Social Work 790b

Section #67721

Research

3 Units

Spring 2023

"We believe the one who has the power. He is the one who gets to write the story. So when you study history, you must always ask yourself, Whose story am I missing? Whose voice was suppressed so that this voice could come forth?" Author Yaa Gyasi

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Office Hours	By appointment and Wed. 7pm - 7:30pm PT
Course Day(s)	Wednesday
Course Time(s)	5pm - 7pm PT
Course Location(s)	VAC

IT Help: Please contact VAC Support for issues with assignment submissions and/or technology issues related to the VAC or accessing the live sessions.

Contact Info: 877-455-4679 or chat through the VAC.

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

SOWK 790a is a pre-requisite to this course.

Students will enter SOWK 790b having completed SOWK 704, 706, 711, 705, 721, 723, 720, 713 and 790a. Students in the Accelerated Track will have concurrent enrollment with SOWK 707 and 714. Students in the Standard Track will have concurrent enrollment with SOWK 714 and will have completed 707.

Catalogue Description

Research leading to a doctorate.

Course Description

This course will prepare students to complete Part 1 of the DSW Capstone Project Standards and Guidelines (Areas 1 and 2). In this course, students will add to their understanding of existing information (academic and nonacademic) by considering whose voice is missing from what has been written about the problem area of focus. Students will go into the field and collect data in a variety of ways, building their expertise and understanding of the problem and solution landscape for the specific social problem they are interested in solving. In learning pods (teams), students will deeply explore and analyze a social problem and existing solutions within the context of a Grand Challenge area.

Course Objectives

1. Course will provide students with opportunities to apply theoretical frameworks and methodological perspectives to Grand Challenges to increase understanding of the problem and solution landscape.
2. Course will provide students with opportunities to collaborate with other students, using a team approach, to build a knowledge network.
3. Course will encourage students to consider a variety of ways to increase their understanding of the problem and solution landscape, incorporating a transdisciplinary approach and diverse points of view.
4. Course will prepare students to produce products that could be of benefit to a variety of stakeholders within their knowledge network.
5. Course will ask students to consider whose voice is missing from the literature and engage in community-based participatory research and use design thinking methodologies to add to their knowledge base.

Course Format / Instructional Methods

The course format will consist of class discussions derived from readings and asynchronous content, independent and group work, and collaboration. Because the exchange of ideas is an integral part of the learning process, students are required to come to class ready to discuss assigned readings and asynchronous content. Students will do considerable research outside of class, including interviews, surveys, observation, consider the arts and other formats to increase their understanding and perspective on the problem and solution landscape. Students will have opportunities to process and discuss this research during the live sessions.

Student Learning Outcomes

1. Students add to the information collected in 790a by incorporating other perspectives and sources into their understanding of the social problem within the context of a specific Grand Challenge for Social Work; specify the target population; and include data about the scope of the problem (e.g., incidence, prevalence, trends, and outcomes).
2. Students will analyze causes of the social problem, including a critical summary and synthesis of evidence that speaks to the reasons that the problem exists, including the system issues and norms that contribute to and maintain the problem. Students will draw from a variety of sources of evidence that involve careful analysis, including interviews, focus groups, surveys, observation, arts, public forums, etc.
3. Students will consider the problem through theoretical and/or explanatory models that may suggest root causes for the specified problem. They will examine the problem through multiple frameworks and methodologies (e.g., human-centered design, person in environment, social justice theories, and community-based participatory research).
4. Students will collaborate with others to build a knowledge network to inform their research and the field of study. Students will consider various stakeholders and their influence/perspective on the problem.
5. Students will provide a thorough and critical assessment of efforts to address the problem, including a critical synthesis of evidence relevant to existing and potential solutions to the specified social problem, including evidence-based interventions, practice-based evidence, and promising, innovative, or disruptive approaches.

6. Students will identify gaps and opportunities in the solution space. They will discuss attempts by others to address the social problem and the status of those attempts, including a discussion of what has worked, what has not, and why.

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 - Information Gathering Plan, Interview Schedule and Questions	1/25/23	CR/NC
Assignment #2 - Analysis of Key Takeaways from Information Gathering	3/22/23	CR/NC
Assignment #3 - Final Assignment (Paper)	4/19/23	CR/NC
Assignment #4 - Final Assignment (Presentation)	4/19/23 and 4/26/23	CR/NC

Each of the major assignments is described below.

Assignment 1

Information Gathering Plan, Interview Schedule and Questions

Due: 1/25/23 by 11:59pm PT

Students will develop a plan to collect information from the field. This can include a variety of sources and methods for collecting information. A template will be provided for students and should detail how, where and when they will collect information.

Students will submit individual assignments on the VAC using template provided by faculty.

Assignments must adhere to APA guidelines as needed (7th edition).

This assignment relates to course objective 5 and DSW program competency 2.

Assignment 2

Analysis of Key Takeaways from Information Gathering

Due: 3/22/23 by 11:59pm PT

Students will provide an analysis of information collected and consider what information is still missing, needs to be collected or further explored.

Students will submit individual assignments on the VAC using template provided by faculty for Assignment #1.

This assignment relates course objectives 1 – 3, 5 and DSW program competencies 1 - 2.

Assignment 3

Final Assignment (Paper)

Capstone: Area Expertise / Problem and Solution Landscape Analysis (Part 1)

Due: 4/19/23 by 11:59pm PT

Students will produce a paper of publishable quality that combines their knowledge of academic and nonacademic literature from 790a with knowledge learned through Information Gathering in 790b. Students will update and expand the draft from 790a to include the sections, detailed below. The primary goal of work in Capstone Part 1 is to develop a deep understanding of issues surrounding a particular social problem, existing solution approaches, and to identify opportunities to enhance or improve upon existing solutions. Students should consider interdisciplinary perspectives of the problem as well as history, relevant theory, and potential policies that have played a role in perpetuating this problem. Sections include:

- Abstract
- Section 1: Grand Challenge
- Section 2: Methods for understanding the problem (i.e. review of the literature and information gathering)
- Section 3: Wicked Problem (with data to demonstrate prevalence)
- Section 4: Problem Analysis (impacts and theories of causation)
- Section 5: Analysis of existing solutions to the problem and their effectiveness (include frameworks and theories)
- Section 6: Stakeholder Analysis
- Section 7: Knowledge gaps
- Section 8: Opportunities for new solutions
- Appendices:
    - Information gathering tools
    - Note-taking matrix (optional)
    - Stakeholder analysis
    - Design Criteria Template
    - Solutions Template
    - Final Infographic

Assignments should be no more than 35 pages excluding abstract, title page, reference page and appendices. Papers must comply with APA (7th edition) guidelines.

Faculty will utilize the DSW Capstone Project Standards and Guidelines to assess whether students have met expectations for completion of 790b with a passing grade. In order to receive course credit, students must score a minimum of 83 out of 100 on this paper.

This assignment relates to course objectives 1-5 and DSW program competencies 1 and 2.

Assignment 4

Final Assignment (Presentation)

Due: 4/19/23 and 4/26/23 (as assigned by faculty) in live session

Students will provide a compelling and concise presentation that details their understanding of the problem and solution landscape in one of the live sessions. Students will also introduce their initial ideas for an opportunity for a solution.

Details on presentation length and format will be provided by faculty.

This assignment relates to course objectives 1-5 and DSW program competencies 1, 2, 9.

Class Participation

All Weeks

Given the group-learning format of this course, class participation is critical to the success of each student and their learning pods. Students are expected to come to live sessions prepared to actively engage in thoughtful dialogue with their learning pods and classroom colleagues. Excellent class participation includes insightful questions and comments, use of literature and other sources to support ideas when relevant, and regular feedback that helps to advance the work of their learning pods.

SOWK 790b is graded as a Credit (CR) / No-credit (NC) course. The final grade in this course will either be a Credit (CR) or No-credit (NC). Individual assignments will be based on the following:

- Students will receive credit for work that scores 83 out of 100.
- Students will receive no credit for work that scores 82 or below.

To receive a CR in this course, **students must score a minimum of 83 out of 100 on the Capstone: Area Expertise / Problem and Solution Landscape Analysis (Part 1).** Students who score 82 or below, will receive a NC in this course.

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

Attendance and Participation

Students' active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled

live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Required Instructional Materials and Resources

Required Textbooks

In addition to the required and recommended readings below, students will be required to do significant research throughout the semester on their problem of interest. Students will be required to read about the problem and solution landscape each week.

- Friedman, B. (2021). *Community-Based Participation Action Research: It's all about the community*. Cognella Academic Publishing
- https://grandchallengesforsocialwork.org/
- American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style.* (7th ed.). American Psychological Association.
- DSW Capstone Project Standards and Guidelines

Course Reader

All other readings will be available through ARES by searching under SOWK 790b, unless indicated by your professor.

Notes:

- 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 (Spring)

Unit/Week #	Date	Topics	Assignments
1	1/11/23	Preparing for CBPR	
2	1/18/23	Information Gathering Plan Part I	
3	1/25/23	Information Gathering Plan Part II	Assignment 1 due
4	2/1/23	Information Gathering I	
5	2/8/23	Information Gathering II	
6	2/15/23	Information Gathering III	
7	2/22/23	Information Gathering IV	
8	3/1/23	Information Gathering V	
9	3/8/23	Analysis of Information Gathered	
10	3/22/23	Literature Review Progress Update	Assignment 2 due
11	3/29/23	Theoretical Frameworks for Organizing Information	
12	4/5/23	Individual Consultations	
13	4/12/23	Individual Consultations	
14	4/19/23	Presentations	Assignment 3 due Assignment 4 (in class)
15	4/26/23	Presentations	Assignment 4 (in class)

Course Schedule—Detailed Description

Unit 1 – 1/11/23

Topics – Preparing for CBPR

- Introductions
- Syllabus overview, course goals and objectives
- Preparing for CBPR
- Learning pods re-formed and team interviews
- Reconsider problem statement

This unit relates to course objective(s) 2 and 3.

Required Readings

Flanagan, N. (2020). Considering a participatory approach to social work – service user

research. *Qualitative Research, 19*(5-6), 1078-1094. doi: 10.11771/1473325019894636.

Read syllabus; prepare questions

Unit 2 – 1/18/23

Topics – Information Gathering Plan Part I

- Human Centered Design
- Incorporating Diverse Perspectives
- Users as Experts
- Learning pods discuss ways to leverage networks
- Develop information gathering plan and get / give feedback from learning pod

This unit relates to course objective(s) 1 - 3.

Required Readings

Ciesielska, M., Bostrom, K.W., & Ohlander, M. (2018). Chapter 2: Observation methods in
Ciesielska, M. & Jemielniak, D. (eds), *Qualitative Methodologies in Organization Studies*

Driscoll, D.L. Introduction to primary research: Observations, surveys and interviews. *Writing Spaces: Readings on Writings,* Volume 2

Erete, S., Israni, A., & Dillahunt, T. (2018). An intersectional approach to designing in the margins. *Interactions* (May-June 2018). Doi: 10.1145/3194349

Unit 3 – 1/25/23

Topics – Information Gathering Plan Part II

- Human Centered Design, Design Thinking, CBPR
- Authentic Community Engagement

- The Community Engagement Continuum
- Develop Your Digital Persona
- Mock Interviews, testing of questions / surveys with Learning Pods
- Assignment 1 Due

This unit relates to course objective(s) 1, 3, 5.

Required Readings

Chen, E., Leos, C., Kowitt, S.D., & Moracco, K.E. (2020). Enhancing community-based

participatory research through human-centered design strategies. *Health Promotion Practice, 21*(1), 37-48. doi: 10.1177/1524839919850557.

Dagenhardt, D.M.R. (2020). Observing gender and race discourses in probation review

hearings. *Feminist Criminology, 15*(4), 492-515. doi: 10.1177/1557085120940383

Stubbs-Richardson, M., Rader, N.E., & Cosby, A.G. (2018). Tweeting rape culture: Examining

portrayals of victim blaming in discussions of sexual assault cases on Twitter. *Feminism & Psychology, 28*(1), 90-108. doi: 10.1177/0959353517715874.

Van der Pijl, M.S.G., et al (2020). Left powerless: A qualitative social media content analysis of

the Dutch #breakthesilence campaign on negative and traumatic experiences of labour and birth. Plos One, doi: 10.1371/journal.pone.0233114.

Unit 4 – 2/1/23

Topics – Information Gathering I

- Information Gathering
- How Social Problems Have a Political Frame

This unit relates to course objective(s) 1, 3, 5.

Required Readings

Allen, H., Garfinkel, I.G., & Waldfogel, J. (2018). Social policy research in the twenty-first

century: The state of scholarship and the profession; What is promising, and what needs to be done. *Social Service Review*

Barretti, M.A. (2019). Same problem, different policies: A framework for examining social

problem constructions over time. *Advances in Social Work, 19*(1), 39-61. doi: 10.18060/22603.

Head, B.W. (2019). Forty years of wicked problems literature: forging closer links to policy

studies. *Policy and Society, 38*(2), 180-197. doi: 10.1080/14494035.2018.1488797.

Unit 5 – 2/8/23

Topics – Information Gathering II

- Information Gathering
- Consider Alternative Sources for Information Gathering
- Paper Tigers Screening

This unit relates to course objective(s) 1, 3, 5.

Required Readings

Burns, V., Kwan, C., & Walsh, C.A. (2020). Co-producing knowledge through documentary film:

> A community-based participatory study with older adults with homeless histories. *Journal of Social Work Education, 56*(51), S119-S130. doi: 10/1080/10437797.2020/1723763.

Gorman, A. (2021). The Hill We Climb

Watch
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma99104337491110373 1

Watch https://osg.ca.gov/aces-and-toxic-stress/

Unit 6 – 2/15/23

Topics – Information Gathering III

- Information Gathering
- Troubleshooting
- What to do when your problem changes

This unit relates to course objective(s) 1, 3, 5.

Required Readings

No readings this week

Unit 7 – 2/22/23

Topics – Information Gathering IV

- Information Gathering
- Stakeholders: The Funder Perspective

This unit relates to course objective(s) 1, 3, 5.

Peruse:

https://independentsector.org/
https://pacscenter.stanford.edu/
https://www.philanthropy.com/

Unit 8 – 3/1/23

Topics – Information Gathering V

- Information Gathering
- Community Perspectives
- Person-in-environment

This unit relates to course objective(s) 1, 3, 5.

Required Readings

Frerichs, L., Hassmiller Lich, K., Dave, G., & Corbie-Smith, G. (2016). Integrating systems

science and community-based participatory research to achieve health equity. *American Journal of Public Health, 106,* 215-222. doi: 10.2105/AJPH.2015.302944.

Unit 9 – 3/8/23

Topics – Analysis of Information Gathered

- Analyzing Information
- Consideration of discrepancies
- Process barriers in information gathering

This unit relates to course objective(s) 1, 2, 3, 5.

Required Readings

Maguire, M. & Delahunt, B. (2017). Doing a thematic analysis: A practical step-by-step guide for

learning and teaching scholars. *All Ireland Journal of Teaching and Learning in Higher Education, 3 (Autumn 2017).*

Mathias, J., Doering-White, J., Smith, Y., & Hardesty, M. (2021). Situated causality: What

ethnography can contribute to causal inquiry in social work. *Social Work Research, 45*(1), 7-19. doi: 10/1093/swr/svaa027.

Spring Break is the week of March 13, 2023 - no class

Unit 10 – 3/22/23

Topics – Literature Review Progress Update

- Writing Your Capstone
- Feedback on writing from learning pods
- Assignment 2 Due

This unit relates to course objective(s) 4.

Required Readings

Review DSW Capstone Program Standards & Guidelines

Unit 11 – 3/29/23

Topics – Theoretical Frameworks for Organizing Information

- Discussion in learning pods of 3-4 relevant theoretical frameworks
- Feedback on writing from learning pods

This unit relates to course objective(s) 1, 4.

Required Readings

Brooks, J.S., & Watson, T.N. (2018). School leadership and racism: An ecological perspective.

Urban Education, 0(00), doi: 10.11770042085918783821.

Hanna Daftary, A-M. (2020). Critical race theory: An effective framework for social work

research. *Journal of ethnic & cultural diversity in social work. 29*(6), 439-454. doi: 10.1080/15313204.2018.1534223.

Hereth, J. & Bouris, A. (2020). Queering smart decarceration: Centering the experiences of

LGBTQ+ young people to imagine a world without prisons. *Affilia: Journal of Women and Social Work, 35*(3), 358-375. doi: 10.1177.0886109919871268.

Unit 12 – 4/5/23

Topics – Individual Consultations

- Students meet one on one with faculty and colleagues

This unit relates to course objective(s) 1-5.

Required Readings

Unit 13 – 4/12/23

Topics – Individual Consultation

- Students meet one on one with faculty and colleagues

This unit relates to course objective(s) 1-5.

Required Readings

Unit 14 – 4/19/23

Topics – Presentations

- Assignment 3 Due
- Assignment 4 (in-class)

This unit relates to course objective(s) 4.

Required Readings

- None

Unit 15 – 4/26/23

Topics – Presentations

- Debrief, reflect, and prepare for next semester
- Assignment 4 (in-class)

This unit relates to course objective(s) 4.

Required Readings

- None

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 A: Detailed Description of DSW Program Competencies Highlighted in this Course

DSW PROGRAM GOALS AND COMPETENCIES

Goals

1. The foundation for the DSW curriculum and student academic products rests on three pillars: (1) problem definition within the Grand Challenges for Social Work; (2) innovative design; and (3) executive leadership in human service organizations and community contexts.
2. Student academic work will culminate in a substantive advance in practice or policy related to one of the Grand Challenges for Social Work.
3. Aligned with the goals for a science of social work, curricula will be multi- and interdisciplinary and reflect diverse public and private sector perspectives on social innovation and organizational problem-solving in complex systems.
4. Courses will emphasize bold action leading to scaling of programs, disruption, or other changes that promote social justice and human potential.
5. Graduates will emerge as effective leaders in social work or allied fields, prepared to excel in executive management roles.
6. Graduates will emerge as capable public intellectuals who exemplify the core values, ethical principles, and standards of the NASW Code of Ethics.

Program Competencies/Student Learning Outcome Objectives

1. Confront, evaluate, and use large ideas grounded in the Grand Challenges for Social Work as defined by the American Academy of Social Work and Social Welfare (AASWSW).
2. Leverage strategies to assess the existing social and practice landscape as a basis for designing new responses to complex social problems.
3. Apply relevant social work and social science theories of problem causation to develop ideas for change, program or policy implementation, and evaluation.
4. Master creative, expansive, and rigorous design principles that advance innovation and invention in social solutions.
5. Effectively lead others in future efforts to brainstorm, refine, and implement forward-thinking solutions to complex social problems across organizational boundaries.
6. Accurately map the organizational and policy environment affecting options for social change.
7. Use logic models to carefully plan for and maximize impact with proposed interventions.
8. Organize financial and program data for decision-making, communication, and evaluation to improve program and policy outcomes in human service organizations.
9. Confidently employ a variety of media and methods to influence and communicate with professional, political, academic, and general public audiences.
10. Create positive social impact in complex systems and at scale.

DSW Program Competency	Objective(s)	Behavior(s)	Content
#1 - 3	SOWK 790b Student Learning Objective (SLO) #1	Students add to the information collected in 790a by incorporating other perspectives and sources into their understanding of the social problem within the context of a specific Grand Challenge for Social Work; specify the target population; and include data about the scope of the problem (e.g., incidence, prevalence, trends, and outcomes).	Assignments 1 – 4 Learning Pod In-class discussions
#1 and 3	SOWK 790b SLO #2	Students will analyze causes of the social problem, including a critical summary and synthesis of evidence that speaks to the reasons that the problem exists, including the system issues and norms that contribute to and maintain the problem. Students will draw from a variety of sources of evidence that involve careful analysis, including interviews, focus groups, surveys, observation, arts, public forums, etc.	Assignments 2-3 Learning Pod In-class discussions
#3	SOWK 790b SLO #3	Students will consider the problem through theoretical and/or explanatory models that may suggest root causes for the specified problem. They will examine the problem through multiple frameworks and methodologies (e.g., human-centered design, person in environment, social justice theories, and community-based participatory research).	Assignment 3 Learning Pod In-class discussions
#2, 5 and 6	SOWK 790b SLO #4	Students will collaborate with others to build a knowledge network to inform their research and the field of study. Students will consider various stakeholders and their influence/perspective on the problem.	Assignment 2-4 Learning Pod In-class discussions
#1 and 2	SOWK 790b SLO #5	Students will provide a thorough and critical assessment of efforts to address the problem, including a critical synthesis of evidence relevant to existing and potential solutions to the specified social problem, including evidence-based interventions, practice-based evidence, and promising, innovative, or disruptive approaches.	Assignments 3 Learning Pod In-class discussions
#1, 2 and 4	SOWK 790b	Students will identify gaps and opportunities in the solution space. They will discuss attempts	Assignments 3 – 4

	SLO #6	by others to address the social problem and the status of those attempts, including a discussion of what has worked, what has not, and why.	Learning Pod In-class discussions

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.

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting

Students are required to use APA (7th edition) formatting on all assignments.

Recommended Websites

- USC Library: https://libguides.usc.edu/APA7th#s-lg-box-22622216
- Owl Purdue Online Writing Lab: https://owl.english.purdue.edu/owl/resource/560/01/
- https://research.usc.edu/centers/
- https://libguides.usc.edu/DSW

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 (fatouros@usc.edu) of any anticipated absence or reason for tardiness.

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

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

Statement on Academic Conduct

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

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

Statement about Incompletes

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

Policy on Late or Make-up Work

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

Policy on Changes to the Syllabus and/or Course Requirements

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

Code of Ethics of the National Association of Social Workers (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.

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

USC Campus Support and Intervention
https://campussupport.usc.edu/

Phone number (213) 821-4710
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

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

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

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

Additional Resources

Students enrolled in the Virtual Academic Center can access support services for themselves 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.