

**Social Work 588**

**Section #67115**

**Integrative Learning for Social Work Practice**

**2 Units**

**2022/2023**

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<b>Office</b>	By appointment and/or immediately following class
<b>Office Hours</b>	
<b>Course Day(s)</b>	Tuesday
<b>Course Time(s)</b>	10:15 - 11:30 am
<b>Course Location(s)</b>	VAC – Canvas (Digital Learning Platform)

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

Students are required to take this course concurrently with SOWK 589b.

SOWK 588 Integrative Learning for Social Work Practice (2 credits) integrates content from one of the three departments—CYF, AMHW, or SCI—and graded CR/NC. Students must earn at least 83/100 points in the course in order to receive a CR.

**Catalogue Description**

Integrative learning is organized as a small-group educational environment that incorporates field experiences, case vignettes, and dialogical inquiry through a problem-based learning framework.

**Course Description**

**CYF** students will enhance core practice skills underlying social work services to children, youth, and families within a complex system. **AMHW** students will enhance core practice skills underlying social work services within health, mental health, and integrated care settings with the adult population. **SCI** students will enhance core practice skills underlying social work services to organizations, and business and community settings.

Students will engage in critical thinking, focused dialogue, exploration of theory, examination of practice, and policy analysis utilizing department specific field experiences. In addition, this course will provide a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage students’ creativity. Students will also have the opportunity to engage in activities that enhance professional communication. Therefore, **collaboration, critical thinking, communication, and creativity** will be the primary skills to be developed.

The outcomes of the course are to develop requisite skills as professional social workers in the areas of **engagement, assessment, intervention, and evaluation** utilizing best-practice models and evidence-based practices. Honoring both the diversity of the clients and the multiplicity of problems that clients

bring with them, the student will have the capacity to frame these issues for the enhancement of client well-being, resolution of problems, and securing creative solutions.

The curriculum in this course is driven by problem-based learning, social development theory, transformative learning theory, and constructivism. This course also promotes mindfulness, in theory as well as in practice.

### Course Objectives

1. Prepare **AMHW, CYF, and SCI** students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker, the values and mission of the profession, alongside the vision and mission of the agency for a more sustainable community.
2. **AMHW, CYF, and SCI** students will develop critical thinking skills, apply professional values that underlie social work practice, and the ethical standards of professional social work as they are applied in the students' field work experiences with clients, agency staff, and various other stakeholders. The course also facilitates participation in experiential learning that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients, agency staff, and various other stakeholders.
3. To increase **AMHW, CYF, and SCI** students' awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.
4. Integration of core social work concepts with emphasis on *a systems paradigm and person-in-environment framework*.
5. **AMHW, CYF, and SCI** students will develop core practice skills underlying social work service to individuals, families, groups, communities, and organizations. The course will also demonstrate major concepts to support the intervention process (engagement, assessment, planning and contracting, implementation, and termination/evaluation phases), evidence-based practice protocols and procedures, and integrating and applying the knowledge and values taught in the foundation semester and first semester of department-specific coursework with field experience.
6. **AMHW, CYF, and SCI** students will develop and expand effective communication skills demonstrating critical thinking and creativity for intra-/interdisciplinary collaboration, service delivery, oral presentation, and written documentation within the field practicum setting.

### 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; and (3) 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.

### 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: Deconstructing Dominant Discourses	Units 5-9	25
Assignment 2: Feedback-Informed Treatment	Unit 12	25
Assignment 3: Expressive Arts as Reflection	Units 12-14	25
Assignment 4: Critical Reflections on Liberation Psychology	Units 1-15	15
Class Participation	Units 1-15	10

**Each of the major assignments are described below:**

#### Assignment 1: Deconstructing Dominant Discourses

Utilizing the framework of Liberation Psychology, students engage in sharing **Our Own Story** that illustrates the complexity of our identities within the context of privilege and oppression, and examine **Our Profession’s Story** by inquiring into the personal, institutional and cultural assumptions of our profession. Through deconstructing experiences, students individually, and as a collective, build critical consciousness as emerging social work professionals, and develop the skills to assist clients in this same process. For this assignment, students will each write two journal reflections and participate in two in-class sharing sessions.

**Due:** Units 5-9

*This assignment relates to course objectives 1, 2, & 3 and social work competencies 1 & 2.*

### **Assignment 2: Feedback Informed Treatment (FIT)**

Feedback-informed treatment (FIT) is a pan-theoretical approach for evaluating and improving the quality and effectiveness of social work treatment that dramatically improves both retention and outcome of social work services. FIT involves routinely and formally soliciting feedback from clients regarding the therapeutic alliance and outcome of care, and using the resulting information to inform and tailor service delivery. Students will utilize this new skill set (FIT) with clients and discuss their experiences with their field instructor. For the class, students will write a three-page reflection paper. Students will learn:

- The empirical foundation for routine monitoring of the alliance and outcome in treatment
- How to administer valid, reliable, and feasible measures of alliance and outcome
- How to use alliance and outcome measures to inform and improve the quality and outcome of social work treatment

**Due:** Implementation in field practicum Units 3-12; written paper due Unit 12

*This assignment relates course objective 3, 4, & 5 and social work competencies 1 & 2.*

### **Assignment 3: Expressive Arts as Reflection**

Expressive arts therapy, also known as creative arts therapy, is the use of the creative arts (dance, photography, art, poetry, music, drama, creative writing, etc.) as a form of therapy, teaching, mediation, social action and group facilitation, and/or to awaken personal growth and creativity. Unlike traditional art expression, the process of creation is emphasized rather than the final product. Students will explore expressive art through process and content and share experiential learning, theory, and practice with the class. Students will learn to:

- Identify different clinical applications of expressive arts modalities
- Deepen cognitive skills, self-reflection, and creative explorations

**Due:** Students will present their work in class during Weeks 12-14

*This assignment relates to course objective 4, 5, & 6 and social work competency 1.*

### **Assignment 4: Critical Reflections on Liberation Psychology**

Students will read and engage in critical reflection each week using the following text: Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken*. Routledge.

**Due:** Weeks 1-15

*This assignment relates to course objective 2 & 4 and social work competency 2.*

### **Class Participation (10% of Course Grade)**

Class participation should consist of thoughtful, respectful, and meaningful contributions based on having completed required 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. Assignment 1, Decolonizing Dominant Discourses instructional format

requires that all students participate in their own learning and learn from one another. Active involvement in the classroom activities is essential to develop effective communication and collaboration skills.

As a professional school, class attendance and participation are essential parts 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. Therefore, **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.**

**SOWK 588 is graded Credit/No Credit (CR/NC). Students must earn at least 83 out of a possible 100 points in the course in order to receive a CR.**

Class grades will be based on the following:

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

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

### **Attendance and Participation**

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

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

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

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

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

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

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

### **Additional Expectations and Guidelines**

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation.

#### **Expectations**

1. Students are expected to complete all written and other assignments on time.
2. Students are encouraged to share readings gleaned from their field placement, as well as from other class assignments.
3. Students are expected to respect the confidentiality of clients: Use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the class.
4. Active participation is required of all students and will be considered in your final evaluation.
5. Problem solving, identification of issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the course experience will be conducted. Students will be asked to complete a written evaluation at the end of the semester.

#### **Guidelines**

Much of the course content will center on critical issues that may be controversial. The following guidelines have been adopted. It is hoped that these guidelines will create an environment in which we can learn from one another and enrich our experience in the field course.

1. Every person participating in the program is of equal worth and value.
2. All opinions are valued and needed, even those with which you do not agree!
3. Please speak in “I” terms: “I think,” “I believe,” “It’s been my experience that,” etc.
4. Listen. We will be speaking from our experiences; it is important to understand and appreciate that we will be talking about what is true for us. We agree to listen to one another with respect. We also understand that points may arise on which we do not agree.
5. We want you to take home whatever you learn here. However, personal and client information shared in class is confidential.
6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, please work at increasing your contribution. We’re here to learn from one another. On the other hand, avoid monopolizing discussion by talking too much, too long, or too loudly.
7. This course’s content is shared by each member’s contributions to the class discussion.
8. This is a setting where social work values need to be implemented, including respect and tolerance of differences.

## **Required Instructional Materials and Resources**

### ***Required Textbooks***

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken*. Routledge.

### ***On Reserve***

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES) under Professor Laura Cardinal. The textbooks have also been placed on reserve at Leavey Library.

### ***Notes:***

- The instructor may assign additional required and recommended readings throughout the course.
- See **Appendix C** for recommended instructional materials and resources

### ***On Campus Students***

The online teaching and learning environment provided by the University's Blackboard Academic Suite will support and facilitate student-to-student communication and interaction outside of class as well as access to instructor support. The URL for Blackboard is <https://blackboard.usc.edu>.

Department specific readings can be found in the supplemental syllabus.

## Course Schedule—Detailed Description

### Module 1: Introduction to Integrative Learning, Field Practicum Experience, and Liberation Psychology

- Introduction
- Overview of semester assignments: Afuape text and Liberation Psychology, Decolonizing Dominant Discourses, Feedback-Informed Treatment, Expressive Arts
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

#### Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken*. Routledge.

Shaw, S. L., & Murray, K. W. (2014). Monitoring alliance and outcome with client feedback measures. *Journal of Mental Health Counseling*, 36(1), 43–57.

Boswell, J. F., Kraus, D. R., Miller, S. D., & Lambert, M. J. (2015). Implementing routine outcome monitoring in clinical practice: Benefits, challenges, and solutions. *Psychotherapy Research*, 25(1), 6–19.

Miller, S. D., Duncan, B. L., Brown, J., Sorrel, R., & Chalk, M. B. (2006). Using formal client feedback to improve retention and outcome: Making ongoing, real-time assessment feasible. *Journal of Brief Therapy*, 5(1), 5–22.

### Module 2: Deconstructing Identity and Social Work Practice & Feedback-Informed Treatment (FIT) in Placement

- **Assignment 1: Deconstructing Dominant Discourses** (Journals and two In Class Sharing Sessions due Weeks 5-9)
- Deconstructing in Social Work Practice: Why it Matters
- Introduction to Expressive Arts
- FIT discussions: Assess the use of FIT in placement
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

#### Required Readings

Afuape, T. (2011). In *Power, resistance and liberation in therapy with survivors of trauma*. Routledge.

Abrams, L.S., & Moio, J.A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, 45(2), 245-261.

Birdsey, N., & Kustner, C. (2021). Reviewing the Social GRACES: What do they add and limit in systemic thinking and practice? *The American Journal of Family Therapy*, 49(5), 429-442. <https://doi.org/10.1080/01926187.2020.1830731>

### Module 3: Expressive Arts, Liberation Psychology, and Termination

- Advancing social justice through clinical practice and critical consciousness in action
- Termination in social work practice with clients, field instructor, preceptor, and stakeholders
- FIT discussion
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

#### Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken*. Routledge.

Kossak, M. S. (2009). Therapeutic attunement: A transpersonal view of expressive arts therapy. *Arts in Psychotherapy*, 36, 13–18.

Slayton, S. C., D'Archer, J., & Kaplan, F. (2010). Outcome studies on the efficacy of art therapy: A review of the findings. *Art Therapy*, 27(3), 108–118.

Wilkinson, R. A., & Chilton, G. (2013). Positive art therapy: Linking positive psychology to art therapy theory, practice, and research. *Art Therapy*, 30(1), 4–11.

### Module 4: Presentation of Expressive Arts as Reflection, Assessment, and Awareness

- **Assignment 2: Feedback-Informed Treatment (FIT) Reflection Paper** (due Unit 12)
- **Assignment 3: Presentation of Expressive Arts as Reflection**—Exhibition and Dialogue (due Units 12, 13 & 14)
- Course wrap-up
- Professional consultation, development, and mindful reflection that allows students to process and reflect on their agency placement

#### Required Readings

Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken*. Routledge.

Gutheil, I. A. (1993). Rituals and termination procedures. *Smith College of Social Work*, 63(2), 163–176.

**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 System

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

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
<p><b>Competency 1: Professional &amp; Ethical Behavior</b> – Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Prepare students for field placement experiences and working with clients by exploring the role and responsibilities of a professional social worker, the values and mission of the profession, alongside the vision and mission of the agency for a more sustainable community.</p>	<p><b>1a. CYF:</b> Demonstrate understanding of social work role and interdisciplinary team roles within and across family service sectors. <b>1b. CYF:</b> Consistently employ critical appraisal of the influence of their own personal experiences as part of decision-making in their practice with children, youth, families, groups, organizations, and communities.</p> <p><b>1a. AMHW:</b> Understands the value base and ethical standards of the profession, as well as relevant laws and regulations and shifting societal mores that may affect the therapeutic relationship. <b>1b. AMHW:</b> Recognizes and manages personal values and biases as they affect the therapeutic relationship in the service of the client’s well-being.</p> <p><b>1a. SCI:</b> Effectively utilize professional judgement, critical thinking, knowledge of social work values and self-awareness to enhance practice with groups, communities, and/or organizations. <b>1b. SCI:</b> Understand ethical harm and risks inherent in practice with community organizations and business values including self-determination, human rights, and social justice, and use this knowledge to enhance ethical social work practice.</p>	<p>Knowledge Values Cognitive &amp; Affective Processes</p>	<p>Decolonizing Dominant Discourses Feedback-Informed Treatment Expressive Arts as Reflection Critical Reflections on Liberation Psychology</p>

<p><b>Competency 2: Diversity and Difference in Practice</b> – Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>To increase student’s awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.</p>	<p><b>2a. CYF:</b> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences of children and families when practicing at the micro, mezzo, and macro levels.  <b>2b. CYF:</b> Demonstrate understanding of the impact and influence of culture on identity development of children, youth, and families.</p> <p><b>2a. AMHW:</b> Recognizes and communicates understanding of how diversity and difference characterize and shape human experience and identity.  <b>2b. AMHW:</b> Evaluates strengths and weaknesses of multiple theoretical perspectives through an intersectionality framework that considers multiple factors, including age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p> <p><b>2a. SCI:</b> Understand the importance of diversity and difference shape one’s own and others’ life experiences and biases and their possible impact on practice across micro, mezzo, and macro levels, occurring in communities and organizations and business environments  <b>2b. SCI:</b> Critically identify and select solutions that create inclusion and empowerment based upon a scholarly understanding of human behaviors that drive exclusion, disengagement and conflict in diverse groups and organizations.</p>	<p>Values  Knowledge  Cognitive &amp; Affective Processes</p>	<p>Decolonizing Dominant Discourses  Feedback-Informed Treatment  Expressive Arts as Reflection  Critical Reflections on Liberation Psychology</p>
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## Appendix B: Definitions of Grades and Standards Established by Faculty of the School

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

## Appendix C: Recommended Instructional Materials and Resources

### *Recommended Guidebook for APA Style Formatting:*

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](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 (xxx@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**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2021 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, Ricardo Ornelas (On campus program) or Laura Cardinal (VAC). Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor, the Associate Director of Field Education Dr. Suh Chen Hsiao, and/or the Chair of your program.

### **Tips for Maximizing Your Learning Experience in this Course**

- 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.

For VAC Students: Students enrolled in the Virtual Academic Center can access support services for themselves by contacting Uwill, an independent student assistance program offering mental health and wellness solutions. The program allows students the ability to connect immediately with licensed available mental counselors based on their unique needs and preferences. To get started, follow this [link](#) to the Uwill portal, create your account with your University email, and connect with a clinician

### **National Suicide Prevention Lifeline**

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

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

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

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

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

On call 24/7

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

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

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

Phone number (213) 740-5086

Title IX Office (213) 821-8298

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

### **Reporting Incidents of Bias or Harassment**

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

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

Avenue to report incidents of bias, hate crimes, and micro aggressions 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**

Students enrolled in the Virtual Academic Center can access support services for themselves by contacting Uwill, an independent student assistance program offering mental health and wellness solutions. The program allows students the ability to connect immediately with licensed available mental counselors based on their unique needs and preferences. To get started, follow this [link](#) to the Uwill portal, create your account with your University email, and connect with a clinician.

### **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/>