USC Suzanne Dworak-Peck
School of Social Work

Social Work 672: Social Work & Business Settings
3 Units
Fall, 2021

Instructor:	Dr. Rocio Terry, DSW, MSW, MBA
Email:	rociomar@usc.edu
Office:	VAC
Office Hours:	By appointment
Course Day(s):	Wednesdays
Course Location(s):	VAC

I. COURSE PREREQUISITES
Foundation year coursework

II. CATALOGUE DESCRIPTION
Prepares students for practice in work-related environments through analysis of practice roles, settings, historical to current practice trends, business and economic contexts, and policy analysis.
Note*: This a required course for the students in the Department of Social Change and Innovation.*

III. COURSE DESCRIPTION
This course will prepare students for social work practice in work environments, with an understanding of the historical development and current realities of work environments, and the evolving roles of social workers practicing employment settings. Emerging trends in Employee Assistance Programs, managed behavioral health, organizational change and development, and corporate social responsibility are explored, with an emphasis on the increasing globalization of service delivery. Students will also learn to analyze and apply international, national, state and organizational policies to specific problems and accompanying interventions that currently impact the workplace and the lives of workers. Consideration is given to a wide range of issues such as the impact of the economy on employment, the changing nature of work, the impact of work on the family; trends in incorporation and organizational structures, and the impact of relevant policies on vulnerable individuals, families and communities. Students will also utilize theory, a multilevel system analysis and team planning to propose micro, mezzo and macro work environment solutions within the context of current policy concerns.

IV. COURSE OBJECTIVES
The Social Work and Business Settings course (SOWK 672) will prepare students to:

Objective #	Objectives
1	Comprehend the historical and emerging trends, contexts of social worker roles and interventions in work and business environments in order to analyze and address relevant ethical practice concerns.
2	Become knowledgeable of the range of international, national, state and organizational policies relevant to work environments that affect individuals, families and communities impacted by social problems.
3	Gain an awareness of the impact of current macro influences and policies on work environments, employment and organizations, in order to evaluate the impact of these influences on social problems and injustices affecting vulnerable individuals, families and communities.
4	Utilize the above awareness and knowledge (Objectives 1, 2 and 3) to critically analyze the impact of the context, settings and policies on the range of social work interventions in work environments, and the potential impact on their effectiveness.

Objective #	Objectives
5	Synthesize current research-based evidence of the effectiveness of interventions in work environments and relevant theory in order to conceptualize a multilevel system approach to a social problem(s) affecting individuals and families in work environments.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes and videos, will also be used to facilitate the students' learning. 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 videos and their application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

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

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

* Highlighted in this course

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

Competency	Objectives	Behaviors	Dimensions	Content
Competency 1: Demonstrate Ethical and Professional Behavior Social workers understand how the value base of the profession and its ethical standards, as well as relevant laws and regulations may impact practice in non-traditional settings, including with business organizations and in workplace environments at the micro, mezzo, and macro levels. Social workers apply their understanding of ethical decision-making and principles of critical thinking to services delivered in workplace settings, with businesses as clients, and to across-system level interventions. Social workers use their understanding of the distinctions between personal and professional values and their knowledge of the influence of personal experiences and affective reactions as they make professional judgements and decisions related to the needs of employees, the impact of organizational systems on vulnerable populations, and the overall impact of business and workplace environments on well-being. Social workers understand social work roles, the potential for role conflicts, and methods of addressing these, and their roles in interaction with the roles of other professionals involved in business and organizational environments. Social workers use collaboration and advocacy skills to positively impact the health and well-being of their clients in a variety of contexts. Social workers recognize the importance of life-long learning and continual updating of social work knowledge and skills, as well as knowledge and skills related to evolving work and business environment practices, for effective and responsible practice. Social workers incorporate ethical approaches to the use of technology in meeting the needs of their clients in organizations, businesses, and the workplace.	1)-Comprehend the historical and emerging trends, contexts of social worker roles and interventions in work and business environments in order to analyze and address relevant ethical practice concerns.	**1b**: Recognize and manage potential conflicts between personal feelings/expression and collective/institutional responsibility	Values	Units: 1, 2, 3, 4, 6, 7 Assignment 1 – Social Problems Literature Review Assignment 2 – Response Trends & Interview

Competency	Objectives	Behaviors	Dimensions	Content
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every individual, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers use their understanding of the interdependence between individuals, families, communities, businesses, non-profit organizations and governments to promote social and economic justice and human rights on a global basis. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of resources, access to income, social goods, and health and well-being. Social Workers take responsibility to protect the civil, political, environmental, economic, social, and cultural rights of individuals in communities and organizations across the globe.	2) Become knowledgeable of the range of international, national, state and organizational policies relevant to work environments that affect individuals, families and communities impacted by social problems.	**3a**: Understand economic trends, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families and communities.	Critical Thinking	Units: 9, 10, 11, 12, 13 Assignment 3 – Policy and Multilevel System Analysis
	3) Gain an awareness of the impact of current macro influences and policies on work environments, employment and organizations, in order to evaluate the impact of these influences on social problems and injustices affecting vulnerable individuals, families and communities.			Units: 5, 8, 9, 10, 11, 12, 13 Assignment 2 – Response Trends & Interview Assignment 3 – Policy and Multilevel System Analysis

Competency	Objectives	Behaviors	Dimensions	Content
Competency 5: Engage in Policy Practice Social workers understand that human rights of individuals and social justice are mediated by policy and its implementation at the global, federal, state, and local levels. Social workers understand how the historical and current structures of governmental policies, organizational policies and processes, and trends in evolving services and interventions, affect individuals and families in workplace environments. They understand their evolving roles in policy advocacy, development, implementation and evaluation within non-traditional or innovative practice settings, across micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.	4) Utilize the above awareness and knowledge (Objectives 1, 2 and 3) to critically analyze the impact of the context, settings and policies on the range of social work interventions in work environments, and the potential impact on their effectiveness.	**5a**: Identify social policies at the state, federal and global levels that emphasize the financial and personal well-being of individuals, families and communities.	Skills	Units: 6, 7, 10, 11, 12, 13 Assignment 2 – Response Trends & Interview Assignment 3 – Policy and Multilevel System Analysis
	4) Utilize the above awareness and knowledge (Objectives 1, 2 and 3) to critically analyze the impact of the context, settings and policies on the range of social work interventions in work environments, and the potential impact on their effectiveness. 5) Synthesize current research-based evidence of the effectiveness of interventions in work environments and relevant theory in order to conceptualize a multilevel system approach to a social problem(s) affecting individuals and families in work environments.	**5b**: Analyze and apply international, national, state and organizational policies to specific problems and accompanying interventions that currently impact the workplace and the lives of workers.	Critical Thinking	4) 6, 7, 10, 11, 12, 13 5) 5, 14, 15 Assignment 2 – Response Trends & Interview Assignment 3 – Policy and Multilevel System Analysis

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment 1: Workplace Issues Paper	Week 4	30%
Assignment 2: Solutions Analysis Paper	Week 8	30%
Assignment 3: Policy Analysis and Multilevel System, and Presentations during Weeks 14 & 15	Week 14	30%
Class Participation	Ongoing	10%

Assignments 1 through 3: From Issue to Solutions to Policy Analysis

SOWK 672 Assignments 1 and 2 are progressive, stepping students through an analysis of a social or organizational issue affecting the well-being of individuals, families, communities and/or organizations into an exploration of solutions. A social issue is defined *as an action or condition located within the environment, social system, relationships or individuals that requires significant adaptation to achieve individual, family, community or organizational homeostasis and well-being*.

Assignment 3 will focus on **analyzing policy** that relates to a Social Work & Business concerns and the solutions or interventions currently applied. Topics will be approved by the instructor.

Assignment 1: Social Work in Business & Employment Issue Analysis Paper   Worth 30%
Each student will identify a social issue related to the class focus that is of special interest to the student and conduct a scholarly literature and web-based information search of existing knowledge about the causes and effects of the issue across four systems levels, including <u>individual, family, organizational (workplace) and community</u>. The selected social issue may be focused at the micro level, such as depression within individuals, yet the issues analysis paper also needs to analyze and summarize any related causes of depression or effects of depression that <u>may occur</u> at all four systems levels. The selected social issue may also be focused at the family level (e.g., childcare concerns affecting working parents), at the organizational workplace level (e.g., workplace stress), or at the community level (e.g., environmental disasters caused by an industrial accident). The analysis should draw upon current (2015 and up) scholarly literature and any web-based knowledge that supports the analysis. The summary will include an analysis of the effects of the issue on vulnerable populations. An assignment handout will be provided to students with additional details.

The issue analysis paper will consist of a written paper of approximately 5 to 8 pages (excluding title page and reference list), using correct APA format, summarizing scholarly and web-based literature, and must cite and reference at least 7 scholarly sources. **Content** (meeting all content requirements in the assignment handout and syllabus) will receive a total of **60 evaluation points**, **Critical Analysis** (use of critical thinking, drawing upon literature and knowledge, as outlined in the assignment handout and syllabus) will receive a total of **35 evaluation points**, and **Quality** (correct, and effective use of writing skills and format) will be receive a total of **5 evaluation points.**   **Due Week 4**
This assignment relates to Student Learning Outcomes 5,7,8,10.

Assignment 2: Social Work in Business & Employment Solutions Analysis Paper   Worth 30%
Each student will continue researching the same social problem described in Assignment 1, focusing in this paper on current solutions or interventions that are available to address the social problem. This paper will NOT discuss any policy solutions (policy is addressed in Assignment 3). The paper will describe with a critical lens the use of available and applicable, individual (clinical and/or micro-level community or workplace solutions or interventions), family (clinical or family-level community or workplace solutions or interventions), organizational (internal organizational solutions or interventions) and community (public or community-located solutions or interventions). A summary will critically analyze the potential for solutions to address the SWB&E social issue identified in Assignment 1 and any ethical concerns related to the solutions. The analysis should draw upon current (2015 and up) scholarly literature and any web-based knowledge that supports the analysis. An assignment handout will be provided to students with additional details.

The SWB&E Issue Analysis Paper will consist of a written paper of approximately 5 to 8 pages (excluding title page and reference list), using correct APA format, summarizing scholarly and web-based literature, and must cite and reference at least 7 scholarly sources. **Content** (meeting all content requirements in the assignment handout and syllabus) will receive a total of **60 evaluation points**, **Critical Analysis** (use of critical thinking, drawing upon literature and knowledge, as outlined in the assignment handout and syllabus) will receive a total of **35 evaluation points**, and **Quality** (correct, and effective use of writing skills and format) will be receive a total **of 5 evaluation points.**   **Due Week 8**
This assignment relates to Student Learning Outcomes1-4, 5-7, 8, 10, 14

Assignment 3: Social Work and Business Policy Analysis and Multilevel System Solutions Presentations   Worth 30%   Team Project

This project will result in a presentation supported by a PowerPoint or other visual presentation software and a one-to-two page handout (Zoom video presentation optional). The presentations will occur during Week 14 &15. The presentation materials must be completed and sent to the instructor before the start of Week 14 class.

Teams are developed by the instructor based on the student teams' topic choices. This assignment includes the identification and analysis of federal workplace or employer-related policy relevant to an assigned social concern. The one to two-page handout will include a concise overview of policy relevant to the issue. The PowerPoint or visual presentation will include the overview of the policy, an analysis of the effects of policy on the social issue and vulnerable populations affected by the social issue, on organizations and communities (as relevant to the topic), and a critical summary of the overall effectiveness of relevant policy. In addition, this assignment will include a recommended multilevel system response to the social issue, emphasizing individual/family, organizational, national or international solutions (as relevant to the topic). An assignment handout will be provided to students with additional details. The presentation will be in class and should be approximately 30 minutes in length. All factual information should be referenced using scholarly literature or web-based information on the final slide of the presentation. There is no required minimum of citations.

The grading for this assignment includes both **Individual grade points** and **Team Member Evaluation grade points.** Each team member will **evaluate each other team member using a special rating form** on a 100 point rating scale, and **the average score across team members** will **comprise 20% of the Assignment 3 total score, while the Assignment 3 team presentation will make up 80% of each student's Assignment 3 total score.** The instructors' grading will assign the **Content** a total of **60 evaluation points**, **Critical Analysis** (use of critical thinking, drawing upon literature and knowledge, as outlined in the assignment handout and syllabus) will receive a **total of 35 evaluation points**, and **Quality** (correct, and effective use of writing skills and format) will be receive a total of **5 evaluation points**.   **Due Week 14 (Presented During Weeks 14 and 15 (based on class size)**
This assignment relates to Student Learning Outcomes 5,7,8,10,12

Class Participation (10%) of Course Grade:
Class participation is defined as students' active engagement in class-related learning and timely involvement in class sessions and in online course content. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning and participation in assigned reading through the quality and depth of class comments and discussions related to readings, lectures, and assignments.

The participation points are based on the instructor's observation of active participation throughout the term, including bringing key discussion points, engaging with online and live session class content, participating in group activities, active engagement in class discussions, , being on time, returning from breaks in a timely manner, and remaining in class for the duration of the class.

Class grades will be based on the following:

Class Grades		Final Grade			
3.85 – 4.00	A	93 – 100	A		The student's work demonstrates a very good mastery of content (to the highest degree) that also shows that the student has undertaken a complex task, has applied very strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment.
3.60 – 3.84	A-	90 – 92	A-		The student's work demonstrates a very good mastery of content, shows that the student has undertaken a complex task, has applied strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment
3.25 – 3.59	B+	87 – 89	B+		The student's work demonstrates a good mastery of content, has applied a moderate level of critical thinking, and a more-than-competent understanding of the material being tested or required in the assignment.
2.90 – 3.24	B	83 – 86	B		The student's work meets the basic requirements of the assignment, has applied minimal critical thinking, evidences that the student has done adequate work on the assignment, and meets basic course expectations.
2.60 – 2.89	B-	80 – 82	B-		The student's work meets the basic requirements of the assignment, has applied little to no critical thinking, evidences that the student has done adequate work on the assignment and meets basic course expectations.
2.25 – 2.59	C+	77 – 79	C+		Grades of a C+ are applied to a student's work that reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
1.90 – 2.24	C	73 – 76	C		Grades of a C- are applied to a student's work that reflects a very limited grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
		70 – 72	C-		Grades of a C- to an F will be applied to a student's work to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks:
Barreiro, Sachi (2018). Your Rights in the Workplace, 11th Edition. NOLO, Berkeley, CA.
ISBN-10: 1413325416
ISBN-13: 978-1413325416
https://www.amazon.com/Your-Rights-Workplace-Employees-Treatment/dp/1413325416
$20.99 new paperback on Amazon; Kindle version $14.48 [*prices provided for comparison*]

Meadows, D.H. (2008). *Thinking in systems: A primer.* White River Jct., Vermont: Chelsea Green Publishing.
ISBN-10: 1603580557 **ISBN-13:** 978-1603580557
https://www.amazon.com/Thinking-Systems-Donella-H-Meadows/dp/1603580557/ref=sr_1_1?keywords=meadows+2008+systems&qid=1577141905&sr=8-1
$11.79 new paperback on Amazon [*prices provided for comparison*]

ARES – Required readings not in the textbooks are located in the ARES database under this course number and the lead instructor's name – Dr. Harry Hunter

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Websites

National Association of Social Workers http://www.naswdc.org
The Elements of Style–A Rule Book for Writing http://www.bartleby.com/141/
USC Guide to Avoiding Plagiarism http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm
Purdue OWL: APA Style and Formatting Guide http://owl.english.purdue.edu/owl/resource/560/01/

Course Overview

Week	Topics	Assignments
1	**Introduction to Course: Improving Work Life Through Social Policy and Managing Organizational Development and Change** ▽ Conceptual overview and course goals ▽ Course content and resources ▽ Assignments/evaluation ▽ Constructing the Case for organizational wellness and interdependence across system levels	
2	**Social Workers & Work Organizations: The Evolution of the Context and Roles - Part I: History** ▽ History of social work and social policy as it relates to the workplace ▽ Early social workers' concerns for labor ▽ Video - PBS.Com Program: American Experience, Episode Triangle Fire. Retrieved from http://video.pbs.org/video/1817898383	
3	**Social Workers & Work Organizations: The Evolution of the Context and Roles - Part II: Evolving Employee Assistance and Behavioral Health Care** ▽ An overview of occupational social work settings and roles ▽ The history of occupational social work ▽ Emerging issues in the Employee Assistance Programs ▽ Overview of employer-supported and public behavioral healthcare in the U.S.	
4	**Social Workers & Work Organizations: The Evolution of the Context and Roles – Part III: Macro Social Work Roles** ▽ Role concerns for social workers in business settings ▽ Social workers and innovative services and roles in business settings or at the business/community boundary: ▽ Organizational well-being ▽ Organizational development ▽ Corporate social responsibility ▽ Social entrepreneurship or social enterprise ▽ Job development	**Assignment 1 Due**
5	**Theories Supporting the Critical Analysis of Social Work Practice with Work Organizations** ▽ Continuum of the Work Experience ▽ Systems Theory ▽ Sustainability	

Week	Topics	Assignments
6	**Workplace Environments and Organizational Characteristics: Organization Types**	
	▽ Overview of organization types: For-profit, non-profit, and government	
	▽ Organizational goal and strategy differences	
	▽ Organizational system structure	
7	**Organizations With a Conscience - Corporate Social Responsibility (and Irresponsibility)**	
	▽ The evolution of organizational consciousness	
	▽ Corporate social responsibility: Organizational characteristics	
	▽ Businesses with a conscience: Examples of social innovation	
	▽ Corporate Irresponsibility and resulting workplace disasters	
8	**Economic and Employment and Employment Trends Affecting Social Work Practice with Work Organizations**	**Assignment 2 Due**
	▽ Economic and employment trends in the U.S.	
	▽ Global business trends	
	▽ The effects of employment and unemployment on individuals and families, and vulnerable populations	
9	**Employment: Changing Work and Job Realities**	
	▽ The nature of work	
	▽ Workplace stressors	
	▽ The future of work	
10	**Introduction to Policy: National and International Rights to Work or Employment**	
	▽ Employment at will, unemployment, workers compensation, and social security	
	▽ Current efforts to retain job and labor rights	
	▽ Human trafficking and contemporary slavery	
11	**Individuals, Families and Workplace Concerns: Relevant Policy: Part I**	
	▽ Discrimination	
	▽ Sexual harassment	
	▽ Older workers, discrimination and retirement	
12	**Individuals, Families and Workplace Concerns: Relevant Policy: Part II**	
	▽ People with disabilities (Americans with Disabilities Act)	
	▽ Mental health and substance abuse (Drug testing)	
	▽ Health concerns and insurance	
	▽ Affordable Care Act	
	▽ Family and children: Medical leave (Family Medical Leave Act), family leave, pregnancy, work/life balance, domestic violence	

Week	Topics	Assignments
13	**Global Policies Affecting Social Work Practice with Business Organizations** ▽ Human trafficking and contemporary slavery ▽ International labor policy ▽ Child labor across the world	
14	**Technology and Work, Presentations, Class Evaluation**	**Assignment 3 Due** **Presentations**
15	**Millennials at Work, Presentations, Summary and Class Evaluation**	**Presentations Continue**

Course Schedule—Detailed Description

Week 1: Introduction to Course Introduction to Course: Improving Work Life Through Social Policy and Managing Organizational Development and Change

Topics

▽ Conceptual overview and course goals
▽ Course content and resources
▽ Assignments/evaluation
▽ Constructing the case for organizational wellness and interdependence across system levels

This Unit relates to course objective 1.

Required Readings

Maak, T. & Pless, M.N. (2009). Business leaders as citizens of the world: Advancing humanism on a global scale. *Journal of Business Ethics, 88*, 537-550. doi: 10.1007/s10551-0009-0122-0
Fast Company (June 6, 2018). Why companies need to hire social workers.
https://www.fastcompany.com/40582642/why-companies-need-to-hire-social-workers

Week 2: Social Workers & Work Organizations: The Evolution of the Context and Roles - Part I: History

Topics

▪ History of social work and social policy as it relates to the workplace
▪ Early social workers' concerns for labor
▪ Video - PBS.Com Program: American Experience, Episode Triangle Fire. Retrieved from http://video.pbs.org/video/1817898383

This Unit relates to course objective 1.

Required Readings

Kurzman, P.A. (2010). Chapter 1. Labor-social work collaboration: Current and historical perspectives. In P.A. Kurzman and R. P Maiden *Union Contributions to Labor Welfare Policy and Practice*, 7-22. New York, NY: Routledge.
Maiden, R.P. (2001). The evolution and practice of occupational social work in the United States. *Employee Assistance Quarterly*, *17*(1/2), 119-61.
Mor Barak, M & Bargal, D. (2008). Human services in the context of work. *Administration in Social Work, 23*(3-4), 1-11.

Recommended Readings

Gordon, L. (1977). Women and the anti-labor movement in Illinois, 1890-1920. *Social Service Review*, *51*(2), 228-248. www.jstor.org.

Child Labor Videos (Optional)

Child labor in the US
https://www.youtube.com/watch?v=J0XlxV2U7qw
Child Labor Laws in American History
https://www.youtube.com/watch?v=CTYkW5K2mn4
Child Labor in America – The Industrial Revolution
https://www.youtube.com/watch?v=j-fbnS6sSZA
Child Labor During the Progressive Era
https://www.youtube.com/watch?v=W7SpqJVy1nc
Fingers to the Bone: Child Farmworker in America
https://www.youtube.com/watch?v=NfEtO00DSvI

Week 3:	Social Workers & Work Organizations: The Evolution of the Context and Roles - Part II: Evolving Employee Assistance and Behavioral Health Care

Topics

▽ An overview of occupational social work settings and roles
▽ The history of occupational social work
▽ Emerging issues in the Employee Assistance Professionals field
▽ Overview of employer-supported and public behavioral healthcare in the U.S.

This Unit relates to course objective 1.

Required Readings

Clay, R.A. (2011). The future of behavioral health care. Monitor on psychology, 42,(5), p. 52 Retrieved from http://www.apa.org/monitor/2011/05/behavioral-health.aspx

Kaiser Commission on Medicaid and the Uninsured (2011). Mental health financing in the United States. Retrieved from http://www.kff.org/medicaid/upload/8182.pdf
Access this online using the above link.

Younger, B.J. (2014) Employee assistance programs: Serving at the nexus of employers and employee well-being. In M.P. O'Donnell (Ed.), *Health promotion in the workplace*, 4th Ed., pp. 587-614. American Journal of Health Promotion: Tory, MI.

Recommended Readings

Masi, D.A. (2011). Redefining the EAP field. *Journal of Workplace Behavioral Health, 26*(1), 1-9

Week 4:	Social Workers & Work Organizations: The Evolution of the Context and Roles: Part III Macro Social Work Roles

Topics

▪ Role concerns for social workers in business settings
▪ Social workers and innovative services and roles in business settings or at the business/community boundary: Organizational well-being, organizational development, corporate social responsibility, social entrepreneurship or social enterprise and job development

This Unit relates to course objective 1.

Required Readings

Germak, A.J. & Singh, K.K. (2010). Social entrepreneurship: Changing the way social workers do business. *Administration in Social Work, 34*, 79-95. doi: 10.1080/03643100903432974.

Sarkar, S. (2008). Industrial social work to corporate social responsibility: A transformation of priority. *Journal of Human Values*, *14*(1), 31-48.

Simonsen, M., & Fabian, E. S. (2011). Strategies Used by Employment Service Providers in the Job Development Process. Retrieved from: https://thinkcollege.net/sites/default/files/files/resources/Strategies.pdf

Recommended Readings

Sirgy, M.J., Reilly, N.P., Wu, J.,& Efraty, D. (2012). Review of Research Related to Quality of Work Life (QWL) Programs. In K.C. Land et al. (Eds.), *Handbook of social indicators and quality of life research*. Springer Science & Business Media. 297-311.

Week 5: Theories Supporting the Critical Analysis of Social Work Practice with Work Organizations

- 🔲 Continuum of the Work Experience
- 🔲 Systems Theory
- 🔲 Sustainability

This Unit relates to course objectives 3 & 5.

Assignment 1 Due: Issues Analysis Paper

Required Readings

Mor Barak, M. (2000). Repositioning Occupational Social Work in the New Millennium. In M.E. Mor Barak & D.Bargal (Eds.), *Social services in the workplace: Repositioning occupational social work in the new millennium*. New York: The Haworth Press., pp. 201-208

Meadows, D.H. (2008). Chapter 1, 2, and 3. Scan the Appendix also. In *Thinking in systems: A primer*. White River Jct., Vermont: Chelsea Green Publishing.
This is one of our textbooks.

Students and Scholars Against Corporate Misbehavior (SACOM). (2011). Foxconn and Apple fail to fulfill promises: Predicaments of workers after the suicides. Retrieved from
https://www.sinoptic.ch/textes/rapports/2011/20110506_PPP-SACOM_Report_Foxconn-Apple.pdf

---

Week 6: Workplace Environments and Organizational Characteristics: Organizational Types

Topics

- 🔲 Overview of organization types: For-profit, non-profit, and government
- 🔲 Organizational goal and strategy differences
- 🔲 Organizational system structure

This Unit relates to course objectives 1 & 4.

Required Readings

Horwitz, J. R., & Culley, R. (2014). Profits v. purpose: Hybrid companies and the charitable dollar. *Law & Economics Working Papers*. *Paper 48*. Retrieved from
http://repository.law.umich.edu/law_econ_current/art48

Martin, R.L. and Osberg, S (2007) Social Entrepreneurship: The Case for Definition. Stanford Social Innovation Review.
https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition

McNamara, C. (n.d.) Introduction to Organizations: Business and Profits. At
http://managementhelp.org/organizations/index.htm
Note: Access online and read "Introduction to Organizations" and all links in "Basics"

Moore, M.H. (2000). Managing for value: Organizational strategy in for-profit, nonprofit, and governmental organizations. *Nonprofit and Voluntary Sector Quarterly, 29*(1), 183-204, doi;10.1177/089976400773746391

Kline, J. (2014) The Importance of Social Entrepreneurship
https://www.linkedin.com/pulse/20140407142909-1039282-the-importance-of-social-entrepreneurship

Recommended Readings

Dees, J.G. & Anderson, B.B. (2003). Sector-bending: Blurring lines between nonprofit and for-profit. *Society*, May/June, 16-27

Kerlin, J.A. (2006). Social enterprise in the United States and Europe: Understanding and learning from the differences. *Voluntas*, 17, 247-263.

Unit 7 - Social Entrepreneurship Videos (Optional)

What is social entrepreneurship?
https://www.youtube.com/watch?v=1ecKK3S8DOE
What is a Social Entrepreneur?
http://www.schwabfound.org/content/what-social-entrepreneur
How to be a social entrepreneur: Andy Stoll at TEDxUIowa
https://www.youtube.com/watch?v=N8LVa9pb-n8
The future is social entrepreneurship | Kerryn Krige | TEDxJohannesburgSalon
https://www.youtube.com/watch?v=mx9MEuxoWn0
15 Social Entrepreneurs and Their Crazy Ideas (Rainer Höll, Ashoka DE) | DLDsummer 16
https://www.youtube.com/watch?v=nlXKcpgPP6M

<div style="background-color:red; color:white">

Week 7:   Organizations with a Conscience: Corporate Social Responsibility (and Irresponsibility)

</div>

Topics

- 🔶 The evolution of organizational consciousness
- 🔶 Corporate social responsibility: Organizational characteristics
- 🔶 Businesses with a conscience: Examples of social innovation
- 🔶 Corporate social irresponsibility and resulting workplace disasters

This Unit relates to course objective 1 & 4.

Required Readings

Carroll, A.B. & Shaban, K.M. (2010). The business case for corporate social responsibility: A review of concepts, research and practice. *International Journal of Management Reviews*,12(1), 85-105. doi: 10.1111/j.1468-2370.2009.00275.x

Laloux, F. (2014) Reinventing organizations. Retrieved from
http://www.reinventingorganizations.com/uploads/2/1/9/8/21988088/140305_laloux_reinventing_organizations.pdf

Epstein, M.J. (2009). Online excerpt from *Making sustainability work: Best practices in managing and Measuring corporate social, environmental, and economic impacts*. Berret-Koehler Publishers. Retrieved from http://www.bkconnection.com/static/Making_Sustainability_Work_EXCERPT.pdf

Corporate Social Responsibility (CSR) (OPTIONAL)

What is CSR?
https://www.youtube.com/watch?v=kQgzcuKS5ys
The social responsibility of business | Alex Edmans | TEDx London Business School
https://www.youtube.com/watch?v=Z5KZhm19EO0
CSR – Five top CSR Companies: 5. LEGO, 4. BMW, 3. Disney, 2. Microsoft, 1. Google
https://www.youtube.com/watch?v=w69sEZgS4sk&t=13s
Ratan Tata (USC Trustee): The Role of Corporate Social Responsibility in India
https://www.youtube.com/watch?v=45YGqwT7OeI
Massive CA Gas Leak—Corporate Irresponsibility?
https://www.youtube.com/watch?v=vIUOZU-rogu
Bhopal Gas Tragedy | World's Worst Industrial Disaster
https://www.youtube.com/watch?v=FdyBy2s9I5c
Nestle Baby Formula Scandal
https://www.youtube.com/watch?v=AFJm0KAEzFA
Worst Company Disasters! | Top 6 Blunders
https://www.youtube.com/watch?v=T0Z73ZbtIyg

Week 8:   Economic and Employment Trends Affecting Social Work Practice with Work Organizations

Topics

- Economic and employment trends in the U.S.
- Global business trends
- The effects of employment and unemployment on individuals, families and vulnerable populations

This Unit relates to course objective 3.

Required Readings

U.S. Bureau of Labor Statistics (November 22, 2019). Labor Force Statistics from the Current Population.
Retrieved from: https://www.bls.gov/cps/lfcharacteristics.htm (scan the information).

Pew Research Center (May 11, 2015). Millennials surpass Gen Xers as the largest generation in U.S.
labor force. Retrieved from:
http://www.pewresearch.org/fact-tank/2015/05/11/millennials-surpass-gen-xers-as-the-largest-generation-in-u-s-labor-force/

PWC. (2019). 22nd Annual Global CEO Survey: Key Findings
Retrieved at https://www.pwc.com/mu/pwc-22nd-annual-global-ceo-survey-mu.pdf

Recommended Reading

Board of Governors of the Federal Reserve System. (2012). A perspective from Main Street: Long-term
unemployment and workforce development. Read pp. 1-9 only. Retrieved from
http://www.federalreserve.gov/communitydev/pdfs/Workforce_errata_final2.pdf

Week 9:   Employment: Changing Work and Job Realities

- The nature of work
- Workplace stressors
- The effects of employment and unemployment on individuals and families, and vulnerable populations
- The future of work

This Unit relates to course objective 3.

Assignment 2 Due: Solutions Analysis Paper Due

Required Readings

Bambra, C. (2009). Yesterday once more? Unemployment and health in the 21st century. *Journal of
Epidemiology and Community Health, 64,* 213-215. doi:10.1136/jech.2009.090621.

Fouad, N. & Bynner, J. (2008). Work transitions. *American Psychologist*, 63(4), 241-251.

Pugliesi, K. (1999). The consequences of emotional stress: Effects on work stress, job satisfaction and
well-being. *Motivation and Emotion, 23*(2), 125-154.

Uutela, A. (2010). Economic crisis and mental health. *Current Opinion in Psychiatry*, *23*, 127-130.

Recommended Reading

Muhl, C.J. (2001). The employment-at-will doctrine: Three major exceptions. *Monthly Labor Review*,
January, 3-11.

Week 10:   Introduction to Policy: National and International Rights to Work or Employment

Topics

- Employment at will, unemployment, workers compensation, and social security
- Current efforts to retain job and labor rights
- The International Labour Organization
- Human Trafficking

This Unit relates to course objectives 3 & 4.

Required Readings

Barreiro, S. (2018). Chapter 2 (pp. 10-25 only), Chapter 9 (pp. 277-299 only), and Chapters 11, 12 & 13

(skim for basic information). *Your rights in the workplace, 11th ed.* Berkeley, CA: Nolo.
Note: The Barreiro book is one of our textbooks.

International Labour Organization (2019). Rules of the Game: An introduction to the standards-related work of the International Labour Organization (Centenary edition)
Retrieved from: https://www.ilo.org/global/standards/information-resources-and-publications/publications/WCMS_672549/lang--en/index.htm, pages 7-25 only.

Lusk, M. (2009-02). The challenge of human trafficking and contemporary slavery. *Journal of comparative social welfare, 25*(1), 49-57.doi:10.1080/17486830802514049

Root, L.S. and Dickinson, K.K. (2010) Joint labor-management programs in the auto industry and the shaping of human services. In P.A. Kurzman and R. P Maiden *Union Contributions to Labor Welfare Policy and Practice*, 47-62. New York, NY: Routledge.

Week 10 Recommended Readings

Jiang, K., Hong, Y., McKay, P. F., Avery, D. R., Wilson, D. C., & Volpone, S. D. (2015). Retaining employees through anti–sexual harassment practices: Exploring the mediating role of psychological distress and employee engagement. *Human Resource Management, 54*(1), 1-21

Pedersen, D.K., Minnotte, K.L., Kiger, G. & Mannon, S. (2009). Workplace policy and environment, family role quality, and positive family-to-work spillover. *Journal of Family Economic Issues*, 30, 80-89.

Week 11:   Individuals, Families and Workplace Concerns: Relevant Policy: Part I

Topics

- Discrimination
- Sexual harassment
- Older workers, discrimination and retirement

This Unit relates to course objectives 3 & 4.

Required Readings

Barreiro, S. (2018). Chapter 7 – Illegal Discrimination (pp. 221-49) [Skip Americans with Disabilities Act until Week 12]; and Chapter 8 – Sexual Harassment (pp. 265-275). *Your rights in the workplace,*11th *ed.* Berkeley, CA: Nolo. *Note: The Barreiro book is one of our textbooks*

Schmitt, M. T., Branscombe, N. R., Postmes, T., & Garcia, A. (2014). The consequences of perceived discrimination for psychological well-being: A meta-analytic review. *Psychological Bulletin*, *140*(4), 921.

Finkelstein, L. M. (2015). Older workers, stereotypes, and discrimination in the context of the employment relationship. In *Aging Workers and the Employee-Employer Relationship* (pp. 13-32). Springer International Publishing.

Week 12:   Individuals, Families and Workplace Concerns: Relevant Policy: Part II

Topics

- People with disabilities (Americans with Disabilities Act)
- Mental health and substance abuse (Drug Testing)
- Health concerns and insurance
- Affordable Care Act
- Family and children: Medical leave, family leave, pregnancy, work/life balance, domestic violence

This Unit relates to course objectives 3 & 4.

Required Readings

Barreiro, S. (2018). Chapter 5 Privacy Rights – Workplace Testing (pp. 133-143), Chapter 7 – Americans with Disabilities Act; Discrimination Against Workers with HIV or AIDs (pp.239-247).*Your rights in the workplace,*11th *ed.* Berkeley, CA: Nolo. *Note: The Barreiro book is one of our textbooks*

Gates, L. B. & Akabas, S.H. (2011). Inclusion of People with Mental Health Disabilities in the Workplace: Accommodation as a Social Process. In I.Z. Schultz and E.S. Rogers (eds.), *Work accommodation and retention in mental health*. Springer Science & Business Media, pp. 375-383.

doi#: 10.1007/978-1-4419-0428-7_20

Smith, D. E., & Davidson, L. D. (2015). Strategies of Drug Prevention in the Workplace: An International Perspective of Drug Testing and Employee Assistance Programs (EAPs). *Textbook of Addiction Treatment: International Perspectives*, 1111-1127.

Week 12 Recommended Videos (Optional)

Efforts made to protect older workers from age discrimination
http://www.mom.gov.sg/newsroom/press-replies/2016/1208-efforts-made-to-protect-older-workers-from-age-discrimination
Challenges for Older Employees
http://womenforhire.com/career_obstacles/challenge_for_older_employees/

Unit 13:   Global Policies Affecting Social Work Practice with Work Organizations
Topics

- Human trafficking and contemporary slavery
- International labor policy policies
- Child labor across the world

This Unit relates to course objectives 3 & 4.

Required Readings

Binoy, J., Injodey, J. and Varghese, Raju (2010). Labour welfare in India. In P.A. Kurzman and- R. P Maiden *Union Contributions to Labor Welfare Policy and Practice*, 225-246. New York, NY: Routledge.

Brown, S.D. (2010). Protecting the children: The need for a modern day balancing test to regulate child labor in international business. *Journal of Transnational Law and Policy*, 20, 129-156.

Choi, S. (2010) Labor welfare in South Korea. In P.A. Kurzman and R. P Maiden *Union Contributions to Labor Welfare Policy and Practice*, 269-278. New York, NY: Routledge.

Majumdar, A. B. (2015). India's Journey with Corporate Social Responsibility–What Next? *Available at http://jlc.law.pitt.edu/ojs/index.php/jlc/article/view/83*

Ramasastry, A. (2015). Corporate Social Responsibility versus Business and Human Rights: Bridging the Gap between Responsibility and Accountability. *Journal of Human Rights*, *14*(2), 237-259.

Terblanche, L.S. (2010) Labour welfare in South Africa. In P.A. Kurzman and R. P Maiden *Union Contributions to Labor Welfare Policy and Practice*, 151-168. New York, NY: Routledge.

Recommended Readings

Cone Communications/Ebiquity (2015). Global CSR Study. Retrieved 08/23/15 from
http://www.conecomm.com/research-blog/2015-cone-communications-ebiquity-global-csr-study

Trafficking in Child Labor (Optional)
Child Labour – A Day in the Life
https://www.youtube.com/watch?v=mn8chUKrdsA
JUST DO IT! Human trafficking in Nike's sweatshop factory in Malaysia
https://www.youtube.com/watch?v=e9ZktmrGGMU
By Supporting Nike You Are Supporting Child Labor
https://www.youtube.com/watch?v=ZYnFKGqiOEU
Best short film on Child Labour
https://www.youtube.com/watch?v=E7f7q8n0abo

Unit 14: Technology and Work; Presentations and Class Evaluation

- Team Presentations

This Unit relates to course objectives 5.

Assignment 3 Presentations Begin: Group Project Due

Technology and Work Videos (Optional)
How is technology changing our workplace culture? https://www.youtube.com/watch?v=Ukvd4adVcHw
Technology at the workplace – The Stress Excess https://www.youtube.com/watch?v=xWBFvLAtgxo
In a Digital Era, How Can Older Workers Stay in the Game https://www.wsj.com/articles/how-can-older-workers-stay-in-the-game-1526999016
10 Most Influential Devices of All Time! https://www.youtube.com/watch?v=py7QlkAsoIQ

Unit 15: Millenials in the Workplace, Presentations, Summary and Class Evaluation

- Team Presentations
- Evaluate learning experiences

This Unit relates to course objective 5.

Assignment 3 Presentations Begin: Group Project Due

Millennials in the Workplace Videos Technology and Work Videos (Optional)
Simon Sinek on Millennials in the Workplace
https://www.youtube.com/watch?v=As8XkJNaHbs
A Millennial Job Interview
https://www.youtube.com/watch?v=Uo0KjdDJr1c
Millennials in the Workplace Training Video
https://www.youtube.com/watch?v=Sz0o9clVQu8
Millennials in the Workforce, A Generation of Weakness
https://www.youtube.com/watch?v=QXWNChoIluo

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

Appendix A: 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 B: Recommended Instructional Materials and Resources
Recommended Guidebook for APA Style Formatting
https://libguides.usc.edu/writingresources *Recommended Websites*

Recommended Readings & videos
Cone Communications/Ebiquity (2015). Global CSR Study. Retrieved 08/23/15 from
http://www.conecomm.com/research-blog/2015-cone-communications-ebiquity-global-csr-study
Trafficking in Child Labor (Watch these!)
Child Labor – A Day in the Life
https://www.youtube.com/watch?v=mn8chUKrdsA
JUST DO IT! Human trafficking in Nike's sweatshop factory in Malaysia
https://www.youtube.com/watch?v=e9ZktmrGGMU
By Supporting Nike You Are Supporting Child Labor
https://www.youtube.com/watch?v=ZYnFKGqiOEU
Best short film on Child Labor
https://www.youtube.com/watch?v=E7f7q8n0abo
Inside Apple Foxconn
https://www.youtube.com/watch?v=eYHA8quvOrw
Apple-Foxconn... iSlave?
https://www.youtube.com/watch?v=9jOgRpO5i94
Technology and Work Videos (Watch these!)
How is technology changing our workplace culture?
https://www.youtube.com/watch?v=Ukvd4adVcHw
Technology at the workplace – The Stress Excess
https://www.youtube.com/watch?v=xWBFvLAtgxo
In a Digital Era, How Can Older Workers Stay in the Game
https://www.wsj.com/articles/how-can-older-workers-stay-in-the-game-1526999016
Apple Park
https://www.youtube.com/watch?v=mhCBBPomipQ&t=110s
Apple's employee recruiting video
https://www.youtube.com/watch?v=X9SK052cF3c
Working at APPLE
https://www.youtube.com/watch?v=feU2f8L8V-4
Google's Flexible Workspace
https://www.youtube.com/watch?v=gqG0O6debQM
World Best workplace at Google
https://www.youtube.com/watch?v=z8wqS7VkAcw
10 Most Influential Devices of All Time!
https://www.youtube.com/watch?v=py7QlkAsoIQ

Millennials in the Workplace Videos (Watch these!)
Simon Sinek on Millennials in the Workplac
- 🟧 https://www.youtube.com/watch?v=As8XkJNaHbs
A Millennial Job Interview
- 🟧 https://www.youtube.com/watch?v=Uo0KjdDJr1c
Millennials in the Workplace Training Video
- 🟧 https://www.youtube.com/watch?v=Sz0o9clVQu8
Millennials in the Workforce, A Generation of Weakness
- 🟧 https://www.youtube.com/watch?v=QXWNChoIluo

Appendix C: 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 D: 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 (Harryhun@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.

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 Life line
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.symplicity.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.