

USC Suzanne Dworak-Peck

School of Social Work

**Diversity, Social Justice, and
Interculturally Competent Social Work Practice**

**SOWK 630
Section 67041D**

**3 Units
Spring 2023**

Instructor	Melissa Singh, EdD, LCSW, MS-HSA
Email	singhmi@usc.edu
Telephone	(213) 764-3014
Office	Zoom
Office Hours	Tuesday 8:15 am PT & By appointment
Course Day	Tuesdays
Course Time	7:00 – 8:15 am Pacific
Course Location(s)	2U Digital Campus

Course Prerequisites, Corequisites, and Concurrent Enrollment

None

Catalogue Description

Introduction to diversity and social justice in the context of social work practice. Enhance intercultural cultural competence by raising awareness of one’s own values/ assumptions/biases. Special attention is directed to those issues of structural racism, gender oppression, classism, and other systemic variables that perpetuate societal disproportionalities and disparities.

Course Description

This course serves as an introduction to diversity and social justice in the context of social work practice. It is rooted within pedagogies such as: 1) Critical Race, 2) White Racial Frame/Systemic Racism, 3) The Matric of Domination, 4) Intersectionality, and 5) Queer Theory. The course aims to enhance intercultural competence by raising students’ awareness of their own values, assumptions, and biases, as well as their relationships and styles of interaction and communication with people from cultures and lived experiences different than their own. Competence is considered in dimensions of values, knowledge, skills, and cognitive and affective processes. In this course, we direct special attention to those issues of structural racism, gender oppression, and classism that perpetuate social injustice and run counter to our profession’s core values (NASW Code of Ethics).

This course, like the profession of social work, celebrates the diversity that characterizes and shapes the human experience and the formation of individual and group identity. The course analyzes and critiques the barriers that were historically constructed and continue within the 21st century to target vulnerable populations, perpetuate and entrench the oppression of vulnerable populations. Additionally, the course approaches diversity from the perspective of intersectionality, a perspective in which the dimensions of diversity are understood as the simultaneous interplay of multiple factors, including but not limited to

socioeconomic status, race, ethnicity, nationality, color, sex, gender, gender identity and expression, sexual orientation, age, disability and ability, relationship status, political ideology, religion/spirituality, and tribal sovereign status. In this course, students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, as well as group and interpersonal processes. Regardless of cultural background and life experiences, every person has fundamental human rights. These rights include freedom, safety, honor, and recognition of worth, privacy, an adequate standard of living, health care, and education.

Even though this course celebrates diversity, we recognize that diversity also has the potential to negatively impact identity, development, and life experiences, including perceptions of the world and oneself, and interactions and relationships with others. Sadly, in the United States and around the globe, some groups of people have long been overtly and covertly consigned to society’s margins due to their cultural backgrounds, characteristics, or life experiences. More than ever, social workers are needed to provide leadership, dispel harmful biases and stereotypes, expose and rectify unfair practices and policies, eliminate unjust disproportionalities and disparities, and eradicate systemic oppression and social injustice. To prepare you to do this work as a professional social worker, this course aims to enhance your intercultural competence, particularly your ability (1) to engage in diversity and difference in practice, and (2) to advance human rights and social, economic, and environmental justice. It is important to note that although we will address a range of aspects of diversity, culture, and identity, the course does not attempt to provide a detailed or exhaustive examination of all diverse groups that exist or of all oppressions and social injustices experienced by various cultural groups. Instead, we provide you with frameworks and strategies that can be applied to varied populations, issues, and contexts and we highlight cultural groups and issues that are particularly salient or relevant to social work practice today. Further, because this is a theory and practice course, it is designed to provide you with opportunities to tailor your learning about diversity and social justice in a way that reflects the cultural groups and issues relevant to the area of specialized practice you have chosen to pursue as a professional social worker.

Course Objectives

Objective	Objectives
1	Explain the historical context of political, economic, and social structures that perpetuate racism, systemic oppression and social injustice, and the associated impact of power and privilege on individuals, communities, and organizations, and societies.
2	Demonstrate knowledge of diversity and intersectionality—including one’s own—and the ways in which intersecting personal and social identities relate to identity development, resilience, oppression, marginalization, as well as privilege and power.
3	Apply knowledge on equity, diversity, and inclusion to specific social work strategies and practices that can be used to enhance political, economic and social justice.
4	Apply knowledge on equity, diversity, and inclusion to specific social work strategies and practices that can be used to enhance political, economic and social justice.

Course Format/Instructional Methods

The format of the course will consist of mindful reflections and self-assessments, individual and team-based experiential exercises and activities, trainings, instructor and student-led discussions, and lectures. Case vignettes, videos, and role plays will also be used to facilitate student learning. Students are expected to come to class ready to discuss required readings and to apply concepts covered in readings.

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: Beginning Your Journey (Individual)	Unit 4	25%
Assignment 2: Intersectionality Self-Assessment (Individual)	Unit 7	25%
Assignment 3: Intersectionality Training (Team)*	Unit 12 & 13	35%
Assignment 4: Critical Reflection, Active and Proactive Learning, and Meaningful Engagement	Ongoing	15%

*May be adjusted by your instructor based on class size and semester schedule
Each of the major assignments is described below.

A brief description of each assignment is next. Full assignment details are located toward the end of the syllabus. **All assignments are due for the assigned unit at 11:59 pm Pacific Time of the scheduled live session.**

Assignment 1: The Beginning Your Journey assignment is an opportunity for the student to begin the necessary self-exploration of how the individual has come to their particular worldview and what has influenced and continues to influence that perspective as it relates to the various populations that social workers engage and serve as advocates.

This assignment relates to Student Learning Outcomes 2 & 3

Assignment 2: The Intersectionality Self-Reflection document provides the student with a more in-depth exploration of the self, integrating how the concept of intersectionality informs the student’s worldview, positionality in society, and what this can mean in relationship to the individual’s work with clients.

This assignment relates to Student Learning Outcomes 2 & 3

Assignment 3: This assignment further develops and enhances one’s knowledge, and skills of a population addressed in the course, integrating the concept of intersectionality. Additionally, the

presentation creates the opportunity for the students to engage collaboratively with peers in creating a presentation that will broaden students’ awareness of the chosen topic and how the information can be best utilized in working with clients.

This assignment relates to Student Learning Outcomes 2 & 3

Assignment 4: Critical Reflection, Active and Proactive Learning, and Meaningful Engagement

Given the nature of this class, critical reflection, participation, and interaction of students are essential. To enhance the learning experience for students individually and collectively, students are expected to be active participants in their learning and proactive. This will require mental, physical, and emotional effort from students, both inside and outside the formal classroom. Active learning involves assuming responsibility for learning; completing required readings and assignments prior to class; and coming to class with culturally aware, sensitive, and thoughtful comments, reflections, or questions about concepts, readings, and assignments. Proactive learning involves anticipating workload and challenges and taking the initiative to reach out to the instructor when concerned about possible challenges in the class. It also involves regular communication with the instructor about the course and my performance as the instructor.

Along with active and proactive learning, students are expected to participate meaningfully in class and contribute to the development of a positive learning environment. Meaningful engagement consists of culturally sensitive, thoughtful, and respectful participation based on having completed required readings, activities, and assignments prior to class. For our purposes, contributing “to the development of a positive learning environment” refers to the extent to which students participate in or help create an environment that is professional, engaging, fun, challenging, supportive, brave, interculturally-sensitive, and effective. “Environment” refers to our physical classroom, small group settings, other settings in which learning or teaching might occur, and the overall climate and culture of our class.

Please refer to the rubric below for the criteria that will be used to determine your participation grade. For each of fifteen criteria, 0 to 1 point can be earned, for a maximum of 10 points. To facilitate instructor assessment of reflection, learning, and engagement, students are expected to respond to weekly reflective activities (described as diversity prompts for ground students). Additional guidelines will be discussed and disseminated in class by your instructor.

Criteria		None evident	Sometimes	Frequently
Awareness and Critical Reflection (0 – 4 points)				
1.	Student shows openness and respect to different worldviews and to difference.	0	0.5	1
2.	Student displays awareness of unexpected emotions or reactions when addressing or discussing difficult topics.	0	0.5	1
3.	Student demonstrates critical reflection about course content and experiences, including cognitive and affective processes and reactions.	0	0.5	1
4.	Student recognizes, acknowledges, and respects others’ sense of vulnerability	0	0.5	1
Active and Proactive Learning (0 – 4 points)				
5.	Student demonstrates completion of course readings and preparation for the class session.	0	0.5	1

6.	Student communicates with the instructor about (a) the course, (b) their/her/his performance in the course, and (c) the instructor’s performance in the course.	0	0.5	1
7.	Student demonstrates attending and active listening in the classroom.	0	0.5	1
8.	Student seizes opportunities to step out of their comfort zone to engage in deeper learning about themselves and others.	0	0.5	1
Meaningful Engagement (0 – 7 points)				
9.	Student participates in live class discussions.	0	0.5	1
10.	Student’s communication, behavior, and participation are professional, culturally sensitive, and appropriate (this includes appropriate use of laptops and mobile devices during class).	0	0.5	1
11.	Student helps to maintain a positive learning environment.	0	0.5	1
12.	Student integrates diverse perspectives in comments, responses, and discussions.	0	0.5	1
13.	Student helps foster a learning environment that is safe and brave.	0	0.5	1
14.	Student respectfully challenges thoughts, ideas, and discussions to expand the zone of comfort for self and others.	0	0.5	1
15.	Student adeptly engages self and others in processing difficult conversations and disagreements.	0	0.5	1

Class grades will be based on the following:

Grade Points		Letter Grades	
3.85–4.00	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
2.60–2.89	B–	80–82	B–
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C–

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

Attendance and Participation

Students’ active and substantive 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 two unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid on-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 two or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Required Instructional Materials and Resources

No required textbooks for this course.

On Reserve

All required readings are available online through electronic reserve (ARES) (**under Dr. Karra Bikson**).

DSM-5: The DSM-5 is available online through the library's subscription using the link below.

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

You'll be asked to log in using your USC ID and password. Once you're on the page, click the link titled "Explore the new edition" to access the content.

Here's a screenshot of what the page looks like: <http://screencast.com/t/cPoq2jSd>

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

Course Overview

Unit/Week #	Topics	Date	Assignment Due
Part I – Introduction to Diversity, Social Justice, and Interculturally Competent Social Work Practice			
1	Welcome and Overview		
2	Dimensions of Diversity and Social Justice		
3	Competency-Based Approaches to Diversity and Social Justice in Social Work		
4	Managing Microaggressions in Social Work Practice		Assignment 1: Beginning Your Journey (Individual)
Part 2 – Understanding and Recognizing Major Forms of Systemic Oppression and Social Injustice			
5	Cultural Identity		
6	Racism, Colorism, Nationalism, and Xenophobia		
7	Misogyny, Sexism, Homophobia, Heterosexism, Transphobia		Assignment 2: Intersectionality Self-Assessment (Individual)
8	Ageism, Adultism, Ableism		
9	Classism, Political Oppression, Institutional Oppression, Religious Oppression		
Part 3 – Becoming an Interculturally Competent Social Work Professional			
10	Interculturally Competent Engagement		
11	Interculturally Competent Assessment and Evaluation		
12	Cultural Humility & Engagement		Assignment 3: Intersectionality Training (Team)*
13	Culturally Humble Assessment and Evaluation		Assignment 3: Intersectionality Training (Team)*
14	Culturally Humble Intervention: Individuals, Families and Groups		
15	Culturally Humble Intervention: Organizations and Systems		Assignment 4: Self-Reflection (Individual)

*May be adjusted by your instructor based on class size and semester schedule

Course Schedule—Detailed Description

Part I – Introduction to Diversity, Social Justice, and Interculturally Competent Social Work Practice

Unit 1 Welcome and Overview

Topics

- Course introduction and significance
- Course framework and approach

This session relates to course objectives 1 - 3.

Required Readings

Spencer, M. S. (2008). A social worker's reflections on power, privilege, and oppression. *Social Work*, 53(2), 99-101.

Finn, Janet L., Perry, Tonya E., & Karandikar, S. (2013). Introduction: Conceptualizing Gender Oppression, Globalization, and the Implications for Social Work. In *Gender Oppression and Globalization*, pages xv – xxxviii. Alexandria: CSWE Press

Sue et al. (2016). Chapter 1 - Cultural diversity and implications for multicultural social work practice. *Multicultural social work practice* (pp. 1-28). NJ: John Wiley & Sons, Inc.

Foster, John Bellamy. (2020). Absolute Capitalism. *Revista Internacional de Salarios Dignos*. 2(1),58-66.
<http://revistasinvestigacion.lasalle.mx/index.php/OISAD/article/view/2630/2581>

Required Videos

Advice for non-black social workers of color (2:27 in length):
<https://www.youtube.com/watch?v=mbkVMxBJn3c&t=2s>

A historical perspective of social work and race (2:59 in length):
<https://www.youtube.com/watch?v=kDtrlwaQyW4>

Violence against Native women is not traditional (6:45 in length)
<https://www.youtube.com/watch?v=rIjz2bExX-I>

Unit 2 Dimensions of Diversity and Social Justice

Topics

- Conceptualizing diversity and culture
- Social justice, systems, and strengths perspectives
- Power and privilege
 - ▼ Difference, disproportionality, disparity, and inequality
- Incorporating intersectionality into social work

This session related to course objectives 1 - 3.

Required Readings

Crenshaw, K. (2019). We still have not learned from Anita Hill's Testimony. *UCLA Women's Law Journal*, 26(1), 17– 20.

- Powell, J., & Khan, H. (2012). Foucault, Social Theory and Social Work. *Sociologie Românească*, 10(1), 131–147
- Murphy et al. (2009). Chapter 1 - Conceptual framework for intersectionality. Incorporating intersectionality in social work practice, research, policy, and education (pp. 7-16). Washington DC. NASW Press.
- Yellow Horse Brave Heart, M., Chase, J. Elkins, J. Altschul, D. (2011). Historical Trauma among Indigenous Peoples of the Americas: Concepts, Research, and Clinical Considerations. *Journal of Psychoactive Drugs*. 43 (4), 282-290. <https://doi.org/10.1080/02791072.2011.628913>

Required Videos

What is intersectionality? (7:17 in length):

https://www.youtube.com/watch?v=lEeP_3vmdBY

Deaf and Disability Intersectionality (6:19 in length):

<https://www.youtube.com/watch?v=FeiMeb6B0i8>

Sung Yeon Choimorrow on Fetishization of Asian Women (11:45 in length)

<https://www.youtube.com/watch?v=3ima-1o19R4>

Recommended Readings

Finney & Fitzgerald. (2020). Chapter 1 – A historical and contemporary look at race and exclusion in America (pp.3-16). CA: Cognella Academic Publishing.

Unit 3 Competency-Based Approaches to Diversity and Social Justice in Social Work

Topics

- Competency and competency-based approaches to diversity and social justice
- Cultural competence vs. Cultural humility in social work practice, policy, and education
- Multicultural social work practice
- Understanding implications of oppression and power in social work practice

This session relates to course objectives 1-3.

Required Readings

Einbinder, S. (2019). Reflections on Importing Critical Race Theory into Social Work: The State of Social Work Literature and Students' Voices. *Journal of Social Work Education*, 56(2), 1–14. <https://doi.org/10.1080/10437797.2019.1656574>

Fisher-Borne, M., Cain, J., M., & Martin, S. L. (2014). From mastery to accountability: cultural humility as an alternative to cultural competence. *The International Journal of Social Work Education*, 34(2), 165-181.

Owen, J., Tao, K., Drinane, J., Hook, J., Davis, D., & Kune, N. (2016). Client perceptions of therapists' multicultural orientation: Cultural (missed) opportunities and cultural humility. *Professional Psychology, Research and Practice*, 47(1), 30–37. <https://doi.org/10.1037/pro0000046>

Recommended Readings

Finney & Fitzgerald. (2020). Chapter 3 – Colorism in America (pp.27-52). CA: Cognella Academic Publishing.

Murphy et al. (2009). Chapter 4 - Intersectionality and social work practice. Incorporating intersectionality in social work practice, research, policy, and education (pp. 41-48). Washington, DC. NASW Press.

Unit 4 Interculturally Competent Social Work Practice

Topics

- Interculturally Competent Social Work Practice
- Cultural humility
- Cultural awareness
- Understanding implications of oppression and power in social work practice

This session relates to course objectives 1-3.

Required Readings

Bender, K., Negi, N., & Fowler, D. N. (2010) Exploring the relationship between self-awareness and student commitment and understanding of culturally responsive social work practice. *Journal of Ethnic & Cultural Diversity in Social Work*, 19:1, 34-53.
<https://doi.org/10.1080/15313200903531990>

Sue et al. (2016). Chapter 4 – Understanding the sociopolitical implications of oppression and power in social work practice (pp. 89-116). *Multicultural social work practice*. NJ: John Wiley & Sons, Inc.

Required Videos

Cultural Humility | Juliana Mosley, Ph.D. (16:49 in length)
https://www.youtube.com/watch?v=Ww_ml21L7Ns&t=178s

Cultural Humility (5:56) in length:
<https://www.youtube.com/watch?v=16dSeyLSOKw>

Postcolonialism: WTF? An Intro to Postcolonial Theory (17:22 in length):
<https://www.youtube.com/watch?v=jbLyd0mQwIk>

Unit 5 Managing Microaggressions in Social Work Practice

Topics

- Recognizing unconscious bias and microaggressions
- Minimizing and managing microaggressions

This session relates to course objectives 1-3.

Required Readings

Allen, P., Cherry, K., & Palmore, E. (2009). Self-reported ageism in social work practitioners and students. *Journal of Gerontological Social Work*, 52(2), 124-134.

Feagin, J., & Bennefield, Z. (2014). Systemic racism and U.S. health care. *Social Science & Medicine* (1982), 103, 7–14. <https://doi.org/10.1016/j.socscimed.2013.09.006>

Sue et al. (2016). Chapter 5 - Microaggressions in social work practice (pp. 117-148). *Multicultural social work practice*. NJ: John Wiley & Sons, Inc.

Jones, M & Renee Galligher. (2015). Daily microaggressions and ethnic identification among Native American young adults. *Cultural Diversity and Ethnic Minority Psychology*. 21(1). 1 – 9.

Required Videos

SAL CASTRO & the 1968 East LA Walkouts (15:19 in length):

<https://www.youtube.com/watch?v=-3TKnj0fXZs>

David Treuer: The Heartbeat of Wounded Knee. PBS interview (11:29 mins)

https://www.youtube.com/watch?v=z_GwapvdwuA

Recommended Readings

Lee, J., & Robinson, K. W. (2014). Self-reflections of a gay immigrant social worker. *Social Work Faculty Publications*, 20(1), 15-28.

Spencer, M. S. (2017) Microaggressions and social work practice, education, and research. *Journal of Ethnic & Cultural Diversity in Social Work*, 26(1-2), 1-5.

Sue et al. (2007). Racial microaggressions in everyday life. *American Psychologist*, 62, 271-286.

Part 2 – Understanding and Recognizing Major Forms of Systemic Oppression and Social Injustice

Unit 6 Individual and Group Identities and Development

Topics

- Racial and ethnic identity development
- Minority stress and internalized oppression

This session relates to course objectives 4.

Required Reading

Feagin, J., & Ducey, K. (2019). Chapter 1: Systemic racism: A comprehensive perspective. In *Racist America: roots, current realities, and future reparations* (4th ed.). p 1 – 34. Routledge

McKinney, K., & Feagin, J. (2004). Chapter 4- Being White: Being white: Stories of race and racism (pp.115-148). Taylor & Francis Group.

Stryker, S. (2017). Chapter 2: A Hundred Years Plus of Transgender History. (pp 45 – 77). Seal Press.

Required Videos

Native American Identity in the 21st Century (6:48 in length):

<https://www.youtube.com/watch?v=Rb6VjzEJQGk>

How Trump brought white identity politics into the U.S. mainstream (12:20 in length):

<https://www.youtube.com/watch?v=gFygbIM-4Uk>

Where does the rise of identity politics leave people of mixed race? (6:57 in length):

<https://www.youtube.com/watch?v=TwAtHuW8AS8>

Recommended Readings

Hummer, R., & Hamilton, E. (2010). Race and ethnicity in fragile families. *The Future of Children*, 20(2), 113-131.

Huynh, Q.-L., Devos, T., & Smalarz, L. Perpetual foreigner in one's own land: Potential implications for identity and psychological adjustment. *Journal of Social and Clinical Psychology*, 30(2), 133-162.

Lipsitz, G. (2006). The possessive investment in Whiteness. *The possessive investment in Whiteness: How White people profit from identity politics* (pp. 1-23). Philadelphia, PA: Temple University Press.

Unit 7 Racism, Colorism, Nationalism, and Xenophobia

Topics

■ Understanding White Privilege

This session relates to course objective 4.

Required Readings

Alexander, M. (2012). The color of justice. *The New Jim Crow: Mass incarceration in the age of the colorblindness* (pp. 97-104). New York: The New Press.

Arbona, C., et al. (2010). Acculturative stress among documented and undocumented Latino immigrants in the United States. *Hispanic Journal of Behavioral Sciences*, 32(3), 362-384.

Sue et al. (2016). Chapter 7 - White racial identity development. *Multicultural social work practice* (pp. 179-206). NJ: John Wiley & Sons, Inc.

Cox, C. (2020). Addressing Anti-Semitism in SOWK education. *Journal of Religion and Spirituality in Social Work: Social Thought*. <https://doi.org/10.1080/15426432.2020.1871155>

Required Videos

Medical Apartheid (29:47 in length):

<https://www.youtube.com/watch?v=DI2AplVEu50>

Black in Latin America E03, Mexico and Peru: The Black Grandma in the Closet (Stop at 29:09):

<https://www.youtube.com/watch?v=Ufut6qxt1ro>

Recommended Readings

Dreby, J. (2012). The burden of deportation on children in Mexican immigrant families. *Journal of Marriage and Family*, 74(4), 829-846.

Gilens, M. (2003). How the poor became black: The racialization of American poverty in the mass media. In S. F. Schram, J. Soss., and R. C. Fording (Eds.), *Race and the Politics of Welfare Reform* (101-130). MI: The University of Michigan Press.

Unit 8 Misogyny, Sexism, Homophobia, Heterosexism, Transphobia

Topics

- Homophobic and transphobic microaggressions
- Feminism

This session relates to course objective 4.

Required Readings

Byers, D., McInroy, L., Craig, S.L., Slates, S. Kattari. S. (2020). Naming and Addressing Homophobic and Transphobic Microaggressions in SOWK classrooms. *Journal of Social Work Education*, 56:3. 484-495. DOI: 10.1080/10437797.2019.1656688

Coston, B.M. & Kimmel, M. (2012). Seeing privilege where it isn't: marginalized masculinities and the intersectionality of privilege. *Journal of Social Issues*, 68(1), 97-111.

Roth, B. (2003). Chapter 4- Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in America's Second Wave (pp.129-177). Cambridge University Press.
<https://doi.org/10.1017/CBO9780511815201>

Villareal-Sosa, Leticia & Moore, Ali. (2013). Chicana Feminisms, Intersectionality, and Social Work. In *Gender Oppression and Globalization*, 149-172. Alexandria: CSWE Press.

Required Video

James Baldwin and Paul Weiss Debate Discrimination In America (12:57 in length):
<https://www.youtube.com/watch?v=hzH5IDnLaBA>

Recommended Readings

Rivers, B., & Swank, J. (2017). LGBT ally training and counselor competency: a mixed-methods study. *Journal of LGBT Issues in Counseling*, 11(1), 18-35.

Unit 9 Ageism, Adultism, Ableism, Classism, Political Oppression, Institutional Oppression, Religious Oppression

Topics

- Skin Color
- Democracy
- Affordable Care Act
- Disability Oppression

This session relates to course objective 4.

Required Readings

Calderón-Almendros, I. & Calderón-Almendros, R. (2016). 'I open the coffin and here I am': disability as oppression and education as liberation in the construction of personal identity. *Disability & Society*, 31(1), 100-115.

Kane, M. Ageism and Intervention: What Social Work students believe about treating people differently because of age. (2004). *Educational Gerontology*, 30 (9).767-784.

- Pearson, H. (2010). Complicating Intersectionality Through the Identities of a Hard of Hearing Korean Adoptee: An Autoethnography. *Equity & Excellence in Education: Emergent Approaches to Diversity and Social Justice in Higher Education*, 43(3), 341–356.
<https://doi.org/10.1080/10665684.2010.496642>
- Pearce, E., Paik, K., & Robles, O. J. (2016). Adolescent girls with disabilities in humanitarian settings: “I am not 'worthless.' I am a girl with a lot to share and offer.” *Girlhood Studies*, 9(1), 118-136.
- Rodriguez, R. (2020). Chapter 4 – Mexican-American women: Diversity and skin color. (pp.53-72). CA: Cognella Academic Publishing.
- Solomon, D., Maxwell, C., & Castro, A. Systematic inequality and American democracy. Retrieved from <https://www.americanprogress.org/issues/race/reports/2019/08/07/473003/systematic-inequality-american-democracy/>
- Story, C., Crethar, H., & Hall, T. (2014). Privilege, oppression and the Affordable Care Act: cultural implications for health educators. *American Journal of Health Studies*, 29(4), 302-308.

Required Videos

Baldwin-Buckley race debate still resonates 55 years (8:59 in length):

<https://www.youtube.com/watch?v=MRzkHgMaPL4>

Coronavirus Exposed A ‘Digital Divide’ in LA Schools: See where that gap is widest.

<https://laist.com/2020/04/20/coronavirus-digital-divide-map-los-angeles-distance-learning.php>

Invisible Diversity: Undiagnosed autism. Carrie Beckwith-Fellows

<https://www.youtube.com/watch?v=cF2dhWWUyQ4>

Religion and Power: Race in the Church (6:16 in length)

<https://www.youtube.com/watch?v=1YLxVvycF3g>

How has Christianity contributed to racism? Part I (1:54 in length)

<https://www.youtube.com/watch?v=cDpHUoIPIU>

Why Ethiopian Jews Are Building a Movement against Racism in Israel (10:47 in length)

<https://www.youtube.com/watch?v=ki-6IK5NCdQ&t=114s>

Explained | Racial Wealth Gap (16:12 in length)

<https://www.youtube.com/watch?v=Mqrhn8khGLM>

Part 3 – Becoming an Interculturally Competent Social Work Professional

Unit 10 Interculturally Competent & Culturally Humble Engagement

Topics

- Issues in the engagement of culturally-diverse clients
 - ▼ Overcoming cultural barriers to engagement
 - ▼ Building trustworthiness, expertise, and credibility in social work practice
- Planning for interculturally competent social work practice and utilizing cultural humility
- Feminist perspective
- Feminism & race
- Oppression & marginalization
 - LGBTQ

This session relates to Course objectives 4 and 5.

Required Readings

Cauterucci, C. (2016). White feminism downplayed California's coerced sterilization of Latinas in the 1970s. At <https://slate.com/human-interest/2016/02/white-feminism-downplayed-california-s-coerced-sterilization-of-latinas-in-the-70s.html>

Gandy-Guedes, M., Havig, K., & Natale, A. (2017). Trauma impacts on LGBTQ people: Implications for lifespan development. In Dentato, M. (2017). *Social Work Practice with the LGBTQ Community: The Intersection of History, Health, Mental Health, and Policy Factors*. Oxford University Press, Incorporated. Chapter 6.

Goldberg, M. (2014, July 28). What is a woman? The dispute between radical feminism and transgenderism. *The New Yorker*. Retrieved from: <https://www.newyorker.com/magazine/2014/08/04/woman-2>

Hughes, B. & Mztezuka, M. (2002) in Day, L., & Langan, M. *Women, Oppression and Social Work: Issues in Anti-Discriminatory Practice*. Routledge. <https://doi.org/10.4324/9780203417386> Chapter 12.

Giddings, P. 1995. *The Last Taboo*. Chapter 5 (414-428). In Guy-Sheftall, B. *Words of fire : An anthology of African-American feminist thought*. New Press.

Required Videos

How the Stonewall Riots Sparked a Movement-History (3:54 in length)
<https://www.youtube.com/watch?v=Q9wdMJmuBlA>

Lifting up all women with Hood Feminism. Mikki Kendall. (7:09 mins)
<https://www.youtube.com/watch?v=D4DaBn4uHi4>

Unit 11 Interculturally Competent Assessment and Evaluation

Topics

- Issues in assessment of culturally-diverse clients
 - ▼ Intercultural communication
 - ▼ Practicing cultural humility while communicating
 - ▼ Assessing cultural styles of clients and level of acculturation
 - ▼ Assessing our biases and stereotypes while assessing cultural styles and level of acculturation
 - ▼ Overcoming cultural barriers and our biases/stereotypes that influence assessments and evaluations
- Selecting culturally appropriate screening and assessment tools
- Conducting culturally-responsive and strength-based assessments and interviews
- Feminism & race (Cont'd)
- Race & Historical Trauma
- Violence

This session relates to course objectives 1 - 3.

Required Readings

Abdulrahim, S., James, S. A., Yamout, R., & Baker, W. (2012). Discrimination and psychological distress: Does Whiteness matter for Arab Americans? *Social Science and Medicine*, 75(12), 2116-2123.

Foster, M. (2015). Tweeting about sexism: The well-being benefits of a social media collective action. *British Journal of Social Psychology*, 54(4), 629-647.

Khazan, O. (2016). Inherited trauma shapes your health. *The Atlantic*, October.

https://www.unicefusa.org/sites/default/files/YemenTC1_Can%20Trauma%20Be%20Inherited%20Between%20Generations-The%20Atlantic.pdf

Kendall, M. (2020). *Sections— Solidarity is still for white women; Fear and feminism*. In *Hood feminism: notes from the women that a movement forgot*. Viking.

Required Videos

Why the U.S. Must Not Ignore Violence Against Indigenous Women (3:17 in length)

<https://www.youtube.com/watch?v=4e9AJLYoe4Q>

Native American Women Are Disappearing. Why Is Nothing Being Done? (5:09 in length)

<https://www.youtube.com/watch?v=YBXtSGcHDGA>

Women Are Being Killed With Impunity in Mexico (14:48 in length)

<https://www.youtube.com/watch?v=NO3uj81X7O8&t=27s>

Unit 12 Cultural Humility & Engagement

Topics

- Issues in the engagement of culturally-diverse clients
 - ▼ Overcoming cultural barriers to engagement
 - ▼ Building trustworthiness, expertise, and credibility in social work practice
- Planning for interculturally competent social work practice

This session relates to course objective 3.

Required Readings

Delgado, M. (2007). Chapter 7- *Social work with Latinos a cultural assets paradigm*. Oxford University Press.p 167 – 190.

Cox, C. & Pardasani, M. (2017). Aging and Human Rights: A rights-based approach to Social Work with older adults. *Journal of Human Rights in Social Work*.(2),98-106. Springer International Publishing. <https://doi.org/10.1007/s41134-017-0037-0>

Diaz, R., Ayala, G., Bein, E., Henne, J., & Marin, B. (2001). The impact of homophobia, poverty, and racism on the mental health of gay and bisexual Latino men: findings from 3 US cities. *American Journal of Public Health (1971)*, 91(6), 927–932. <https://doi.org/10.2105/ajph.91.6.927>

Unit 13 Cultural Humility Assessment and Evaluation

Topics

- Issues in the assessment of culturally-diverse clients
 - ▼ Intercultural communication
 - ▼ Assessing the cultural styles of clients and the level of acculturation
 - ▼ Overcoming cultural barriers to assessment and evaluation
- Selecting culturally appropriate screening and assessment tools
- Conducting culturally-responsive and strength-based assessments and interviews

This session relates to course objectives 2 & 3.

Required Readings

Ortega, R. Coulborn Faller, K. (2010). Training child welfare workers from an intersectional cultural humility Perspective: A paradigm shift. *CWLA*. 90(5). 27-48.

Aujla, W. (2021). “It Was Like Sugar-Coated Words”: Revictimization When South Asian Immigrant Women Disclose Domestic Violence. *Affilia*, 36(2), 182–203. <https://doi.org/10.1177/0886109920916038>

Miller, Joshua, Garran, Ann Marie. (2017). Chapter 11. Cross Racial Clinical Social Work. In Joshua Miller & Ann Marie Garran. *Racism in the United States: Implications for the Helping Professions*. (2nd ed) New York: Springer Publishing. P 275-305.

Chan, K. (2020). The Association of Acculturation with Overt and Covert Perceived Discrimination for Older Asian Americans. *Social Work Research*, 44(1), 59–71. <https://doi.org/10.1093/swr/svz023>

Murphy et al. (2009). Chapter 6 - Intersectionality and social policy. Incorporating intersectionality in social work practice, research, policy, and education (pp. 59-73). Washington, DC. NASW Press

Recommended Readings

Park, M., Chesla, C., Rehm, R., & Chun, K. (2011). Working with culture: Culturally appropriate mental health care for Asian Americans. *Journal of Advanced Nursing*, 67(11), 2373-82.

Unit 14 Culturally Humble Intervention: Individuals, Families & Groups

Topics

- Issues in intervening with culturally-diverse individuals and families
- Religion, spirituality, and indigenous practice strategies
- Evidence-based approaches for interculturally competent social work practice
- Issues in intervening with culturally-diverse groups and communities

This session relates to course objectives 1 & 3.

Required Readings

Chung, I. (2012). Chapter 12, Practice with Asian immigrant families and intergenerational issues. In Congress, E., & González, M. (2013). *Multicultural perspectives in social work practice with families* (3rd ed.). Springer Publishing Company.

Congress, E. & Lynn, M. (2012). Chapter 2, Family and group approaches with culturally diverse families: A dialogue to increase collaboration. In Congress, E., & González, M. (2013). *Multicultural perspectives in social work practice with families* (3rd ed.). Springer Publishing Company.

Satariano, N. B., & Wong, A. (2016). Creating an online strategy to enhance effective community building and organizing. In M. Minkler (Ed.), *Community organizing and community building for health and welfare* (pp. 269-287). NJ: Rutgers University Press.

Required Video

Sean Joe, PhD. Suicide among African American youth (start at 1:13 minutes through 19:21 minutes)

https://www.youtube.com/watch?v=SY7LD_U4I8

Recommended Readings

Cohen, H., Greene, R., Lee, Y., Gonzalez, J., & Evans, M. (2006). Older adults who overcame oppression. *Families in Society*, 87(1), 35-42.

Reynolds, V. (2012). An ethical stance for justice-doing in community work and therapy. *Journal of Systemic Therapies*, 31(4), 18-33.

Jones, S. (2012). Working with immigrant clients: perils and possibilities for social workers. *Families in Society*, 93(1), 47- 53.

Unit 15: Culturally Humble Intervention: Organizations and Systems

Topics

- Issues in intervening with organizations and systems
- Inclusive leadership
- Review/Wrap Up
- Next steps
 - ▼ Professional responsibilities
 - ▼ Life-long learning

This session relates to course objectives 4 and 5.

Required Readings

Giwa, S., & Greensmith, C. (2012). Race Relations and Racism in the LGBTQ Community of Toronto: Perceptions of Gay and Queer Social Service Providers of Color. *Journal of Homosexuality*, 59(2), 149–185. <https://doi.org/10.1080/00918369.2012.648877>

Mor Barak, M.E., Lizano, E. L., Kim, A., Duan, L., Hsiao, H. Y., & Rhee, M. K. Brimhall, K. A. (2016). The promise of diversity management for climate of inclusion: A state-of-the-art review and meta-analysis, *Human Service Organizations: Management, Leadership and Governance* 4(40), 305-333.

Stevens, F. G., Plaut, V. C., & Sanchez-Burks, J. (2008). Unlocking the benefits of diversity: All-inclusive multiculturalism and positive organizational change. *Journal of Applied Behavioral Science*, 44(1), 116-133.

Required Video

Texas changes social workers code of conduct (2:00 in length)

<https://www.youtube.com/watch?v=CXzVyb6Pc6U>

Recommended Readings

Dessel, A., Rogge, M. E., & Garlington, S. B. (2006). Using intergroup dialogue to promote social justice and change. *Social Work*, 51(4), 303-315.

List of Appendices

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in This Course
- B. Definitions of Grades and Standards Established by the Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. Statement on Academic Conduct and Support Systems

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

USC Suzanne Dworak-Peck

School of Social Work

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 2 Engage in Diversity, Equity and Inclusion in Practice</p> <p>Social workers understand how diversity, equity and inclusion characterize and shape the human experience and are critical to the development 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, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that 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, global interdependence including social, economic, political, technological, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p> <p>Social workers:</p> <ul style="list-style-type: none"> apply and communicate understanding of the importance of diversity, equity and inclusion, in shaping life 	<p>Objective 1 - Explain the historical context of political, economic and social structures that perpetuate racism, systemic oppression and social injustice, and the associated impact of power and privilege on individuals, communities, and organizations, and societies.</p> <p>Objective 2 - Demonstrate knowledge of diversity and intersectionality—including one’s own—and the ways in which intersecting personal and social identities relate to identity development, resilience, oppression, marginalization, as well as privilege and power.</p> <p>Objective 3 - Apply knowledge on equity, diversity, and inclusion to specific social work strategies and practices that can be used to enhance political, economic and social justice.</p> <p>Objective 4 - Through mindful reflection, self-awareness, and engagement</p>	<p>2a. Applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>2b. Presents self as a learner and engages clients and constituencies as experts of their own experiences.</p> <p>2c. Applies self-regulation and/or self-management to eliminate the influences of personal biases in working with diverse clients and constituencies.</p>	<p>Values</p> <p>Knowledge</p> <p>Cognitive and affective processes</p> <p>Skills</p>	<p>Units 1 – 9</p> <p>Assignments 1 - 5</p> <p>Classroom Engagement</p>

<p>experiences in local – global interdependent practice at the micro, mezzo, and macro levels;</p> <ul style="list-style-type: none"> • present themselves as learners with cultural humility and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	<p>in critical conversations, manage the influence of personal biases and values in working with diverse clients and constituencies.</p>			
Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are</p>	<p>Objective 1 - Explain the historical context of political, economic and social structures that perpetuate racism, systemic oppression and social injustice, and the associated impact of power and privilege on individuals, communities, and organizations, and societies.</p>	<p>3b – engages in practices that advance social, economic and environmental justice</p>	<p>Values Knowledge Skills</p>	<p>Units 6 - 14 Assignments 1 – 5 Classroom Engagement</p>

<p>knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</p> <ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice. 	<p>Objective 3 - Apply knowledge on equity, diversity, and inclusion to specific social work strategies and practices that can be used to enhance political, economic and social justice.</p>	<p>2a – applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.</p>	<p>Knowledge Skills</p>	<p>Units 6 - 14 Assignments 1 – 5 Classroom Engagement</p>
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USC Suzanne Dworak-Peck

School of Social Work

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

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the School:

1. Grades of A or A– are reserved for student work that not only demonstrates very good mastery of content but that also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in their 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 that 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 that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
4. A grade of B– will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas, and/or several significant areas requiring improvement.
6. Grades between C– and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

Appendix C: Recommended Instructional Materials and Resources

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed). <https://doi.org/10.1037/0000165-000>

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 if 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 that 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 Makeup 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 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 (singhmi@usc.edu). If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the chair of your program.

Tips for Maximizing Your Learning Experience in This Course (Optional)

- Be mindful of getting proper nutrition, exercise, rest, and sleep!
- Come to class.
- Complete required readings and assignments BEFORE coming to class.
- BEFORE coming to class, review the materials from the previous unit AND the current unit, AND scan the topics to be covered in the next unit.
- Come to class prepared to ask any questions you might have.
- Participate in class discussions.
- AFTER you leave class, review the materials assigned for that unit again, along with your notes from that unit.
- If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- Keep up with the assigned readings.

Appendix F: Support Systems and Additional Resources

Counseling and Mental Health

<https://studenthealth.usc.edu/counseling/>

(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/>

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/>

(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/>

(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?

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

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

The Office of Student Accessibility Services

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

(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/>

(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/>

(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: (213) 740-4321

HSC: (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: (213) 740-6000

HSC: (323) 442-120

On call 24/7

Nonemergency 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)

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