

**Social Work 725a**

**Sections**

**Preparatory Scholarship for Capstone**

**2 Units**

**Fall 2022**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Instructor(s):** |  | | |
| **E-Mail:** |  | **Course Day:** | Mondays |
| **Telephone:** |  | **Course Time:** | 5pm-7pm PST |
|  |  | **Course Location:** | VAC |
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# Course Prerequisites

Successful completion of the following prerequisite courses is required: Strategic Innovations for Grand Challenges (704), Design Laboratory for Social Innovation 1 (711), Leading and Managing Large Complex Systems (706), Data Driven Decision Making in Social Services (721), Design Laboratory for Social Innovation 2 (723), Leading Public Discourse (705), Communication and Influence for Social Good (720), Application of Implementation Science (713), Financial Management for Social Change (707), and Executive Leadership (714).

# Catalogue Description

Design and develop an innovative, feasible, and defensible Capstone Project focusing on a selected Grand Challenge for Social Work. **Course credit will be granted on the approval of a capstone proposal.**

# Course Description

The USC Suzanne Dworak-Peck School of Social Work’s DSW program prepares students to lead large-scale social change. Students in the DSW program complete a capstone project that demonstrates their abilities and results in a medium to high fidelity proof of concept ready for public communication and implementation. Preparatory Scholarship for Capstone is a 3-course series that creates the conditions for students to develop their Capstone Project. This includes development of an accepted capstone proposal (725a), continued capstone project work (725b), and completion and defense of capstone work (725c). Since the DSW program is designed to teach students to think, act, and conduct themselves as professionals who lead and manage efforts to improve social good related to the Grand Challenges for Social Work, the DSW capstone project requires students to demonstrate and apply social innovation in the context of the diverse knowledge and skills they have acquired throughout the program.

# Course Objectives

| **Objective #** | **Objectives** |
| --- | --- |
| 1 | Create a supportive learning community for experiential learning, problem-solving, design thinking, constructive feedback, and group discussions. |
| 2 | Enhance students’ understanding that good writing and problem solving are iterative processes that require continuous reflection and revision. |
| 3 | Critically analyze other social impact initiatives and their strategies in preparation for development of a workable capstone project proposal. |
| 4 | Create the conditions for students to integrate and apply knowledge from experiences, courses, and selected Grand Challenges for Social Work to develop a proposal for planned capstone project work. |

# Course format / Instructional Methods

The capstone courses (725a/b/c) represent a **mentoring support structure** designed to facilitate independent capstone work from development of a proposal through until completion. The mentoring support structure is somewhat different from a typical class. It is similar in that it involves weekly involvement. It differs because, depending upon the week, you will either participate in an **integrative seminar, advisory session with instructor,** or a meeting with your **capstone mentoring team (CMT).** The integrative seminar, advising sessions, and capstone mentoring team meetings complement one another but have different composition and functions. All forms of engagement are important to supporting your capstone work and progress.

Across the integrative seminar and CMT components, this course will largely operate in a seminar format that also includes experiential exercises and collaborative support and capstone work. Weekly activities may include discussion and analysis of capstone exemplars and other social innovation efforts, review and support of one another’s work, presentation of capstone plans to foster group discussion / feedback / brainstorming, and other activities to support capstone development and progress.

Throughout the semester, the process of developing capstone proposals will occur in a collaborative environment and advising sessions that involve sharing and discussing ideas and written materials, even at stages when those ideas and materials may not yet be fully developed. This is a norm that we highlight because many individuals prefer to share polished final work. This course will ask all members to stretch in sharing and learning in a collaborative environment. The class environment is structured to model an essential aspect of working and learning in diverse team environments. Instructors expect all participants to commit to supporting the advancement of other group members, even when feedback may result in re-thinking or challenging of current ideas. 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 materials for the week, as appropriate.

This course aims to be student-centered. This means that the contents of sessions may vary somewhat from the syllabus based on ongoing progress and discussion among students and faculty. Therefore, some syllabus and reading adjustments may occur to fit the needs of student members.

# student learning outcomes

The workshop environment of capstone coursework will help students practice and refine skills from earlier semesters. This is an integrative experience as students further develop as social change agents. Students will demonstrate the following competencies:

| **Objective Number** | **Objectives** |
| --- | --- |
| 1 | Demonstrate depth of understanding and emerging expertise about a social problem and a preliminary plan for work on a capstone problem of practice. |
| 2 | Synthesize and process major issues in planned capstone directions in a learning community of peers and faculty mentors. Students will facilitate dialogue about planned work directions that enable critical and constructive discussion, and accountability toward developing a proposal to address a social problem or problem of practice. |
| 3 | Prepare a complete capstone project proposal that addresses a social issue and/or a problem of practice, and directions to explore for a solution. The proposal includes all required components and benefits from feedback and dialogue with peers, faculty, and external partners. |

# Course Deliverables, Due Dates & Grading

The overarching objective of the DSW Capstone Project is to provide prospective social change leaders with a guided opportunity to apply the knowledge, skills, and understandings that they have acquired in their DSW program. Having synthesized the problem and solution landscape in 790 a/b, students will submit a (1) Draft Capstone Proposal; (2) Oral Presentation in Capstone Mentorship Meetings, and (3) Revised Capstone Proposal and Action Plan, integrating feedback from peers, faculty members, and stakeholders. The table below lists when these deliverables are due. They are due on the date of the live session for the listed week.

| **Deliverables** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Deliverable 1:** Draft Capstone Proposal | Week 5 | CR/NC |
| **Deliverable 2: Capstone Team Mentoring Meetings**  Oral Presentation and Discussion Session | Week 6, 8, 9 | CR/NC |
| **Deliverable 3:** Revised Capstone Proposal and Action Plan | Week 10 | CR/NC |

**Guidelines for Deliverables**

The guidelines for the three required deliverables are described below:

**Deliverable 1:** Draft Capstone Proposal **– DUE Week 5**

**Learning Objective: To demonstrate depth of understanding and emerging expertise about a social problem and a preliminary plan for work on a capstone problem of practice.**

The first requirement is to create a draft capstone proposal that will be used to elicit feedback and discussion about directions and major issues among student colleagues and faculty during the Capstone Mentorship Meetings. The main elements of this proposal include a: 1) project overview and problem statement; 2) background and justification; 3) conceptual and/or theoretical framework, 4) methodological framework (using design thinking and design justice principles); 5) project outcomes, 6) theory of change, and 7) action plan.

Specifically, the **project overview** should provide a brief road map to the rest of the proposal. It should clearly and succinctly state the problem in focus and provide justification (including credible statistics and research) that supports the student's statement that it is indeed a problem of practice.

The **background and justification** section should explain briefly why the capstone project focuses on the specified problem of practice, how planned directions fit within the context of existing practice and solutions, and should draw heavily on work completed in SOWK 790 A and B. This discussion should be much more compact, however, than writing from SOWK 790 A and B.

**Conceptual and/or Theoretical Framework.** Describe the conceptual and/or theorical framework that connects to the problem as well as the purpose, significance, and design of the Capstone Project.

Drawing on design thinking and design justice principles, the **methodological framework** should address the preliminary plan for engaging users and stakeholders in the solution. It should also clearly discuss all key aspects of the context in which the planned work will occur, including the student’s role and relationships. This section should identify relevant stakeholders who are or may be involved and discuss who might be an appropriate third capstone committee member reviewer.

The **project outcomes** should identify the planned outcomes and deliverables of your capstone project.

The **theory of change** should be used to provide a rationale for why you expect change and reflect on why the desired changes have not yet been accomplished.

The **action plan** should outline activities and timelines for achieving the set of objectives.

A template will be provided for the required format. **The length of the proposal is 12-15 pages.**

Draft proposals must be uploaded to VAC by week 5 at the beginning of class and provided to at least two peer colleagues, who are selected as draft reviewers.

As part of this deliverable, every student must also provide feedback on at least two proposals. Feedback at this point should remain at a high level (i.e., focusing on plausibility, design criteria, the preferences and/or needs of the target population). Peer Reviewers should understand that their feedback is valuable when it is explicit (i.e., addressing the potential outcomes the project could bring). Most feedback can be provided in the context of one page and should allow the recipient to understand your primary reactions, questions, areas of concerns (e.g., limited opportunities to test ideas, resources needed, competitive environment). The feedback should not include value judgments or recommendations on how to improve the proposal.

**Grading** is credit/ no credit based on addressing all of the required elements. A grade of credit will enable the student to lead and facilitate a discussion of project direction and issues in the wider Capstone Mentorship Team (CMT) meetings in weeks 6, 8 and 9.

# **Deliverable 2:** Oral Presentation and Feedback Session – **DUE Week 6, 8 or 9**

**Learning Objective: To synthesize and process major issues in designing a Capstone Project in the context of a learning community that includes peers and faculty.**

**During the Capstone Mentoring Team (CMT) meetings, students will present a brief overview of their project and facilitate a dialogue that highlights its various components, challenges, and limitations. The CMT meetings are designed to enable critical and constructive discussion that can advance the development of a proposal that addresses a social problem or problem of practice.**

When you make your presentation, you should assume that all participants have reviewed your draft project proposal, which means that you only need to present a basic overview of your planned direction. This format will allow each presenter to facilitate a discussion with peers and faculty about issues and ideas that they are grappling with.

Each presenter will have approximately 30 minutes, ideally using 5-10 minutes for initial framing and 20-25 minutes for feedback, questions, comments, and discussion. At the conclusion of the discussion, plan to synthesize the main issues and discussion points so that you can integrate new ideas and directions into your final capstone proposal.

# **Deliverable 3:** Revised Capstone Proposal & Action Plan – **DUE Week 10\***

**Learning Objective: To prepare a complete capstone project proposal that addresses a social issue and/or a problem of practice, and directions to explore a proposed solution. The proposal includes all required components and benefits from feedback and dialogue with peers, faculty, and stakeholders.**

The length of the capstone revised proposal is 12-15 pages. Proposals must be uploaded to VAC by week 10 at the beginning of class. Students may request a final proposal review prior to week 10 providing that their revised proposal effectively demonstrates how they have used the feedback and made adjustments in the design of the project.

When revising the draft capstone proposal, students are expected to integrate feedback from peers, faculty, stakeholders, and External Design Partner into the revised capstone proposal that includes a detailed action plan.

**The Capstone proposal should list primary and secondary faculty reviewers, as well as an External Design Partner who is willing to review and support ongoing capstone project work.**

**Your primary faculty reviewer must approve the External Design Partner, so this should be discussed in advance**. On occasion, your primary faculty reviewer may ask for a follow-up meeting before the proposal is approved. Whether such an additional meeting occurs or not, all students should expect that faculty may request further updates as part of the approval process, meaning that you may be asked to make some additional adjustments or revisions to finalize the proposal.

**Grading is credit/ no credit** based on addressing all of the required elements. **Course credit will be granted upon approval of the capstone project proposal.** A grade of credit will enable the student to enroll in SOWK 725B. In addition, **once the proposal is approved, students are expected to be fully engaged in completing the work proposed in the capstone revised proposal.**

Students who receive “no credit” may re-enroll in 725A, although there are programmatic limits on course repetition that must be considered.

**In 725B, students are expected to:**

* **Provide monthly updates (i.e., brief narrative summaries and a project management action plan.**
* **Engage in prototyping and iterative work culminating in a Proof of Concept.**
* **Continue interviewing stakeholders (including end users and beneficiaries)**
* **Create a design team to co-design the proposed solution with the target population and stakeholders**

**Participation\***

The capstone mentoring environment in the DSW program aims to create dynamic, vital spaces including students and faculty. The norms and values of participation in the capstone mentoring teams, and in the 725a/b/c courses are described in the 725 Capstone Mentoring Structure document, to which students and faculty should refer. In short, these values include essential elements, such as mutual aid; thoughtful and constructive review of ideas; maintaining a “Yes, and…” mindset; openness to ideas; care for and understanding of the value of time in class; sharing of human knowledge/resources; and constructive contribution to team functioning.

# Attendance and Participation

As a professional school, class attendance and participation are 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 online courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Unless directed by your course instructor, students are expected to complete all activities prior to the scheduled live class discussion.

# Late Policy

This seminar primarily supports development of a capstone project proposal that will be approved by your faculty review team. In the middle of the course, students have an opportunity to share and facilitate discussion of ideas and directions in the form of an initial proposal draft and team discussion. Students are expected to submit and share current materials and progress by course deadlines. Final proposals are due by the deadline listed in the syllabus, without exception. They may be submitted earlier than the deadline, but not later because faculty must have appropriate time to review proposals to decide whether they meet expectations or not, and whether any final adjustments may be required. A proposal turned in after the deadline will result in no credit for the proposal, which is the key milestone for advancing to 725b.

# Communication Policy

Students are encouraged to contact the instructor by USC email. The instructor will reply to emails within 48 hours, 72 hours over a weekend, and the workday following a holiday. The instructor does not respond to questions during the 24 hours before an exam or assignment is due and may not respond to emails sent from non-USC accounts.

# Developing a Learning Community

Preparatory Scholarship for Capstone is designed to is to create a learning community that advances the collective knowledge of the students and supports the growth of their individual knowledge and problem-solving mindset. Collectively, the students and instructor create a positive learning environment through dialogue, peer evaluation, quality feedback, and opportunities for students to collaborate and enhance discovery skills. Discussion, both in class and online, also allows students to learn and practice discourse.

# Expectations for Deliverables

All written deliverables must be doubled-spaced, typed with a 12-point font, and have 1-inch margins. Text citations and lists of references must follow correct APA (7th ed.) format. All sentences must be written in the student’s own words. Ideas, information, and concepts that originated from any other source must be cited as such (based on APA format). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** All assignments should be carefully edited for errors in spelling and grammar.

1. **REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS**

**Required Reading**

Brown, M (Fall 2020) Unpacking the theory of change. Stanford Social Innovation Review, 44-50.

Ebrahim, A. (2019). *Measuring social change: Performance and accountability in a complex world.* Stanford, CA: Stanford University Press.

Grant, C. and Osanloo, Azadeh (2014) Understanding, selecting, and integrating a theoretical framework in dissertation. Administrative Issues Journal: Connecting, Education, Practice and Research, 4(2),12-26.

# Other required readings maybe be distributed by the instructor throughout the semester.

**Recommended Readings**

Satell, G. (2017). Four types of innovation and the problems they solve. Harvard Business Review <https://hbr.org/2017/06/the-4-types-of-innovation-and-the-problems-they-solve>

# Recommended Guidebook for APA Style Formatting

Owl Purdue Online Writing Lab -- https://owl.purdue.edu/

# USC Guide to Avoiding Plagiarism

See <https://libguides.usc.edu/writingguide/plagiarism>

# Suggested Websites

The American Accounting Association: [www.aaahg.org](http://www.aaahg.org/)

American Public Human Services Association: [www.asphsa.org](http://www.asphsa.org)

The Peter F. Drucker Foundation for Non-Profit Management: [www.fpdf.org](http://www.fpdf.org)

FinanceNet: [www.financenet.gov](http://www.financenet.gov/)

The Foundation Center: [www.fdncenter.org](http://www.fdncenter.org/)

Free Management Library: [www.fdncenter.org](http://www.fdncenter.org)

Stanford Social Innovation Review: [www.ssireview.org](http://www.ssireview.org/)

National Association of Nonprofit Accountants: [www.nonprofitcpas.com](http://www.nonprofitcpas.com)

National Council of Nonprofits: www.councilofnonprofits

The Wallace Foundation Knowledge Center: wallacefoundation.org

The Nonprofit Quarterly: [www.npgmag.org](http://www.npgmag.org/)

Public Risk Management Association: [www.primacentral.org](http://www.primacentral.org/)

**Course Overview**

| **Week** | **Topics** | **Deliverables** |
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| **1** | Orientation and Revisiting Design Thinking  Problem Statement  Capstone Project Standards and Guidelines |  |
| **2** | Methodological Framework and Context |  |
| **3** | Labor Day – No Class on Monday  (Forums (tbd) reflecting on exemplars available during week) |  |
| **4** | Theory for Change  3-minute Pitches on Problem of Practice and Proposed Solution |  |
| **5** | Schedule Advisory Session with instructor | Initial proposal draft due, submit to faculty and at least 2 peer reviewers |
| **6** | Capstone Mentoring Team Meeting | Student presentation(s) / facilitated discussions |
| **7** | Schedule Advisory Session with instructor |  |
| **8** | Capstone Mentoring Team Meeting | Student presentation(s) / facilitated discussions |
| **9** | Capstone Mentoring Team Meeting | Student presentation(s) / facilitated discussions |
| **10** | Schedule Advisory session with instructor | Revised proposal due Friday of this week, 11:59pm PST |
| **11** | Action Plan: Activities, Strategies, and Resources |  |
| **12** | Preparing for SOWK 725b  Using the Design Thinking Tools for the “What If” Stage |  |
| **STUDY DAYS / NO CLASSES** | | |

**Weeks 13-15**

* **Share revised proposal and/or Executive Summary with stakeholders and External Design Partners**
* **Revise your Design Criteria and Logic Model**
* **Continue to examine the solution landscape for best practices**
* **Determine what design features makes your proposed solution unique**

**Recommended Course Schedule**

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| **Overview** |  |

The capstone mentorship structure involves integrative seminar weeks and capstone mentorship team meetings. During integrative seminar weeks, live sessions will typically focus on one aspect of capstone proposal planning but viewed within a holistic context. These weeks will generally involve large group discussion time, breakout time to discuss and apply principles to one’s own capstone project thinking and plans, and then time for final integrative discussion and questions. Integrative seminar discussions will utilize exemplars of prior capstone work, and other social impact initiatives, to facilitate discussion. Capstone mentoring team meeting weeks will largely focus on presentation and facilitated discussion of developing capstone work plans in a dynamic team context.

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| **Week 1: Orientation** | August 22 |

# Topics

* Introductions
* Capstone Standards and Guidelines

* Revisiting Design Thinking
* Problem Statement

# Required Viewing and Reading

* Capstone exemplar #1: [Police and Social Justice: Interview With Robert Hernandez](https://vac.msw.usc.edu/ap/courses/2553/sections/140bbf96-7c73-433c-9955-bdcb6650911f/coursework/module/e07c60b6-69c5-400e-83df-61346bdfa9de/segment/0dd6e1b1-dab2-4bb5-9f7d-84ddef3034f3)
* Capstone Standards and Guidelines

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| **Week 2: Methodological Framework and Context** | August 29 |

# Topics

* Overarching Methodological Approach(es)
* Context for Capstone Work, Including Personal Role

# Required Viewing and Reading

* Capstone exemplar #2: [An Innovative Look at Implicit: Interview With James Bell III](https://vac.msw.usc.edu/ap/courses/2553/sections/140bbf96-7c73-433c-9955-bdcb6650911f/coursework/module/e07c60b6-69c5-400e-83df-61346bdfa9de/segment/be9dbf35-168c-4890-85c8-77a2555506f0)
* Alnoor, Chapter 1: Conceptualizing social performance in a complex world.

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| **Week 3:**  **No Class - Labor Day** | September 5 |

# Topics

* Forums reviewing capstone exemplars scheduled at different points during week. Available but not required; will be recorded.

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| **Week 4: Outcomes & Theory of Change** | September 12 |

# Topics

* Outcomes
* Theory of Change

# Required Viewing and Reading

* Capstone exemplar #3 Mailbox for the Homeless: Interview With Ashley Steves
* Capstone exemplar #4 [Juvenile Detention Prevention: Interview With Malikah Marrus](https://vac.msw.usc.edu/ap/courses/2553/sections/140bbf96-7c73-433c-9955-bdcb6650911f/coursework/module/e07c60b6-69c5-400e-83df-61346bdfa9de/segment/c979f248-1378-46ad-bcf7-2355b317fee0)
* Brown, M. (Fall 2020). Unpacking the theory of change. Stanford Social Innovation Review, pp. 44-50

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| **Week 5: Advisory Session: Preliminary Capstone Solution Direction** | September 19 |

# Topics

* Preliminary Capstone Solution Direction
* Continued Integration of Existing Discussions

# Required Viewing and Reading

* Capstone exemplar #5 [Technology to Monitor and Improve Emotional Health in Children: Interview With Trysha Mazzola](https://vac.msw.usc.edu/ap/courses/2553/sections/140bbf96-7c73-433c-9955-bdcb6650911f/coursework/module/e07c60b6-69c5-400e-83df-61346bdfa9de/segment/082b6431-77b0-48c5-af61-16af7447ce2b)
* Alnoor, Chapter 2: Niche strategy.

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| **Week 6: Capstone Mentoring Team Meeting** | September 26 |

# Topics

* Presentations and Facilitated Discussions of Capstone Plans
* Alnoor, Chapter 3: Integrated strategy.

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| **Week 7: Advisory Session** | October 3 |

# Topic

* Alnoor, Chapter 4: Emergent strategy.

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| **Week 8: Capstone Mentoring Team Meeting** | October 10 |

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| **Week 9: Capstone Mentoring Team Meeting** | October 17 |

# Topics

* Presentations and Facilitated Discussions of Capstone Plans

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| **Week 10: Advisory Session** | October 24 |

# Topics

* Activities, Strategies, and Resources for Capstone Work

# Required Viewing and Reading

* Capstone exemplar #6 TBD
* Alnoor, Chapter 5: Ecosystem strategy

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| **Week 11: Action Plan: Activities, Strategies, and Resources** | October 31 |

# Topics

* Action Plan for Capstone Project

# Required Viewing and Reading

* Capstone exemplar #7 TBD
* Alnoor, Chapter 6: Designing social performance systems

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| **Week 12: Preparing for SOWK 725b**  **Using the Design Thinking Tools for the “What If” Stage** | November 7 |

# Topics

* Students will complete Learning Experience Evaluations online during the first 15 minutes of the scheduled live session.

**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. Students are expected to notify the instructor by email (instructor’s email address) 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 that 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 Suzanne Dworak-Peck School of Social Work Student Handbook for additional information on attendance policies.

# 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. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus*and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct/).

# Support Systems

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](https://engemannshc.usc.edu/rsvp/)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu/)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu/)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support/)

*The Office of Student Accessibility Services*

Provides certification for students with disabilities and helps arrange relevant accommodations. <https://osas.usc.edu>

*USC Support and Advocacy (USCSA) – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](https://diversity.usc.edu/)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.* Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu/)

# 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](https://urldefense.com/v3/__https:/app.uwill.com/register/HnemFGqrb4R1MdrCc2xapw?k=g21ouh89E41u5yJz3BmbtQ__;!!LIr3w8kk_Xxm!oQH9f5aIWh1Z7KC30ELNf4VLREw1i_7Frlxt_A-f67LKCsr4v6rzf-kO38uKbfamZu_2ON2eq8o3_g$) (<https://app.uwill.com/register/HnemFGqrb4R1MdrCc2xapw?k=g21ouh89E41u5yJz3BmbtQ> ) to the Uwill portal, create your account with your University email, and connect with a clinician.

# 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

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the DSW@USC, Dr. Michael Hurlburt. If you do not receive a satisfactory response or solution, contact the Associate Dean for Curriculum, Dr. Devon Brooks, for further guidance.

1. **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.

*Don’t procrastinate or postpone working on assignments.*

(Revised August 5, 2022)