USC Suzanne Dworak-Peck
School of Social Work

Social Work 698B

Section #

Integrative Learning for Advanced Social Work Practice

1 Unit

Spring 2022

Instructor	Sarah Caliboso-Soto
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Office	TBD
Office Hours	TBD
Course Day(s)	Thursdays (every other)
Course Time(s)	8-9:50
Course Location(s)	MRF 206

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

This is a master's level Integrative Learning for Advanced Social Work Practice course. Students take this class concurrently with 699b. To participate in this course, students must successfully complete SOWK 699a and 689a.

Catalogue Description

Advanced integrative learning builds on 698A by incorporating field experiences, case/best-practices consultations, and dialogical inquiry on micro, mezzo, and macro practice levels. Graded CR/NC/IN

Course Description

The Integrative Learning course is organized as a small-group educational experience that incorporates field knowledge, case presentations, and problem-based learning (PBL) through the Four Cs of Field Education at USC: (1) collaboration, (2) communication, (3) creativity, and (4) critical thinking. Students will have an opportunity to engage in critical thinking, discussion, and exploration of theory, practice, policy, and department-specific field experiences. This course offers students the opportunity to develop professional presentation and communication skills that will enhance their ability to conceptualize a case and improve public speaking in various forums. This course provides a forum for learning and building best-practice skills through collaboration, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage students' creativity.

Students are expected to keep their instructor informed of their field experiences to allow for further socialization into the field and an opportunity for students to receive faculty and peer support for issues and challenges. Assignments will be activity driven. This course ties classroom curriculum and field experience to ensure synergy among the students for a rich application of the science of social work. At semester end, the Integrative Learning instructor is responsible for assigning students a grade of Credit, In Progress, or No Credit.

Course Objectives

1. Deliver professional oral and written case presentations.
2. Assess their field placement setting in relation to culture, values, social work ethics and their own professional goals based on their experiences and observations.
3. Identify steps they will take pre- and post-graduation to develop their career as a professional social worker.

Course Format / Instructional Methods

Four primary instructional methods will be used in the course: (1) critical discussion, interaction, and transaction among the instructor and students; (2) interactive and experiential exercises; (3) problem-based learning; and (4) student reflection. Open and honest participation in class discussion and activities is essential in the development of self-awareness, professional identity, and the appropriate use of self in practice. This course is comprised of **seven** live class sessions combined with assigned readings.

Instructional methods consist of university-led consultation and lecture to support professional development and utilization of best practices in all social work settings. The process of instruction will include the use of:

- Group consultation
- Case presentations
- Role-play
- Structured small-group exercises

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: Case Presentation	As assigned by instructor	40
Assignment 2: Social Work Professional Development Plan	Unit 6	30
Assignment 3: 2 Class Forums	Unit 2 and 6	20
Assignment 4: Class Participation and Discussion	Ongoing	10

Each of the major assignments is described below. Detailed assignment materials provided by instructors.

Assignment 1: Case Presentation

Assignment 1 is designed to enhance practice evaluation and professional presentation skills. Students will demonstrate concisely presenting a case or agency challenge. Students will receive peer consultation allowing them to engage in best practices on behalf of their client, organization, or community. A direct practice or macro-based case can be selected by the student. Time and structure of presentation will be determined by the course instructor. Grades will be based upon required content, presentation, and adherence to the case summary outline provided.

Due: Dates of presentations will be assigned by instructor

This assignment relates to course objective 1 & 2 and social work competency 9.

Assignment 2: Social Work Professional Plan

In assignment 2, students will create a professional plan. This deliberative process requires students to provide specific action steps and tasks to facilitate their transition from graduate school to the professional workplace. The process of writing a professional plan informs the initial direction they want to take to begin their social work career and what specify what goals and tasks need completion to secure their first MSW position. It requires students to analyze and evaluate their skills and knowledge base to identify strengths and areas that need further development. Writing a plan provides organization and accountability in what can be a stressful time. The assignment will be given at the beginning of the semester and is due at the end. Students work on their plan throughout the semester using a provided template. A provided rubric will be used for grading.

Due: Unit 6

This assignment relates course objective 3 and social work competency 9.

Assignment 3: Class Forums (20% of Course Grade)

Assignment 3 requires the ongoing participation of students within the class and/or outside Class Forums created by the course instructor. The instructor will post vignette/current event/social media issue, video or event/links related to professionalism in the field social work. Students can respond to their peers' replies to the postings as well. The students must participate in at least 4 different forums/posts per semester as directed by instructor. Specific instructions will be provided by the course instructor.

Due dates: Students must complete the first forum posts by Unit 2 and the second by Unit 6.

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

Assignment 4: **Class Participation (10% of Course Grade)**

Due: Ongoing

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed recommended and independent readings and assignments prior to class. When in class, students are encouraged to ask questions, share thoughts/feelings/experiences appropriately, and demonstrate understanding of the material.

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

Class participation will be assessed according to the following criteria:

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

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

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

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

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

50%: Nonparticipant: Attends class only.

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

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.

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

Required Instructional Materials and Resources

Required Textbooks

No required textbook

Required Readings

Evuleocha. (2018). Profiling: The Efficacy of Using Social Networking Sites for Job Screening. Journal of Employment Counseling., 55(2), 48–57. https://doi.org/10.1002/joec.12074

Felton, E., Polowy, C., I. (2019). Termination: Ending the Therapeutic Relationship- Avoiding Abandonment. NASW. Retrieved on 2020: https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/

Gilbert, Harvey, A. R., & Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse: building toward evidence-based Africentric interventions in social work practice with African Americans. Social Work (New York), 54(3), 243–252. https://doi.org/10.1093/sw/54.3.243

Kuechler, C., & Barretta-Herman, A. (1998). The consultation circle: A technique for facilitating peer consultation. *The Clinical Supervisor*, 17(1), 83-93.

Miller, J., Deck, S., Conley, C., Bode, M. (2017). Field practicum supervisor perspectives about social work licensing: An exploratory study. *Field Educator*, 7(1).

Miller, J.J., Deck, S.M., Grise-Owens, E. & Borders, K. (2015). Exploring graduate students' perceptions about social work licensing. *Social Worker Education*, 34(8) 986-1004.

National Association of Social Workers Code of Ethics. (2018) 1.16 Termination of Services: Retrieved on 2020:
https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3D&portalid=0

Plitt-Donaldson, L., Fogel, S. J., Hill, K., Erickson, C., Ferguson, S. (2016). Attitudes toward advanced licensing for macro social work practice. *Journal of Community Practice*, 24(1), 77-93.

Rigaud Joseph and Herbert Shon (2020). The Appealability of the Social Work Profession in the United States: Possible Explanations, Global Social Work - Cutting Edge Issues and Critical Reflections, Bala Raju Nikku, IntechOpen, DOI: 10.5772/intechopen.91671. Available from: https://www.intechopen.com/books/global-social-work-cutting-edge-issues-and-critical-reflections/the-appealability-of-the-social-work-profession-in-the-united-states-possible-explanations

Schiele, J. H., (2017) The Afrocentric paradigm in social work: A historical perspective and future outlook, Journal of Human Behavior in the Social Environment, 27:1-2, 15-26, DOI: 10.1080/10911359.2016.1252601

Readings posted on Blackboard

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

Recommended Guidebook for APA Style Formatting

Publication Manual of the American Psychological Association: 7th Edition, 2020

Notes:

- Additional required and recommended readings may be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources

Course Overview

Unit#	Date	Course Overview	Assignments
1		Professional consultation, development, and mindful reflection allow for students to process the field placement experience Course expectations Introduction of Assignments	Class Partipcation: ongoing
2		Professional consultation, development, and mindful reflection allow for students to process the field placement experience Assignment 1: Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers Optional: Department-specific professional development topic, EBI training, and/or guest speaker(s)	Assignment 1: Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers First Forum due by this Unit
3		Professional consultation, development, and mindful reflection allow for students to process the field placement experience Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers Optional: Department-specific professional development topic, and/or guest speaker(s)	Assignment 1: Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers
4		Professional consultation, development, and mindful reflection allow for students to process the field placement experience Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers Optional: Department-specific professional development topic, and/or guest speaker(s)	Assignment 1: Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers
5		Professional consultation, development, and mindful reflection allow for students to process the field placement experience Reflection on the history and status of social work licensing across the United States	
6		Professional consultation, development, and mindful reflection allow for students to process the field placement experience Termination and transition to professional practice	Complete Forum 2 by this Unit Assignment 2: Professional Plan due this Unit
7		Professional consultation, development, and mindful reflection allow for students to process the field placement experience Discuss transition to professional practice Course reflection	

Detailed Course Description by Units

Unit 1

Topics

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Course expectations
- Introduction of Assignments

This unit relates to course objective(s) 2 & 3

Required Readings

Kuechler, C., & Barretta-Herman, A. (1998). The consultation circle: A technique for facilitating peer consultation. *The Clinical Supervisor*, *17*(1), 83–93.

Rigaud J., Shon, H., (2020). The appealability of the social work profession in the United States: Possible explanations, global social work - cutting edge issues and critical reflections. https://www.intechopen.com/books/global-social-work-cutting-edge-issues-and-critical-reflections/the-appealability-of-the-social-work-profession-in-the-united-states-possible-explanations

Unit 2

Topics

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Assignment 1: Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers
- Optional: Department-specific professional development topic, and/or guest speaker(s)

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

No Required Readings this Unit in preparation for Case Presentations

Unit 3

Topics

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience

- Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers
- Optional: Department-specific professional development topic, and/or guest speaker(s)

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

Required Reading

Evuleocha. (2018). Profiling: The Efficacy of Using Social Networking Sites for Job Screening. Journal of Employment Counseling., 55(2), 48–57. https://doi.org/10.1002/joec.12074

Unit 4

Topics

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Students will present a comprehensive case or agency challenge and will receive consultation and feedback from their peers
- Optional: Department-specific professional development topic, and/or guest speaker(s)

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

Required Readings

Gilbert, D., Harvey, A., & Belgrave, F. (2009). Advancing the Africentric Paradigm Shift Discourse: Building toward Evidence-Based Africentric Interventions in Social Work Practice with African Americans. *Social Work (New York)*, *54*(3), 243–252.

Schiele, J. H. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. *Journal of Human Behavior in the Social Environment, 27*(1-2), 15-26.

Recommended Readings

Ambrose-Miller W, Ashcroft R. (2016) Challenges faced by social workers as members of interprofessional collaborative health care teams. *Health & Social Work. 41*(2), 101-109.

Okeke-Adeyanju, T. (2014). Celebrating the strengths of Black youth: Increasing self-esteem and implications for prevention. *The Journal of Primary Prevention*, *35*(5), 357–369.

Unit 5

Topics

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Reflection on the history and status of social work licensing across the United States

This unit relates to course objective(s) 2 & 3

Required Readings

Miller, J., Deck, S., Conley, C., & Bode, M. (2017). Field practicum supervisor perspectives about social work licensing: An exploratory study. *Field Educator*, *7*(1).

Miller, J.J., Deck, S.M., Grise-Owens, E. & Borders, K. (2015). Exploring graduate students' perceptions about social work licensing. *Social Worker Education*, *34*(8) 986-1004.

Plitt-Donaldson, L., Fogel, S. J., Hill, K., Erickson, C., & Ferguson, S. (2016). Attitudes toward advanced licensing for macro social work practice. *Journal of Community Practice*, *24*(1), 77-93.

Unit 6

Topics

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Termination and Transition to Professional Practice
- Course Reflection

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

Required Readings

Felton, E., & Polowy, C. I. (2019). Termination: Ending the therapeutic relationship - avoiding abandonment. NASW. https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/

Unit 7

Topics

- Professional consultation, development, and mindful reflection allow for students to process the field placement experience
- Course Reflection

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

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
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, groups, communities and organizations locally and globally. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery systems, as well as to inform their decision-making. Social workers use their knowledge of qualitative and quantitative methods to evaluate programs in community, organization, and business environments.	1. Deliver professional oral and written case presentations 2. Assess their field placement setting in relation to culture, values, social work ethics and their own professional goals based on their experiences and observations. 3. Identify steps they will take pre- and post-graduation to develop their career as a professional social worker.	**9a. CYF** Critically analyzes, monitors, and evaluates intervention and program processes and outcomes when working with children, youth, and families. (Knowledge/Skills) **9a. SCI** Apply critical thinking to design a systematic process of collecting useful, ethical, culturally sensitive, valid and reliable data about programs and outcomes that aid in case level and program level decision making. (Cognitive/affective processes) **9b. AMHW** Critically analyzes, monitors, and evaluates interventions, processes and outcomes in clinical practice. (Skills)	Knowledge Skills Cognitive/affective processes Knowledge Skills	**Units 2–5:** Case Presentation in class **Assignment 1:** Case Presentation **Assignment 2:** Social Work Professional Plan **Assignment 3:** Class Forums

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

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

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

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Additional Resources:

Purdue Online Writing Lab's APA formatting and style guide:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Social Work Library at USC: https://libguides.usc.edu/socialwork

Anti-Racist/Anti-Oppression Resources: https://libguides.usc.edu/socialwork/antiracism

Writing Resources: https://libguides.usc.edu/writingresources

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 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)

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.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 Student Accessibility Services (OSAS)
https://osas.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

Perspectives: Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

USC Student Caucuses and Interest Groups: https://dworakpeck.usc.edu/student-life/student-organization/student-caucuses-and-interest-groups

Emergency Preparedness and Response Resources

USC Earthquake Procedures: https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/during-an-earthquake/

USC Emergency Procedures Video: https://usc.edu/emergencyvideos

Campus Building Emergency Information Fact Sheets: https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/

Personal Preparedness Resources, such as preparing your home, etc. https://fsep.usc.edu/personal-preparedness/