

USC Suzanne Dworak-Peck

School of Social Work

Social Work 617

Substance Related and Behavioral Addictive Disorders and Recovery

3 Units

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Term: SUMMER 2022

I. COURSE PREREQUISITES

This elective course is open to School of Social Work students who have completed their foundation year course requirements and open to all students.

II. CATALOGUE DESCRIPTION

Causal exploration of substance related and behavioral addictive disorders. Evidence-based and practice informed treatment models for vulnerable individuals, groups and families.

III. COURSE DESCRIPTION

This course uses a social work systemic approach to understanding substance misuse and other addictive behaviors. At present, there are no unifying theories of addiction and there are no unifying theories on treating addictions. Given the absence of overarching theoretical support, this course begins with a historical overview of addiction and the systems used in the past to try to eradicate addiction to illegal substances and the systems of care used to treat addiction and improve the well-being of vulnerable individuals and communities. The course is designed to then provide an overview of the epidemiological perspective, ethical and legal perspective, and sociological perspective. It also contains information on current treatment trends including the recognized levels of care. The course ends with an overview of both the historic and the contemporary policy trends for how our society views addiction, responds to those people affected by addiction, advances social and economic justice, and to eradicate pressing societal problems in complex and culturally diverse environments.

IV. COURSE OBJECTIVES

The course objectives are constructed from standards that are set by CSWE, the social work profession and by the University.

Objective #	Objectives
1	The student will be able to identify the context and stages of substance and behavioral misuse and dependence, including the professional's roles in mitigating crises.
2	The student will be able to critically understand the foundations of 12-step fellowship communities and be able to compare and contrast with historical and present-day approaches to addiction intervention.
3	The student will be able to demonstrate knowledge of effective intervention options for individuals who have been diagnosed with occurring disorders in a diverse world.
4	The student will be able to demonstrate personal and professional sensitivity in understanding the cultural context of persons from diverse communities dealing with substance related disorders.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

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
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers in health, behavioral health and integrated care settings understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, and groups. Social workers understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups. Social workers collect, organize, and interpret client data with a primary focus of assessing client's strengths. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<ol style="list-style-type: none"> 1. Provide an understanding of appropriate professional conduct and responsibilities regarding the assessment and diagnosis of mental disorders and the application of ethical guidelines regarding confidentiality, self-determination, and high-risk manifestations of mental illnesses. 2. Promote knowledge about the logic and method of diagnostic classification and the criteria necessary for the diagnosis of various mental disorders, the process for ruling out alternative explanations for observed symptoms, and differentiating between disorders with shared symptoms. 3. Demonstrate the importance and value of ethno cultural and gender factors in differential diagnostics, providing opportunities for students to consider and increase awareness about the subjective experience of mental illness and clinical conditions. Diversity issues include, but are not limited to, race, ethnicity, cultural values and beliefs, gender, sexual orientation, age, socioeconomic status, and religion/spirituality. 4. Teach the theoretical foundation needed for constructing a comprehensive and concise biopsychosocial assessment, including a mental status exam. 	<p>7a. Understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups.</p> <p>7b. Understand how their personal experiences and affective reactions may affect their assessment and decision-making and seek reflection through supervision and consultation.</p>	<p>Knowledge</p> <p>Reflection</p>	<p>Assignments: 1,2,3, & 4.</p> <p>Class Participation</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families and groups in health, behavioral health and integrated care settings. Social workers working with adults and older adults identify issues related to losses, changes, and transitions over their life cycle in designing intervention. Social workers understand methods of identifying, analyzing, modifying and implementing evidence-informed interventions to achieve client goals, taking into account influences such as cultural preferences, strengths and desires. Social workers in working with adults and older adults value and readily negotiate, mediate, and advocate for clients. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p> <p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p> <p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p> <p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p> <p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>8a. Skillfully choose and implement culturally competent interventions to achieve practice goals and enhance capacities of clients.</p>	<p>Exercise of judgment</p>	<p>Brief Reaction Paper</p> <p>Crisis Intervention Demonstration</p> <p>Application Exercise of Brief Therapy</p> <p>Brief Therapy Demonstration</p>
		<p>8b. Are self-reflective in understanding transference and countertransference in client interactions as well as practice self-care in the face of disturbing personal reactions.</p>	<p>Reflection</p>	<p>Class Discussions</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Written Assignment: Reaction Paper to Support Group Meeting (or alternative option)	Week 6	20%
Assignment 2: In-Class Exercise	Week 8	10%
Assignment 3: Group Project with At-risk Populations	Presentation delivery in class weeks 10-12	25%
Assignment 4: Long-term Recovery Interview and Paper (or Dissertation Proposal assignment- alternative option)	Finals Week	35%
Class Participation	Ongoing	10%

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the 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.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press.

Additional Readings on ARES

Search under SOWK 617 and **Professor Schott** to add this course on ARES and access all “required” readings. “Recommended” readings are not on ARES and are not required to read for this course.

<https://libraries.usc.edu/locations-and-services/course-reserves>

Download a free copy of *LGBTQI Workbook for CBT*, just log into the USC library and follow this link:

Schott, E. (2021). *LGBTQI workbook for CBT*. Routledge.

<https://doi-org.libproxy1.usc.edu/10.4324/9781003089285>

Guidebook for APA Style Formatting

American Psychological Association. (2020). *Publication manual of the American Psychological Association, 7th Edition*.

DSM-5

Just a reminder that the *DSM-V* is available online through the library's subscription using this link:

<https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/>

You'll be asked to log in using your USC ID and password.

ICD-11

<http://www.who.int/classifications/icd/en/>

617 Course Overview

Unit	Topics	Assignments
1	Introduction to course overview of course material History of addiction and intervention	
2	Economic, Social, Interprofessional & Harm Reduction Perspectives	
3	Understanding the Process of Addiction	
4	Substances and the Body (Asynch Units 4/5)	
5	Levels of Care (Asynch Unit 6)	
6	Evidence-based/Evidence Informed Methods (Asynch Unit 7)	1
7	Recovery Intervention in Group Settings (Asynch Unit 8)	
8	Co-Occurring Disorders (Asynch Unit 9)	2
9	Ethical & Professional Practice (Asynch Units 10/11) Evaluation of Treatment	
10	Recovery with Families (Asynch Unit 12)	
11	Special Populations (Asynch Units 13/14)	
12	Course Wrap-Up (Asynch Unit 15)	3

Assignment #4 due finals week

Course Schedule—Detailed Description

Unit 1: Introduction

Topics

- Introduction to course overview of course material
- History of addiction and intervention

Required Readings

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapter 1

Unit 2: Economic, Social, Interprofessional, and Harm Reduction Perspectives

Topics

- Economic cost of SUDs
- Social cost of SUDs
- Public Policy
- Harm Reduction
- Primary, secondary, and tertiary intervention
- Interprofessional approaches

Required Readings

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapters 2 & 13

Videos

The House I Live In

https://tubitv.com/movies/372320/the_house_i_live_in

Additional Resources

International Association for Harm Reduction at: <http://www.ihra.net>

Harm Reduction Coalition at:

https://twitter.com/HarmReduction?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

Unit 3: Understanding the Process of Addiction

Topics

- Behavior of addiction
- Etiology of SUDs: Nature vs. Nurture
- Definitions of Substance Use Disorders (SUD)
- DSM-V and ICD-11
- Trauma, Attachment Loss, and Adverse Childhood Experiences (ACE)

Required Readings

Coffman, E., & Swank, J. (2021). Attachment styles and the family systems of individuals affected by substance abuse. *The Family Journal*, 29(1), 102-108.

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapters 4 & 5

Stevens, J. (2017). Addiction doc says: "It's not the drugs. It's the ACEs...adverse childhood experiences. At: <https://acestoohigh.com/2017/05/02/addiction-doc-says-stop-chasing-the-drug-focus-on-aces-people-can-recover/>

Unit 4: Substances and the Body

Topics

- Understanding how commonly used psychoactive drugs and alcohol work on the body
- Epidemiology: Prevalence, incidence, risk factors
- Medical complications
- Tolerance and Withdrawal

Required Readings

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapter 3 & 6

Psych Drugs. Smart Phone App (free)

Students are encouraged to explore information on the various categories of substances on their own by way of conversations, videos, apps, and websites.

Videos

Do No Harm

-On Kanopy (You will need to be logged in to the USC Library for access.)
<https://usclib.kanopy.com/video/do-no-harm-opioid-epidemic>

Understanding the Opioid Epidemic

https://www.amazon.com/gp/video/detail/B07HSQXC6J/ref=pd_cbs_318_5

Additional Readings on Opiate Epidemic

Ghertner, R. & Groves, L. (2018). *The opioid crisis and economic opportunity: geographic and economic trends*.
<https://aspe.hhs.gov/system/files/pdf/259261/ASPEEconomicOpportunityOpioidCrisis.pdf>

Levy, S. (2019). Youth and the Opioid Epidemic. *Pediatrics*, 143(2).
<https://pediatrics.aappublications.org/content/pediatrics/143/2/e20182752.full.pdf>

National Institute on Drug Abuse (2019). Opioid summaries by state.
<https://www.drugabuse.gov/drugs-abuse/opioids/opioid-summaries-by-state>

Unit 5: Evaluation and Treatment Overview

Topics

- Screening
- Assessment
- Detox
- Intensive Outpatient Program
- Residential Treatment
- Sober Living
- Relapse Prevention / Maintenance
- Ongoing Outpatient Treatment
- Continuity of Care
- Affordable Care Act
- Public Health vs. Private Care
- Third-party payers

Required Reading

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press.
Chapter 9

Unit 6: Evidence-based / Evidence Informed Intervention Methods

Topics

- Screening, Brief Intervention, and Referral to Treatment (SBIRT)
- Motivational Interviewing (MI)
- Harm Reduction
- Mindfulness Based Stress Reduction (MBSR)
- Cognitive Behavioral Therapy (CBT)
- Narrative Therapy
- Support Groups and 12-Step Communities

Required Readings

Davis, J. P., Berry, D., Dumas, T. M., Ritter, E., Smith, D. C., Menard, C., & Roberts, B. W. (2018). Substance use outcomes for mindfulness based relapse prevention are partially mediated by reductions in stress: Results from a randomized trial. *Journal of Substance Abuse Treatment*, 91, 37-48.

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press.
Chapter 10

SAMHSA. (2019). *Enhancing motivation for change in substance use disorder treatment*
PDF at: https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-_02252020_0.pdf

Schott, E. (2021). *LGBTQI workbook for CBT*. Routledge.
-CBT 101 (p. 4-7, 26-38, 40-49)
DL free copy when logged into USC library at:
<https://doi-org.libproxy1.usc.edu/10.4324/9781003089285>

SCREENING, BRIEF INTERVENTION, AND REFERRAL TO TREATMENT (SBIRT)

<http://www.samhsa.gov/sbirt>

<https://ireta.org/resources/sbirt-toolkit/#for-practitioners>

Additional Resources

Narrative Therapy

Making empathy books. While this document is meant for working with children, the same principles can be adapted for work with adults.

<http://www.echoparenting.org/wp-content/uploads/2012/07/empathy-book-toolkit.pdf>

Unit 7: Recovery Intervention in Group Settings

Topics

- Recovery Intervention in Group Settings
- Seeking Safety (EBI for PTSD & SUD)

Required Readings

Substance Abuse and Mental Health Services Administration. (2021). Group therapy in substance use treatment. *Advisory*. PDF at: https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/pep20-02-01-020.pdf

Additional Resources

Najavatis, L. (2001). *Seeking Safety: A treatment manual for PTSD and substance abuse*. The Guilford Press.

Unit 8: Co-Occurring Disorders

Topics

- Assessment and Intervention with People with Co-occurring Disorders
- Specialized assessments
- Psychotropic medications
- Seeking Safety (EBI for PTSD & SUD)

Required Readings

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press.
Chapter 12

Unit 9: Ethical and Professional Practice

Topics

- Ethical practice
- Professionalism
- Addiction in the Workplace
- Burnout Prevention and Intervention

Required Readings

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press.
Chapter 14

United Nations Office on Drugs and Crime, Treatment: International Network of Drug Dependence Treatment and Rehabilitation Resource Centres. (2008). *Good practice document*.

-Read one chapter of interest

PDF at: https://www.unodc.org/docs/treatment/CBTS_AB_24_01_09_accepted.pdf

Unit 10: Recovery with Families

Topics

- Recovery with families
- Behavior of dependence

Required Readings

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press.
Chapter 7 & 8

Unit 11: Special Populations: Adolescents & College Students

Topics

- Intersectional intervention with young people

Required Readings

Child Welfare Training Toolkit

<https://ncsacw.samhsa.gov/training/toolkit/default.aspx>

DiGuseppi, G. T., Davis, J. P., Leightley, D., & Rice, E. (2020). Predictors of adolescents' first episode of homelessness following substance use treatment. *Journal of Adolescent Health, 66*(4), 408-415.

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapter 11

Unit 12: Special Populations: Veterans & Chronic Illness

Topics

- Evidence-based Intervention with Special Populations
- Impact of stigma and shame

Required Readings

Kazanis, W., Pugh, M., Tami, C., Maddry, J., Bebart, V., Finley, E., ... Potter, J. (2018). Opioid Use Patterns Among Active Duty Service Members and Civilians: 2006–2014. *Military Medicine, 183*(3-4), e157–e164. <https://doi.org/10.1093/milmed/usx014>

Knight, H. (December 3, 2021). *She set out to save her daughter from fentanyl: She didn't know what she was up against*. San Francisco Chronical. <https://apple.news/AFePAYh1wQzqJhqtSIWBvVg>

Substance Abuse and Mental Health Services Administration (SAMHSA). (2020). *Prevention and treatment of HIV among people living with substance use and/or mental disorders*. Publication No. PEP20-06-03-001. National Mental Health and Substance Use Policy Laboratory. SAMHSA. PDF at: https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-06-03-001%20PDF%20508c.pdf

Unit 13: Special Populations: Indigenous Peoples

Topics

- Intervention with Indigenous Peoples

Required Readings

Education Development Center. (2018). *Culturally-Informed Programs to Reduce Substance Misuse and Promote Mental Health in American Indian and Alaska Native Populations*. SAMHSA. (file from instructor)

Venner, K. L., Feldstein, S. W., & Tafoya, N. (2006). *Native American motivational interviewing: Weaving Native American and western practices, a manual for counselors in Native American communities*. (file from instructor)

Substance Abuse and Mental Health Services Administration (SAMHSA). Behavioral Health Services for American Indians and Alaska Natives. PDF at:

https://store.samhsa.gov/sites/default/files/d7/priv/tip_61_aian_full_document_020419_0.pdf

Unit #14: Special Populations: LGBTQ2SIA+ Community and Sexual & Gender Minorities (SGM)

Topics

- Assignment #3: Presentations
- Intervention with SGM

Required Readings

Levenson, J. S., Craig, S. L., & Austin, A. (2021). Trauma-informed and affirmative mental health practices with LGBTQ+ clients. *Psychological Services*

Schott, E. (2021). *LGBTQI workbook for CBT*. Routledge.

-LGBTQI Affirmative Therapy (AT) & Trauma-Informed Care (TIC): Handouts and Worksheets (p. 62-71, 88-103)

DL free copy when logged into USC library at:

<https://doi-org.libproxy1.usc.edu/10.4324/9781003089285>

Unit #15: Course Wrap-Up

Topics

- Course Evaluations
- No readings

STUDY DAYS / NO CLASSES

FINAL EXAMINATIONS: Assignment #4

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)

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 Lifeline

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

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

Relationship and Sexual Violence Prevention Services (RSVP)

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

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

On call 24/7

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

USC Office of Equity, Equal Opportunity, and Title IX

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

Phone number (213) 740-5086

Title IX Office (213) 821-8298

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

Reporting Incidents of Bias or Harassment

https://usc-advocate.symplcity.com/care_report/index.php/pid422659?

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

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

The Office of Disability Services and Programs

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

Phone number (213) 740-0776

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

USC Campus Support and Intervention

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

Phone number (213) 821-4710

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

Diversity at USC

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

Phone number (213) 740-2101

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

USC Emergency

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

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

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

USC Department of Public Safety

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

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

Additional Resources

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

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/>

USC ShakeOut Drill: (morning of October 21, 2021)

<https://fsep.usc.edu/shakeout/>

Personal Preparedness Resources, such as preparing your home, etc.

<https://fsep.usc.edu/personal-preparedness/>
