USC Suzanne Dworak-Peck

School of Social Work

Social Work 693

Section #67118

Applied Learning in Field Education IV

3 Units

Spring 2023

Instructor	Jessica Castillo
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Office	By appointment
Office Hours	
Course Day(s)	Tuesday
Course Time(s)	7:00 - 8:15 AM Pacific Time
Course Location(s)	VAC – Canvas (Digital Learning Platform)

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

This is the final master's level Practicum Education course in specialized practice and the fourth in the practicum series. To participate in this course, students must successfully complete SOWK 591, SOWK 593, and SOWK 691.

Catalogue Description

Supervised placement and practicum seminar to develop specialized practice skills in working with individuals, families, groups, communities and/or organizations. Graded CR/IP/NC.

Course Description

This course is the second level of the specialized practicum experience within the MSW program, which is designed to extend and enhance the nine social work competencies. It provides students the opportunity to integrate social work theory while they practice social work skills under the supervision of professional social workers. Practicum Education is the signature pedagogy of social work education because it serves as a bridge between academic instruction and application of skills learned in the classroom (CSWE, 2008). Students will effectively demonstrate specialized practice coursework concepts, while practicing social work and developing competencies in their selected area of practice.

This course will use Relational Cultural Theory (RCT) as its guiding theoretical framework for seminar discussions. Instructors will encourage students to view their assignments and practicum experiences through this lens. RCT as a framework highlights the importance of relationships, neuroscience, intersectionality, and social justice. The relational component acknowledges the importance of authenticity, mutual empathy, and process in our work with clients and systems. The neuroscience focuses on the neurobiological impact of connection (Banks, 2015). The cultural component highlights

the importance of intersectionality and the experiences of marginalization, racism, and power within our society (Jordan, 2009, Walker, 2019). Through a RCT lens students will be able to evaluate their micro, mezzo, and macro interventions with respect to power and privilege in order to align with social work's commitment to diversity, inclusion, and anti-racism. As a framework RCT recognizes the "person in environment" and the impact of oppressive systems on our clients. Advance practice social work requires students to maintain a focus both on their individual interactions with clients, but also the need to translate social justice into action. "Now more than ever social workers must heed Bertha Capen Reynolds's call to 'maintain a dual focus on the individual in need and pain and on the socio-economic and political forces of the society which cause this misery' (Cullen, 1980, p. 27)."

Seminar instructors also serve as Practicum Faculty Liaisons. Each student receives continual support provided by a Practicum Faculty Liaison who serves as an educator, consultant, and coach for the practicum education internship experience. In collaboration with the School, agencies provide learning opportunities and resources for an effective educational experience for students. Practicum Instructors are professional masters' level social workers who guide and teach students how to apply social work practice, values and ethics in a professional setting. Practicum Instructors also collaborate with students and preceptors, if applicable, to create and approve learning agreements, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is completed on time.

At the end of the semester, the Practicum Faculty Liaison will confirm that the student has completed all practicum assignments and that development of the necessary learning competencies has occurred at a satisfactory level. The Practicum Faculty Liaison will be responsible for assigning students a grade of Credit or No Credit.

Course Objectives

	Objectives
1	Students will apply Relational Cultural Theory, critical reflection, and reflexivity, in classroom discussions, case presentations, and at their practicum placements.
2	Students will critically reflect on implementing the theories and skills of the practice, policy, and research coursework at their practicum placement, during oral and written case presentations, in Reflective Learning Tools (RLT), and during participation in class discussions.
3	Students will complete a professional plan that articulates a professional identity and professional goals for the next five years.
4	Students will demonstrate 4th-semester competency requirements outlined in Council on Social Work Education's (CSWE) Core Competencies as articulated in the Practicum Learning Agreement and Comprehensive Skills Evaluation.

Course Format / Instructional Methods

Practicum Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (Brooks, 2010). These competencies are articulated in the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS) and make up the end of semester evaluation for practicum education internship. USC Suzanne Dworak-Peck School of Social Work Practicum Faculty and agency Practicum Instructors utilize a variety of instructional methods in order to prepare students to successfully achieve these competencies.

Instructional methods consist of university-led seminar instruction and guidance combined with community agency activities under the supervision of a designated Practicum Instructor which can include hands-on interactions with clients, shadowing opportunities, trainings, individual supervision, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. A teaching plan known as the Learning Agreement will be developed and/or revisited collaboratively between students and their Agency Practicum Instructors. At the end of the semester, Agency Practicum Instructors will complete the end of semester evaluation and recommend a grade to the Practicum Faculty Liaison. USC Practicum Faculty Liaisons are assigned to oversee the progress of the students in their practicum placements, including consultation for students' practicum education internship assignments. Practicum Faculty Liaisons meet with students as needed to facilitate their placement experiences and schedule Practicum Instructor and student contacts each semester to ensure the quality of students' learning opportunities. The Liaisons also clarify School expectations and serve as consultant and mediator for student and internship-related conflicts. As discussion and processing are integral parts of the learning process, Practicum Faculty Liaisons also serve as seminar instructors. Practicum seminar meets multiple times over the course of the seminar to assist students with integration of social work theory into their practice.

Student Learning Outcomes

The following table lists the nine Social Work core competencies, as defined by the CSWE's 2015 EPAS, which are the basis of the student learning outcomes in the MSW program. This is the last course in the practicum sequence and students by the conclusion of the course, are expected to demonstrate mastery in each of the competencies.

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

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

All assignments must be completed to receive Credit for this course.

Assignment	Due Date	Grading
SEMINAR-BASED ASSIGNMENTS		
Assignment 1 Learning from Mistakes	Unit 3 Written reflection paper and sharing work in dyads	Credit/No Credit (CR/NC) *Student must meet standards outlined in assignment description*
Assignment 2 Social Work Professional Plan	Unit 6	CR/NC: To receive credit for this assignment the template must be completed
Assignment 3 Seminar Participation and Self-Evaluation (2)	Units 1-7 Mid-semester evaluation due Unit 4; End of semester evaluation due Unit 7	CR/NC *Student will complete a self-evaluation relating to participation in seminar consultation at **mid-semester and end of semester** for Credit*
PRACTICUM -BASED ASSIGNMENTS		
Assignment 4 Reflective Learning Tools (RLTs) – 4 total	2 RLTs completed by Unit 4, remaining 2 due by Unit 7	CR/NC *All **4 RLTs required** for Credit*
Assignment 5 Completion of Learning Agreement	Learning Agreement due by Unit 3	CR/NC **Completed Learning Agreement** *required for Credit*
Assignment 6 Development of Competencies reflected via Final Evaluation	Development of Competencies as evidenced in Evaluation due by Unit 7	CR/NC **Completed Competency Evaluation** *required for Credit*
Assignment 7 Completion of Practicum Hours	Unit 7 (min of 50% due by Unit 4, 100% due by Unit 7)	CR/NC **Minimum number of hours** *indicated in the practicum calendar must be completed for Credit*

* For students to receive credit (CR), all practicum hours and documentation must be completed. Partial credit for these requirements will not be given.

Each of the major assignments is described below. Instructors will provide written detailed assignment instructions including applicable rubrics and templates.

Assignment 1: Learning from Mistakes: Mistakes are an inevitable part of social work practice. Through reflection, mistakes can be corrected and are opportunities for improving skills and addressing systemic factors that can contribute to failures in service. Sharing our reflections on our mistakes with others can create feelings of vulnerability but opens us to hearing other perspectives and new ideas. Sharing our mistakes with others reduces the potential for developing feelings of shame which can lead to burnout. Students will critically reflect on a mistake made during their practicum work using the Mistake Reflection Framework. In dyads using the principles of RCT students will share their written reflections and provide each other supportive perspectives and ideas for addressing mistakes.

Due: Dyad sharing and written Mistake Reflection Framework Unit 3.

Grading: Credit/No Credit: To receive credit for the assignment:

1. The written reflection paper must include all six of the areas outlined in the **Mistake Reflection Framework** with sufficient detail to demonstrate self-awareness, reflection, and critical analysis.
2. Participation in the in-class reflection dyads using RCT and reflexivity.

This assignment relates to course objectives 1, & 2

Assignment 2: Social Work Professional Plan

Due: Unit 6

Students will create a professional plan. This deliberative process requires students to provide specific action steps and tasks to facilitate their transition from graduate school to the professional workplace. The process of writing a professional plan informs the initial direction they want to take to begin their social work career and what specific goals and tasks need completion to secure their first MSW position. Students will need to analyze and evaluate their skills and knowledge base to identify strengths and areas that need further development. Writing a plan provides organization and accountability in what can be a stressful time.

Grading: Credit/No Credit:

To receive credit for this assignment students must complete and submit the entire provided template.

This assignment relates to course objective 3.

Assignment 3: Seminar Participation and Self-Evaluation (2)

Class participation should consist of thoughtful, respectful, and meaningful contributions based on relevant practicum experience or instructional themes of the week, required readings, and assignments prior to class. Class participation is defined by being actively engaged in your learning, demonstrated by participating in class discussions, corresponding with the instructor and classmates, asking questions, sharing thoughts/feelings/experiences, and other curiosities as related to how to apply these concepts to your professional practicum education settings. Students will be provided a self-evaluation and end-of-semester evaluation to reflect on their seminar participation.

Due: Consultation occurs Units 1-7; Mid-semester evaluation due Unit 4; Final evaluation due Unit 7

This assignment relates to course objectives 1, 2, 3, & 4

Assignment 4: Reflective Learning Tools (RLTs)

Four RLTs are due continuously to the agency Practicum Instructor and as identified in the Learning Agreement. Students will come to class prepared to share their practicum experiences and provide feedback using the Relational Cultural Theory (RCT) model and the application of the required readings. In addition, students will utilize the content of their RLTs in sharing their reflections on their practicum work.

There are multiple Reflective Learning Tool forms to choose from based on the setting type:

- *Individual (Micro) – may include* direct clinical practice with assigned clients and shadowing other social workers
- *Group (Mezzo) – may include* conducting or observing group work, such as psychoeducation or community focus groups
- *Community (Macro) – may include* analyzing data, developing policies and resources, coordinating community events, meetings, assigned projects, activities, and trainings

Due: Two of RLTs completed by Unit 4; remaining two due by Unit 7. All four RLTs must be completed and reviewed by Practicum Instructor to receive Credit for this assignment and for successful completion of this course (no partial credit).

This assignment relates to course objectives 1, 2, & 4.

Assignment 5: Completion of Learning Agreement

- Complete Learning Agreement with practicum goals.
- Ensure that the completed Learning Agreement is signed by the Intern, Practicum Instructor, and Practicum Faculty Liaison.

Due: Learning Agreement due by Unit 3. The Learning Agreement must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

This assignment relates to course objectives 1, 2, & 4

Assignment 6: Development of Competencies reflected via Final Evaluation

- Demonstrate second-semester specialized skills in the CSWE Core Competencies as listed in the end-of-semester evaluation.
- Complete a self-assessment by rating themselves on the end-of-semester evaluation.
- Review and discuss the end-of-semester evaluation completed by the Practicum Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, student and Practicum Instructor sign as instructed.
- Ensure that the completed evaluation is received and signed by the Practicum Liaison.

Due: Development of Competencies as evidenced in Evaluation due by Unit 7. The Evaluation must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

This assignment relates to course objectives 1, 2, & 4

Assignment 7: Completion of Practicum Hours

- Complete the required number of practicum placement hours as identified in the Practicum Manual and Practicum Calendar.

Due: See Practicum Calendar. Minimum of 50% of hours completed by Unit 4, 100% of hours completed by Unit 7. All required hours must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

This assignment relates to course objectives 1, 2, and 4.

Additional Information about Practicum:

If there are unresolved practicum-related issues, discuss with your Practicum Instructor and, if needed, contact your Practicum Faculty Liaison.

All University Holidays are sanctioned time off. If a University Holiday falls on one of the student's regularly scheduled days at the agency, students are not required to attend internship. If students observe the University Holiday, they do not earn credit for practicum hours that day and are required to make-up any missed practicum hours. Students are also required to make up any practicum hours missed due to agency holidays that fall on their scheduled placement day and are not University Holidays. Students should consult with their Practicum Instructor and/or Preceptor to ensure their absence would not adversely affect the agency and/or client care. Students are allowed eight hours each semester to take time off for religious holidays or illness which must be discussed in advance and arranged with the Practicum Instructor/Preceptor. This time counts in the Practicum Internship hours and the student does not have to make-up this time. Make-up hours for additional time missed must be discussed with and approved by the Practicum Instructor/Preceptor.

If agreed upon prior to the start of the practicum placement, some students may be expected to complete additional practicum hours and/or other requirements in order to fulfil their professional commitment to the agency.

On-Campus Programs (OCP): All practicum forms and information, including Practicum Calendar, can be found here:
https://dworakpeck.usc.edu/academics/msw-on-campus/field-education/students-forms

Virtual Academic Center (VAC): All practicum forms and information, including Practicum Calendar, can be found in your Toolbox and the Practicum Manual here: https://msw.usc.edu/academic/field-experience/

SOWK 693 is graded Credit/No Credit (CR/NC).

Class grades will be based on the following:

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

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

Attendance and Participation

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

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

*See assignment 3 for criteria related to participation in practicum seminar.

Additional Expectations and Guidelines

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

Expectations
1. Students are expected to complete all written and other assignments on time.
2. Students are encouraged to share readings identified by their practicum placement, and other class assignments.
3. Students are expected to respect the clients' confidentiality: To use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the class.
4. Active participation is required of all students and will be considered in the final evaluation.

5. Problem-solving, identifying issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the course experience will be conducted. Students will be asked to complete an evaluation at the end of the semester.

Class Agreements and Guidelines

Much of the course content will center on critical issues that may be challenging and controversial. Therefore, the following guidelines have been adopted as agreements to support a safe, inclusive, and respectful class environment.

1. Every person participating in the program is of equal worth and value.
2. All opinions are important. We will agree to disagree.
3. We do not generalize. Please speak from your perspective using I-statements such as "I think…," "I believe…," "It's been my experience that…," etc.
4. Actively listen to gain understanding. We will be speaking from our personal experiences. It is important to recognize that we will be talking about what is true for us.
5. We respect the confidentiality of our classmates. Information that is shared during class stays in class.
6. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, please work at increasing your contribution. We're here to learn from one another. On the other hand, avoid monopolizing discussion.
7. This course's content is shared by each member's contributions to the class discussion. Learn the balance to either step up or step back to allow diverse voices to be heard.
8. Diversity is our strength! The class setting is a sacred place, and all persons and their perspectives are welcome.

Required Instructional Materials and Resources

Required Textbooks

None

On Reserve

All additional required readings that are not in the above-required texts are available online through the electronic reserve (ARES) under Professor Kerry Doyle.

Notes:

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

Recommended Instructional Materials and Resources

OCP students: All practicum forms and information including the calendar can be found here:
https://dworakpeck.usc.edu/academics/msw-on-campus/field-education/students-forms

VAC students: All practicum forms and information including the Practicum Calendar can be found in your 691 course Toolbox or course asynchronous Digital Learning Platform.

Course Schedule

Unit #	Date	Topics	Assignments
1		**Course Overview** 1. Introductions 2. Review course: syllabus, assignments, and practicum requirements. 3. Placement consultation suggested topic: Completing your practicum placement and preparation for professional practice.	Practicum Documents: Due ongoing through semester. Please consult assignment section of syllabus. Participation: Ongoing (all Units)
2		**Learning from Mistakes** 1. Mistake Reflection Framework 2. Sharing reflections using RCT and reflexivity. 3. Placement consultation suggested topic: How mistakes are handled at practicum placement.	
3		**Sharing Mistakes** 1. Building professional resiliency and self-care through sharing mistakes. 2. Placement Consultation: suggested topic: Is there a protocol.	Assignment 1: In-class Mistake Reflection Framework exercise Written Mistake Reflection Framework due
4		**Policy Advocacy and Persuasion: Macro-centered practice** 1. The use of persuasion for policy advocacy. 2. Placement Consultation suggested topic: Sharing persuasive statements.	50% of RLTs Assignment 3: Seminar Participation and Self-Evaluation (mid-term) due
5		**Licensure** 1. Licensure for all? 2. Placement consultation suggested topic: Plans to get licensed?	
6		**Endings:** 1. Terminating with clients. 2. Sharing Assignment 2: Professional Social Work Plan 3. Placement consultation suggested topic: Practicum experiences with termination.	Assignment 2: Social Work Professional Plan due
7		**Transition to Professional Practice:** 1. Sharing Professional Plan 2. Evaluations 3. Placement consultation suggested topic: Development into a MSW social worker.	Practicum Competencies: Evaluation due Practicum Hours 100% of RLTs due Assignment 3: Seminar Participation and Self-Evaluation (final) due

Required Reading Schedule

Unit 1

Jordan, J. V. (2004). Relational learning in psychotherapy consultation and supervision. *How connections heal: Stories from relational-cultural therapy*, 22-30.

Williams, T. R., & Raney, S. (2020). Relational cultural supervision enhances the professional development of postdoctoral residents of color in health service psychology. *Journal of Psychotherapy Integration*, *30*(1), 140.

Unit 2

Sicora, A. (2019). Reflective practice and learning from mistakes in social work student placement. *Social Work Education*, *38*(1), 63–74. https://doi.org/10.1080/02615479.2018.1508567

Unit 3

Reamer F. G. (2008). Social workers' management of error: ethical and risk management issues. *Families in Society*, *89*(1), 61–68. https://doi.org/10.1606/1044-3894.3710

Unit 4

Curry-Stevens, A. (2012). Persuasion: Infusing advocacy practice with insights from anti-oppression practice. *Journal of Social Work, 12*(4), 345-363. https://doi.org/10.1177/1468017310387252

Unit 5

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

Miller, J.J., Deck, S.M., Grise-Owens, E. & Borders, K. (2015). Exploring graduate students' perceptions about social work licensing. *Social Worker Education*, *34*(8), 986-1004. https://doi.org/10.1080/02615479.2015.1096924

Plitt Donaldson, L., Fogel, S. J., Hill, K., Erickson, C., & Ferguson, S. (2016). Attitudes toward advanced licensing for macro social work practice. *Journal of Community Practice*, *24*(1), 77-93. https://doi.org/10.1080/10705422.2015.1127864

Unit 6

Felton, E., & Polowy, C., I. (2019, January 22). *Termination: Ending the therapeutic relationship-avoiding abandonment.* NASW News California. https://naswcanews.org/termination-ending-the-therapeutic-relationship-avoiding-abandonment/

Unit 7

No reading

List of Appendices

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

Appendix 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 which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.
2. A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
3. A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
4. A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

*See assignment chart for breakdown of Seminar and practicum requirements and grading criteria defining successful completion of this course.

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting:
American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Additional Resources:

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

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

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

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

Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning

experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the NASW Code of Ethics, abide by the CSWE Educational Policy and Accreditation Standards, and address the American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.

Appendix E: University Policies and Guidelines

Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to SCampus and to the USC School of Social Work Policies and Procedures for additional information on attendance policies.

Statement on Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not

retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

Policy on Late or Make-up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

Code of Ethics of the National Association of Social Workers (Optional)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person

- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

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

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

Appendix F: Support Systems and Additional Resources

Counseling and Mental Health
https://studenthealth.usc.edu/counseling/
Phone number (213) 740-9355
On call 24/7
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline
https://suicidepreventionlifeline.org/
Phone number 1 (800) 273-8255
On call 24/7
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)
https://studenthealth.usc.edu/sexual-assault/
Phone Number (213) 740-9355(WELL), press "0" after hours
On call 24/7
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX
https://eeotix.usc.edu/
Phone number (213) 740-5086
Title IX Office (213) 821-8298
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment
https://usc-advocate.symplicity.com/care_report/index.php/pid422659?
Phone number (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

USC Office of Accessibility Services
https://dsp.usc.edu/
Phone number (213) 740-0776
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention
https://campussupport.usc.edu/
Phone number (213) 821-4710

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

Diversity at USC
https://diversity.usc.edu/
Phone number (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency
https://dps.usc.edu/
UPC phone number (213) 740-4321
HSC phone number (323) 442-1000
On call 24/7
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety
https://dps.usc.edu/
UPC phone number (213) 740-6000
HSC phone number (323) 442-120
On call 24/7
Non-emergency assistance or information.

Additional Resources

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

Emergency Preparedness and Response Resources

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

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

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

USC ShakeOut Drill:
https://fsep.usc.edu/shakeout/

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