. You will receive a guide for the assignment. You should expect to inform this paper with knowledge you have gained from your Human Behavior and Practice courses, as well as your school-based (or other) internship.

Due: Week 8

This assignment relates course objectives 1, 2, 3, 4, and 5 and social work competency 2, 6, and 8.

Assignment 3: Problem Assessment and Intervention Plan

This two-part assignment gives you an opportunity to first, critically explore actual problems that schools experience and to apply assessment and intervention skills in determining causes and recommending solutions, and second, to apply communication skills by presenting to various stakeholder groups for the purpose of engaging them in your intervention.

1. You will choose or be assigned to groups of 2-3 within the first three weeks of the semester. This is your work group to complete this assignment. You will be given time in class to discuss with your group.
2. The guide for this assignment is found below and will be given out as a separate document. It will also be discussed in further detail in class. In brief, the assignment involves (A) Selecting a problem that strongly impacts your schools, following the assignment guide to develop an assessment of the problem and an intervention plan to address the problem, and presenting this in a 10-page paper. (C) Explain the problem and the intervention you are planning, to three different stakeholder groups as if you are orienting or engaging them in the intervention. Each member of your group will present to a different group.

Due: Week 10 (paper) and Weeks 11-14 (presentations as assigned)

This assignment relates to course objectives 1, 2, 3, 4, and 5 and social work competency 2, 6, and 8.

Class Participation (10% of Course Grade)

Class grades will be based on the following:

Grade Points		Letter Grades	
3.85 – 4.00	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 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

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:

“A” grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

“B” grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

“C+” or “C”: Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is “C”.

“C-” or “D”: Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

“F”: Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Required Instructional Materials and Resources

Required Textbooks

Three textbooks are required for the course, including *And Still We Rise* required for assignment 2. All should be available through the USC bookstore, Amazon.com, B&N.com, or similar websites. Please let your professor know *prior to the first class* if you are unable to locate any of the books.

Corwin, M. (2001). *And still we rise: The trials and triumphs of twelve gifted inner-city students*. New York, NY: HarperCollins.

Franklin, C., Harris, M., & Allen-Meares, P. (2013). *The school services sourcebook: A guide for school-based professionals*, 2nd edition. New York, NY: Oxford University Press.

Villarreal Sosa, L., Cox, T., & Alvarez, M. (2017). *School social work: National perspectives on practice in schools*. New York, NY: Oxford University Press.

Course Reader

Available at xxx

Required readings that are not in the textbooks are available electronically in ARES under SOWK 614
Lead Instructor, Aimee Odette.

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 (Fall / Spring)

Week #	Date	Topics	Assignments
1		Unit 1: Scope and Context of Social Work in Education	
2		Unit 2: Education as an Institution	
3		Unit 3: A National View of Social Work in Education	
4		Unit 4: National Issues of School Mental Health and Safety	
5		Unit 5: School as an Organization and Workplace	
6		Unit 6: Multiple Stakeholders	
7		Unit 7: Engaging Students, Families, and Community	
8		Unit 8: Disparities and Access to Education	Assignment 2 DUE
9		Unit 9: School Culture and Climate	
10		Unit 10: Child Trauma and Trauma-informed Schools	Assignment 3 DUE (paper)
11		Unit 11: Supporting Students with Disabilities and Learning Needs	Presentations
12		School Wide Systems of Support	Presentations
13		Supporting Students with Mental Health and Neurodevelopmental Disorders	Presentations
14		Managing Behavior and Supporting Student Health	Presentations
15		Accountability: Evaluation	

Course Schedule—Detailed Description

Week 1 – Week of month/day

Topics

- Course and Class Introductions
- Historical View of Social Work in School Settings
- Social Work Roles and Employment
- State Requirements
- Professional Organizations

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

Required Readings

- NASW Standards for School Social Work. www.naswdc.org/practice (in left column select **School Social Work**)
- School Social Work: National Perspectives on Practice in Schools: Chapters 1, 3, and 15.

Week 2 – Week of month/day

Topics

- Mission and Culture of Education
- Multiple Systems of Authority and Hieracrchy
- Resources

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

Required Readings

- School Social Work: National Perspectives on Practice in Schools: Chapters 5, 6, and 8
- **ARES (Library Reserves):** Valentine, J., & Prater, M. (2011). Instructional, transformational, and managerial leadership and student achievement: High school principals make a difference. *NASSP Bulletin*, 95(3), 5-30.

Week 3 – Week of month/day

Topics

- National School Social Work Practice Model
- Ethical Challenges
- Common Core
- Evidence-based Practices in Schools

This unit relates to course objective(s) 1, 2, 4 and 5.

Required Readings

- School Social Work: National Perspectives on Practice in Schools: Chapters 2 and 4

Week 4 – Week of month/day

Topics

- School Mental Health
- Why Mental Health Services in Schools?
- Crisis Response
- Challenges and Barriers to implementation
- Funding and Resources
- Community Networking

This unit relates to course objective(s) 1, 2, 3, 4 and 5.

Required Readings

- School Social Work: National Perspectives on Practice in Schools: Chapter 11
- The School Services Sourcebook: Chapters 41, 42, 43, and 44

Week 5 – Week of month/day

Topics

- The School as a Host Environment
- Professional Diversity
- Cultural, Racial, and Economic Diversity
- Collaboration

This unit relates to course objective(s) 1, 2, and 3.

Required Readings

- The School Services Sourcebook: Chapters 49, 57, 59

Recommended Readings

- ARES: DeBell, M. (2008). Children living without their fathers: Population estimates and indicators of educational well-being. *Social Indicators Research, 87: 427-443*.
- ARES: Berryhill, M.B. & Vennum, A. (2015) Joining forces: Bringing parents and schools together.
- *Contemporary Family Therapy*, pp. 351-363.
- The School Services Sourcebook: Chapters 51, 52, 53, 55, 60

Week 6 – Week of month/day

Topics

- Stakeholders in Education and Schools
- School Board as a Reflection of the Community
- Authority and Priorities of School Admin
- Needs and Priorities of Teachers
- Communicating and Working with Stakeholders

This unit relates to course objective(s) 1, 2, 3, 4 and 5.

Required Readings

The School Services Source Book: Chapters 48 and 68

Week 7 – Week of month/day

Topics

- Students as Clients: Confidentiality and Informed Consent
- Student Engagement with School
- Community Providers

This unit relates to course objective(s) xxx.

Required Readings

- The School Services Sourcebook: Chapters 26, 27, 28, 29, 56, and 65

Recommended Readings

- ARES

Week 8 – Week of month/day

Topics

- Access to Education
- Economic, Racial, and Cultural Diversity in Schools
- Issues of Racism and Bias
- School to Prison Pipeline
- Supporting Students

This unit relates to course objective(s) 2, 4, and 5.

Required Readings

- School Services Sourcebook: Chapters 57 (review from previous unit), 61, 62, and 63.

Week 9 – Week of month/day

Topics

- Variations in School Culture and Climate
- School Engagement and Academic Achievement
- Welcoming School Environments
- Benefits and Outcomes of a Welcoming School
- Changing the School Environment

This unit relates to course objective(s) 3 and 4.

Required Readings

- The School Services Source Book: Chapter 2, 28, and 29 (28 and 29 are review from previous units)

Week 10 – Week of month/day

Topics

- Social and Emotional Indicators of Complex Trauma
- Trauma Informed Schools
- CBITS

This unit relates to course objective(s) 3 and 4.

Required Readings

- School Services Sourcebook: Chapters 24, 25, and 26
- CBITS.org
- **ARES:** *Creating and Advocating for Trauma-Sensitive Schools*, Executive Summary and Ch. 1, 5-25. Case Examples from a Trauma-Informed Public Middle School Program. *Children & Schools* 39 (4), 238-247.

Week 11 – Week of month/day

Topics

- Laws pertaining to Education
- Legal mandates
- Roles of the Social worker

This unit relates to course objective(s) 3 and 4.

Required Readings

- School Social Work: National Perspectives on Practice in Schools: Chapter 7
- The School Services Sourcebook: Chapters 3 and 17

Week 12 – Week of month/day

Topics

- Social and Emotional Learning
- Multi-tiered Models of Intervention

This unit relates to course objective(s) xxx.

Required Readings

- National Perspectives on Practice in Schools: Chapters 9 and 10

Week 13 – Week of month/day

Topics

- Mental Health in the School
- Support for Students
- Support for Families

This unit relates to course objective(s) 3 and 4.

Required Readings

- School Serviced Sourcebook: Chapters 10, 12, 14, 15, 41, 50, and 54

Week 14 – Week of month/day

Topics

- Threats to Students' health
- School Based Health Services
- Bullying and other forms of aggression

This unit relates to course objective(s) 2, 3, and 4.

Required Readings

- School Serviced Sourcebook: Chapters 35, 36, 37

Week 15 – Week of month/day

Topics

- Evaluation through Monitoring and Mapping
- Measurement and Data Management Systems
- Funding sources

This unit relates to course objective(s) 3, 4, and 5.

Required Readings

- School Social Work: National Perspectives on Practice in Schools: Chapters 13 and 14

- School Services Sourcebook: Chapters 69, 70, and 72

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

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

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
Engage in diversity and difference in practice	<p>Explain contemporary social, economic, and demographic dynamics in education that influence the developmental and academic needs of children and youth at various learning levels.</p> <p>Explain elements in the ecology and social systems of students of diverse cultures and economic circumstances and explain how this impacts their educational experience and general well-being.</p> <p>Describe processes of education policy formulation, particularly those related to problems experienced by vulnerable populations, and be able to apply this understanding to at least one major policy in contemporary education.</p>		Values Knowledge Skills	Assignment 1: Unit embedded questions and discussion; Assignment 2: And Still We Rise Response Paper; Unit async and class discussion
Engage with individuals, families, groups,	Apply various roles and functions of social workers		Knowledge Skills	Assignment 1: Unit embedded

<p>organizations, and communities</p>	<p>in educational settings, such as advocacy on behalf of students and their families, assessment and treatment planning, leadership in enhancing school policy and programs, training and consultation with a variety of stakeholders, and engaging families with the school.</p>			<p>questions and discussion. Assignment 2: And Still We Rise Response Paper Assignment 3: Problem Assessment and Intervention Plan; Unit async and class discussion</p>
<p>Intervene with individuals, families, groups, organizations, and communities</p>	<p>Demonstrate best practices for working effectively with multiple stakeholder groups within the school, particularly students, teachers, and administrators, and parents, as well as with community institutions such as juvenile courts, public child welfare, military instillations, health and mental health services, and social service organizations.</p>		<p>Knowledge Skills</p>	<p>Assignment #1 Embedded exercises and discussion; Assignment #2: And Still We Rise Response Paper: Assignment #3: Problem Assessment and Intervention Plan; Unit async and class discussion</p>

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

Within the USC Suzanne Dworak-Peck 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.

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting

Xxx

Recommended Websites

American Council for School Social Work: acssw@acssw.org

NASW on School Social Work: www.naswdc.org/practice/school/default.asp

National Child Traumatic Stress Network: www.nctsn.org

National Center for Learning Disabilities: www.nclld.org

Response to Intervention Network: www.rtinetwork.org

School Social Worker Association of America: www.sswaa.org

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 (aodette@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?

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

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.