

**SOCW 617 Substance Related and Behavioral Addictive Disorders**

**Section #60566**

3 Units

Fall, 2023 semester – Thursday's 8 – 10:50 AM PST

Location: UPC MRF 204

**SYLLABUS**

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<b>Office Hours Days &amp; Times:</b>	Thursday's 11:00 am – 1:00 pm or by appointment
<b>Course Lead: Cynthia Rollo-Carlson</b>	
<b>Email:</b>	rollocar@usc.edu
<b>IT Help Hours of Service:</b>	24 hours, 7 days/week
<b>IT Help Contact Information:</b>	UPC: 213-740-5555, <a href="mailto:consult@usc.edu">consult@usc.edu</a> VAC: 833-740-1273, techsupport@digitalcampus.2u.com

## **I. Course Prerequisites and/or Co-Requisites**

This elective course is open to School of Social Work students who have completed their foundation year course requirements and open to all students.

## **II. Catalogue Description**

Causal exploration of substance related and behavioral addictive disorders. Evidence-based and practice informed treatment models for vulnerable individuals, groups and families.

## **III. Course Description**

This course uses a social work systemic approach to understanding substance misuse and other addictive behaviors. At present, there are no unifying theories of addiction and there are no unifying theories on treating addictions. Given the absence of overarching theoretical support, this course begins with a historical overview of addiction and the systems used in the past to try to eradicate addiction to illegal substances and the systems of care used to treat addiction and improve the well-being of vulnerable individuals and communities. The course is designed to then provide an overview of the epidemiological perspective, ethical and legal perspective, and sociological perspective. It also contains information on current treatment trends including the recognized levels of care. The course ends with an overview of both the historic and the contemporary policy trends for how our society views addiction, responds to those people affected by addiction, advances social and economic justice, and to eradicate pressing societal problems in complex and culturally diverse environments.

## **IV. Course Objectives**

This course objectives are constructed from standards that are set by CSWE, the social work profession and by the University.

### **By the completion of this course, students will be able to:**

1. The student will be able to Identify the context and stages of substance and behavioral misuse and dependence, including the professional's roles in mitigating crises.
2. The student will be able to critically understand the foundations of 12-step fellowship communities and be able to compare and contrast with historical and present-day approaches to addiction intervention.
3. The student will be able to demonstrate knowledge of effective intervention options for individuals who have been diagnosed with occurring disorders in a diverse world.
4. The student will be able to demonstrate personal and professional sensitivity in understanding the cultural context of persons from diverse communities dealing with substance related disorders.

## V. CSWE Core Competencies Addressed in this Course

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

### CSWE Core Competencies Highlighted in this Course:

#### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

**7a.** Understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups.

**7b.** Understand how their personal experiences and affective reactions may affect their assessment and decision-making and seek reflection through supervision and consultation.

#### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

**8a.** Skillfully choose and implement culturally competent interventions to achieve practice goals and enhance capacities of clients.

**8b.** Are self-reflective in understanding transference and countertransference in client interactions as well as practice self-care in the face of disturbing personal reactions.

## VI. Course Format & Instructional Methods

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

*This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the University's Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) will support access to course-related materials and communication for campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor,*

*small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.*

## VII. Technology Proficiency & Hardware/Software Required

This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students](#), [Blackboard help for students](#), [Software available to USC Campus](#). VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, techsupport@digitalcampus.2u.com.

## VIII. Course Assignments, Due Dates & Percent of Final Grade

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed by Assignment	Unit Due <sup>[1]</sup>	% of Grade
<b>Assignment 1</b> Assignment 1: Written Assignment: Reaction Paper to Support Group Meeting	1,2,4	Week 5	20%
<b>Assignment 2</b> In-Class Exercise	1,4	Week 7	10%
<b>Assignment 3</b> Group Project with At-risk Populations	1,2,3,4	Week 12 & 13	25%
<b>Assignment 4</b> Long-term Recovery Interview and Paper	1,2,3,4	Week 15	35%
<b>Active and Proactive Learning, &amp; Meaningful Participation</b>	1,2,3,4	Ongoing	10%

<sup>[1]</sup> Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

### Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

## **Assignment 1 – Self Help Meeting Reaction Paper (written assignment)**

### **Due: Week 5**

- The student will attend a traditional 12-step meeting or other non-traditional self-help arena. Please do not attend a group that is led by a professional facilitator. One place to locate 12-step meetings is by looking on the Internet. Papers where only a video of a meeting is watched will not be accepted. You may attend an online interactive meeting. For virtual recovery resources see here: [www.samhsa.gov/sites/default/files/virtual-recovery-resources.pdf](http://www.samhsa.gov/sites/default/files/virtual-recovery-resources.pdf)
- Be sure to attend an OPEN meeting where visitors are welcome. Those who are able to honestly identify as having been in the process of addiction are welcome to go to a CLOSED meeting.
- Try to go alone. If you do find the need to carpool, do not sit in the meeting with your friend. Be aware of how you are feeling, your thoughts, and the dynamics of the group. Please do not take notes or write during the meeting as anonymity is a strong value within self-help meetings and is adhered to by participants.
- Compare at least 5 academic references and class content to your experience and throughout the paper to make academic sense of your observations.

The student will write a 5-page (not counting cover and reference pages - or more if needed) paper that addresses the following issues. PLEASE USE ALL HEADINGS (or a version of the heading) AS LISTED BELOW.

#### **1) Meeting Description**

Briefly describe the meeting, including location, time of day, and composition of the group (including sociocultural aspects such as gender, class, race, etc.).  
(.5 pages)

#### **2) Meeting Stories**

Describe a story that was told at the meeting. Organize the story with all the headings of the Jellinek chart, using both the downward spiral and the process of recovery. (Sometimes people are not comprehensive about all the stages. It is up to you to meet this requirement. Sometimes people talk with the person afterwards. Sometimes people make up the missing parts.) Explain the hallmarks of each phase and support your explanation with academic information. Compare academic references and class content to your experience. (1.5 pages)

#### **3) Therapeutic Modality**

From a theoretical point of view, how do the 12 steps communities or self-help groups work as a therapeutic modality? (1 pages)

#### **4) Personal Experience Reflection**

Describe your personal experience of the meeting. What dynamics resonated with you? What dynamics discouraged you? What is your personal opinion about

the usefulness of 12 step or other self-help groups for people with addictions?  
And give a rationale for your opinion. (1 page)

**4 pages total**

**5 references (can include textbook and web resources)**

**20 points total or 20%**

***Assignment 2 – Recovery Interventions in Group Settings (In-Class Exercise)***

***Due: In class, Session 7 – Must be present in class to participate.***

Students will participate in an in class activity for the purpose of identifying common roles in groups, stages of group development, and identifying challenging group dynamics. This activity will be interwoven into Unit 7.

**Assignment Instructions**

- Identify a group role
- Describe what this role looks like; give real life example
- Identify one or more effective therapeutic interventions.

**10 points total or 10%**

***Assignment 3 – Group Project – Recovery with At-Risk Populations***

**Due: Week 12 and 13**

Students will work in a group of no more than three. Students will choose an identifiable group who struggles with addiction and answer the following questions. Presentations should be approximately 20 minutes in length. Power Points should be developed and will be posted to a place of the instructor's direction for the class to view.

There are many at-risk or special populations. Here is a website for ideas and information. The SAMHSA TIPS publication have a good list, although this is not all inclusive so you may have a different population in mind.

[https://store.samhsa.gov/?search\\_api\\_fulltext=TIPS&sort\\_bef\\_combine=search\\_api\\_relevance\\_DESC&f%5B0%5D=publication\\_target\\_audience%3A6037&f%5B1%5D=series%3A5557&page=0](https://store.samhsa.gov/?search_api_fulltext=TIPS&sort_bef_combine=search_api_relevance_DESC&f%5B0%5D=publication_target_audience%3A6037&f%5B1%5D=series%3A5557&page=0)

- Describe the chosen group that is at risk for addiction. On a timeline, describe the major US historical points of this group?
  - Include cultural issues (How has this group been systematically oppressed?)
  - Include organization or immigration (Identify major historical points of organization or immigration)

- Include geographical concentrations (Where in the USA are these groups concentrated)
- How do these issues manifest today?
  - Include prevalence of the various substances/behaviors. (Utilize official websites and documents for statistic collection.)
- What are cultural practices that could increase recovery: stability, confidence, and adaptive coping mechanisms?
- Identify evidence-based intervention models. If there are none, state that and assert your opinion as to why. Explain what you found in your research?
- Identify special treatment considerations with this special population. What treatments are ineffective or most effective?

**25 points total or 25%**

***Assignment 4 –Long-term Recovery Interview and Paper  
Due: Week 15***

The student will identify and interview a person of their choice who has been in addiction recovery for **over 5 years (for some, this may include periods of lapse or relapse)**. The interview can be done over the phone, FaceTime, Skype, Zoom or any other platform. One suggestion is to find someone who is willing to be interviewed from your visit at a self-help/recovery meeting. This is usually a good route to take if you do not know someone, personally, who has been in recovery. Other options are to use your clinical placements as a way to engage with someone who is currently in recovery.

For this assignment (6 pages maximum), please create an interview template (example given below and in class). This interview template will serve as your guide for the interview. It will be important to use your interviewing and clinical skills during this interview to ensure you are respecting the persons lived experience. Below are some examples of questions that can be asked. Please, however, use these as anchors for your own interview – ensuring you are asking questions that address the focus of your paper.

- How does the student know this person?
- What were the contributing factors that lead you to use alcohol, drugs, or behaviors in excess?
- What were the circumstances that lead you to believe that you were not in control? (Be specific.)
- How did you feel different in the beginning of your recovery compared to now?
- Could you tell me about the process of early recovery.
- What, if any, were some of the things that led to relapse? How did you cope with relapse (if applicable)?
- What people, places, things, and activities did/do you turn to for your stability?
- How is your life different now?
- What do you most appreciate about your recovery?

- What were the most helpful and least helpful things people did during your recovery?

In your paper, you will use both academic research as well as the information gleaned from your interview to write your paper. That is, it will be important that your paper be formatted similar to that of an academic article. Use headings and sub-headings when organizing your paper. Include an introduction and conclusion.

Use as many direct quotations from the person as possible to support your claims and the research you have found.

The student will use at least 5 academic references when making assertions and exercise APA style of referencing. The expected number of pages for the paper in this assignment is no more than 6 pages.

### ***Active and Proactive Learning, & Meaningful Participation (% of course grade)***

#### ***Due: Units 1 – 15***

Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

**Active learning** involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

**Proactive learning** involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

**Meaningful participation** consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. “Environment” refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

**Please note:** Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even



when strongly disagreeing with another’s point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the Office for Equity, Equal Opportunity, and Title IX (EEO-TIX). An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student’s responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student’s participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

## Grading Scale

Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter Grade	
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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

**Please note:** A grade below “C” is considered a failing grade for graduate students at USC.

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.

### IX. Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted through the course’s learning management system (LMS). Students are responsible for ensuring successful

submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

#### **X. Grading Timeline**

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

#### **XI. Statement about Incompletes and In Progress Grades**

The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to 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 by the instructor and reported on the official "Incomplete Completion Form."

*[For Practicum courses only]* At the discretion of the instructor, In Progress (IP) grades may be granted, given extenuating circumstances.

#### **XII. Attendance**

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email 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 that will be missed or to reschedule an examination, due to holy days observance.

Please refer to the [USC Student Handbook](#) and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### **XIII. Classroom Norms**

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

### **XIV. Zoom Etiquette and Use of Technology in the Classroom**

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

### **XV. Academic Integrity**

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the [Office of Academic Integrity \(OAI\)](#).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [Student Handbook](#), the [Office of Academic Integrity's website](#), and [university policies on Research and Scholarship Misconduct](#).

### **Special Note on the Use of AI Generators**

AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see [USC Libraries' generative AI guide](#)), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the [Office of Academic Integrity](#).

### **XVI. Course Content Distribution and Synchronous Session Recordings**

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: [The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: [The USC Student Handbook](#), page 13).

### **XVII. Course Evaluations**

The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by your instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by your instructor.

### **XVIII. Required Textbooks**

**Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12<sup>th</sup> ed.). Outskirts Press.**

In addition to the required texts, other required readings are available through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the system: <https://reserves.usc.edu/ares/ares.dll>. Use the search bar to locate the course by School, course number or Lead Instructor's last name. **The course lead is Cynthia Rollo-Carlson.**

## **XIX. Recommended Materials & Resources**

### **Guidebook for APA Style Formatting**

American Psychological Association. (2020). *Publication manual of the American Psychological Association, 7<sup>th</sup> Edition.*

### **DSM-5TR**

Just a reminder that the *DSM-V* is available online through the library's subscription using this link: <https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/>

You'll be asked to log in using your USC ID and password.

### **ICD-11**

<http://www.who.int/classifications/icd/en/>

## **Guides for Academic Integrity, APA Style Formatting, Writing & Research**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.  
<https://owl.purdue.edu/>

USC guide to avoiding plagiarism:  
<https://libguides.usc.edu/writingguide/plagiarism>

USC guide to APA 7<sup>th</sup> writing style <https://libguides.usc.edu/APA7th>

## **Sample List of Professional Social Work Organizations**

National Association of Social Workers. Available at <http://www.naswdc.org>

Institute for the Advancement of Social Work Research.  
Available at <http://www.iaswresearch.org>

Society for Social Work and Research. Available at <http://www.sswr.org>

Council on Social Work Education (CSWE). Available at <https://www.cswe.org/>

## XX. Course Schedule

The table below presents the topics for each unit of instruction. Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.

Unit	Topic	Readings	Assignment Due Dates
1  Aug 24	<b>Introduction</b> <ul style="list-style-type: none"> <li>▪ Introduction to course overview of course material</li> <li>▪ History of addiction and intervention</li> <li>▪ Jellinek chart</li> </ul>	<b>Required</b> Kinney, J. (2020). <i>Loosening the grip: A handbook for alcohol information</i> (12 <sup>th</sup> ed.). Outskirts Press. Chapter 1	
2  Aug 31	<b>Economic, Social, Interprofessional and Harm Reduction Perspectives</b> <ul style="list-style-type: none"> <li>▪ Economic cost of SUDs</li> <li>▪ Social cost of SUDs</li> <li>▪ Public Policy</li> <li>▪ Harm Reduction</li> <li>▪ Primary, secondary, and tertiary intervention</li> <li>▪ Interprofessional approaches</li> </ul>	<b>Required</b> Kinney, J. (2020). <i>Loosening the grip: A handbook for alcohol information</i> (12 <sup>th</sup> ed.). Outskirts Press. Chapters 2 & 13  <b>Videos</b>  <i>The House I Live In</i> <a href="https://watch.plex.tv/movie/the-house-i-live-in">https://watch.plex.tv/movie/the-house-i-live-in</a>  <b>Recommended</b> International Association for Harm Reduction at: <a href="http://www.ihra.net">http://www.ihra.net</a>  Harm Reduction Coalition at: <a href="https://twitter.com/HarmReduction?ef_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor">https://twitter.com/HarmReduction?ef_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor</a>	
3  Sept 7	<b>Understanding the Process of Addiction</b> <ul style="list-style-type: none"> <li>▪ Behavior of addiction</li> <li>▪ Etiology of SUDs: Nature vs. Nurture</li> <li>▪ Definitions of Substance Use Disorders (SUD)</li> <li>▪ DSM-5TR</li> </ul>	<b>Required</b>  Coffman, E., & Swank, J. (2021). Attachment styles and the family systems of individuals affected by substance abuse. <i>The Family Journal</i> , 29(1), 102-108.  Kinney, J. (2020). <i>Loosening the grip: A handbook for alcohol information</i> (12 <sup>th</sup> ed.). Outskirts Press. Chapters 4 & 5	

Unit	Topic	Readings	Assignment Due Dates
	<ul style="list-style-type: none"> <li>▪ Trauma, Attachment Loss, and Adverse Childhood Experiences (ACE)</li> </ul>	<p>Stevens, J. (2017). Addiction doc says: “It’s not the drugs. It’s the ACEs...adverse childhood experiences. At: <a href="https://acestoohigh.com/2017/05/02/addiction-doc-says-stop-chasing-the-drug-focus-on-aces-people-can-recover/">https://acestoohigh.com/2017/05/02/addiction-doc-says-stop-chasing-the-drug-focus-on-aces-people-can-recover/</a></p>	
<p><b>4</b></p> <p><b>Sept 14</b></p>	<p><b>Substances and the Body</b></p> <ul style="list-style-type: none"> <li>▪ Understanding how commonly used psychoactive drugs and alcohol work on the body</li> <li>▪ Epidemiology: Prevalence, incidence, risk factors</li> <li>▪ Medical complications</li> <li>▪ Tolerance and Withdrawal</li> </ul>	<p><b>Required</b></p> <p>Kinney, J. (2020). <i>Loosening the grip: A handbook for alcohol information</i> (12<sup>th</sup> ed.). Outskirts Press. Chapter 3 &amp; 6</p> <p>Psych Drugs. Smart Phone App (free)</p> <p><u><i>Do No Harm</i></u> -On Kanopy (You will need to be logged in to the USC Library for access.) <a href="https://usclib.kanopy.com/video/do-no-harm-opioid-epidemic">https://usclib.kanopy.com/video/do-no-harm-opioid-epidemic</a></p> <p><b>Inside the Fentanyl Crisis – America’s New Epidemic</b></p> <p><a href="https://www.youtube.com/watch?v=H6PcxY_JUTU">https://www.youtube.com/watch?v=H6PcxY_JUTU</a></p> <p><b>Recommended</b></p> <p>Students are encouraged to explore information on the various categories of substances on their own by way of conversations, videos, apps, and websites.</p> <p>Ghertner, R. &amp; Groves, L. (2018). <i>The opioid crisis and economic opportunity: geographic and economic trends.</i> <a href="https://aspe.hhs.gov/system/files/pdf/259261/ASPEEconomicOpportunityOpioidCrisis.pdf">https://aspe.hhs.gov/system/files/pdf/259261/ASPEEconomicOpportunityOpioidCrisis.pdf</a></p> <p>National Institute on Drug Abuse (2019). Opioid summaries by state. <a href="https://www.drugabuse.gov/drugs-abuse/opioids/opioid-summaries-by-state">https://www.drugabuse.gov/drugs-abuse/opioids/opioid-summaries-by-state</a></p>	



Unit	Topic	Readings	Assignment Due Dates
<p><b>5</b></p> <p><b>Sept 21</b></p>	<p><b>Evaluation and Treatment Overview</b></p> <ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Assessment</li> <li>▪ Detox</li> <li>▪ Intensive Outpatient Program</li> <li>▪ Residential Treatment</li> <li>▪ Sober Living</li> <li>▪ Relapse Prevention / Maintenance</li> <li>▪ Ongoing Outpatient Treatment</li> <li>▪ Continuity of Care</li> <li>▪ Affordable Care Act</li> <li>▪ Public Health vs. Private Care</li> <li>▪ Third-party payers</li> </ul>	<p><b>Required</b></p> <p>Kinney, J. (2020). <i>Loosening the grip: A handbook for alcohol information</i> (12<sup>th</sup> ed.). Outskirts Press. Chapter 9</p> <p><b>Recommended</b></p> <p>Injecting Hope  <a href="https://www.youtube.com/watch?v=cZsDI1JtQq8">https://www.youtube.com/watch?v=cZsDI1JtQq8</a></p>	<p><b>Assignment # 1 due</b></p>
<p><b>6</b></p> <p><b>Sept 28</b></p>	<p><b>Evidence Based and Evidence Informed Intervention Methods</b></p> <ul style="list-style-type: none"> <li>• Screening, Brief Intervention, and Referral to Treatment (SBIRT)</li> <li>• Motivational Interviewing (MI)</li> <li>• Harm Reduction</li> <li>• Mindfulness Based Stress Reduction (MBSR)</li> <li>• Cognitive Behavioral Therapy (CBT)</li> <li>• Narrative Therapy</li> <li>• Self-Help and 12-Step Communities</li> </ul>	<p><b>Required</b></p> <p>Davis, J. P., Berry, D., Dumas, T. M., Ritter, E., Smith, D. C., Menard, C., &amp; Roberts, B. W. (2018). Substance use outcomes for mindfulness based relapse prevention are partially mediated by reductions in stress: Results from a randomized trial. <i>Journal of Substance Abuse Treatment</i>, 91, 37-48.</p> <p>Kinney, J. (2020). <i>Loosening the grip: A handbook for alcohol information</i> (12<sup>th</sup> ed.). Outskirts Press. Chapter 10</p> <p>SAMHSA. (2019). <i>Enhancing motivation for change in substance use disorder treatment</i> PDF at:  <a href="https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_02252020_0.pdf">https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_02252020_0.pdf</a></p> <p>Schott, E. (2021). <i>LGBTQI workbook for CBT</i>. Routledge. -CBT 101 (p. 4-7, 26-38, 40-49)</p>	

Unit	Topic	Readings	Assignment Due Dates
		<p>DL free copy when logged into USC library at:  <a href="https://doi-org.libproxy1.usc.edu/10.4324/9781003089285">https://doi-org.libproxy1.usc.edu/10.4324/9781003089285</a></p> <p>Screening, Brief Intervention, and Referral to Treatment (SBIRT)  <a href="http://www.samhsa.gov/sites/default/files/sbirtwhitepaper_0.pdf">www.samhsa.gov/sites/default/files/sbirtwhitepaper_0.pdf</a></p> <p><a href="https://ireta.org/resources/sbirt-toolkit/#for-practitioners">https://ireta.org/resources/sbirt-toolkit/#for-practitioners</a></p> <p><b>Recommended</b>  Narrative Therapy</p> <p>Making empathy books. While this is meant for working with children, the same principles can be adapted for work with adults.  <a href="http://www.echoparenting.org/wp-content/uploads/2012/07/empathy-book-toolkit.pdf">http://www.echoparenting.org/wp-content/uploads/2012/07/empathy-book-toolkit.pdf</a></p>	
<p><b>7</b></p> <p><b>Oct 5</b></p>	<p><b>Recovery Interventions in Group Settings</b></p> <ul style="list-style-type: none"> <li>▪ Recovery Intervention in Group Settings</li> <li>▪ Seeking Safety (EBI for PTSD &amp; SUD)</li> </ul>	<p><b>Required</b></p> <p>Substance Abuse and Mental Health Services Administration. (2021). Group therapy in substance use treatment. <i>Advisory</i>. PDF at:  <a href="https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/pep20-02-01-020.pdf">https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/pep20-02-01-020.pdf</a></p> <p><b>Recommended</b></p> <p>Najavatis, L. (2001). <i>Seeking Safety: A treatment manual for PTSD and substance abuse</i>. The Guilford Press.</p>	<p><b>Assignment # 2 due in class</b></p>
<p><b>8</b></p>	<p><b>Co-occurring Disorders</b></p> <ul style="list-style-type: none"> <li>▪ Assessment and Intervention with People with Co-</li> </ul>	<p><b>Required</b></p> <p>Kinney, J. (2020). <i>Loosening the grip: A handbook for alcohol information</i> (12<sup>th</sup> ed.). Outskirts Press.  Chapter 12</p>	<p><b>NO CLASS – FALL BREAK</b></p>

Unit	Topic	Readings	Assignment Due Dates
Oct 19	<p>occurring Disorders</p> <ul style="list-style-type: none"> <li>Specialized assessments</li> <li>Psychotropic medications</li> <li>Seeking Safety (EBI for PTSD &amp; SUD)</li> </ul>		
9  Oct 19	<p><b>Ethical and Professional Practice</b></p> <ul style="list-style-type: none"> <li>Ethical practice</li> <li>Professionalism</li> <li>Addiction in the Workplace</li> <li>Burnout Prevention and Intervention</li> </ul>	<p><b>Required</b> Kinney, J. (2020). <i>Loosening the grip: A handbook for alcohol information</i> (12<sup>th</sup> ed.). Outskirts Press. Chapter 14</p> <p><b>Recommended</b> United Nations Office on Drugs and Crime, Treatment: International Network of Drug Dependence Treatment and Rehabilitation Resource Centres. (2008). <i>Good practice document</i>. Read one chapter of interest PDF at: <a href="https://www.unodc.org/docs/treatment/CBT_S_AB_24_01_09_accepted.pdf">https://www.unodc.org/docs/treatment/CBT_S_AB_24_01_09_accepted.pdf</a></p>	
10  Oct 26	<p><b>Recovery with Families</b></p> <ul style="list-style-type: none"> <li>Recovery with families</li> <li>Behavior of dependence</li> </ul>	<p><b>Required</b> Kinney, J. (2020). <i>Loosening the grip: A handbook for alcohol information</i> (12<sup>th</sup> ed.). Outskirts Press. Chapter 7 &amp; 8</p>	
11  Nov 2	<p><b>Special Populations: Adolescent and College Age Student</b></p> <ul style="list-style-type: none"> <li>Intersectional intervention with young people</li> </ul>	<p><b>Required</b> Child Welfare Training Toolkit <a href="https://ncsacw.samhsa.gov/training/toolkit/default.aspx">https://ncsacw.samhsa.gov/training/toolkit/default.aspx</a></p> <p>DiGuseppi, G. T., Davis, J. P., Leightley, D., &amp; Rice, E. (2020). Predictors of adolescents' first episode of homelessness following substance use treatment. <i>Journal of Adolescent Health</i>, 66(4), 408-415.</p> <p>Kinney, J. (2020). <i>Loosening the grip: A handbook for alcohol information</i> (12<sup>th</sup> ed.). Outskirts Press. Chapter 11</p>	

Unit	Topic	Readings	Assignment Due Dates
<p><b>12</b></p> <p><b>Nov 9</b></p>	<p><b>Veterans and People with Chronic Illness</b></p> <ul style="list-style-type: none"> <li>▪ Evidence-based Intervention with Special Populations</li> <li>▪ Impact of stigma and shame</li> </ul>	<p><b>Required</b></p> <p>Kazanis, W., Pugh, M., Tami, C., Maddy, J., Bebart, V., Finley, E., ... Potter, J. (2018). Opioid Use Patterns Among Active Duty Service Members and Civilians: 2006–2014. <i>Military Medicine</i>, 183(3-4), e157–e164.  <a href="https://doi.org/10.1093/milmed/usx014">https://doi.org/10.1093/milmed/usx014</a></p> <p>Knight, H. (December 3, 2021). <i>She set out to save her daughter from fentanyl: She didn't know what she was up against.</i> San Francisco <b>Chronical</b>. <a href="https://apple.news/AFePAYh1wQzqJhqtSIWBvVg">https://apple.news/AFePAYh1wQzqJhqtSIWBvVg</a></p> <p>Substance Abuse and Mental Health Services Administration (SAMHSA). (2020). <i>Prevention and treatment of HIV among people living with substance use and/or mental disorders</i>. Publication No. PEP20-06-03-001. National Mental Health and Substance Use Policy Laboratory. SAMHSA. PDF at:  <a href="https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-06-03-001%20PDF%20508c.pdf">https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-06-03-001%20PDF%20508c.pdf</a></p> <p><b>RECOMMENDED</b></p> <p>National Survey on Drug Use and Health – Veterans.  <a href="http://www.samhsa.gov/data/sites/default/files/reports/rpt23251/6_Veteran_2020_01_14.pdf">www.samhsa.gov/data/sites/default/files/reports/rpt23251/6_Veteran_2020_01_14.pdf</a></p>	<p><b>Assignment # 3 due PRESETATIONS</b></p>
<p><b>13</b></p> <p><b>Nov 16</b></p>	<p><b>Special Populations: Indigenous People</b></p> <ul style="list-style-type: none"> <li>▪ Intervention with Indigenous Peoples</li> </ul>	<p>Education Development Center. (2018). Culturally-Informed Programs to Reduce Substance Misuse and Promote Mental Health in American Indian and Alaska Native Populations. SAMHSA. (file from instructor)</p> <p>Venner, K. L., Feldstein, S. W., &amp; Tafoya, N. (2006). Native American motivational interviewing: Weaving Native</p>	<p><b>Assignment # 3 due PRESENTATIONS</b></p>

Unit	Topic	Readings	Assignment Due Dates
		<p>American and western practices, a manual for counselors in Native American communities.</p> <p>Substance Abuse and Mental Health Services Administration (SAMHSA). Native Connections. www.samhsa.gov/sites/default/files/cultureisprevention_final_2019-01-08.pdf</p>	
<p><b>14</b></p> <p><b>Nov 16</b></p>	<p><b>Special Populations: LBGTQ2SIA+ Community and Sexual and Gender Minorities</b></p> <ul style="list-style-type: none"> <li>▪ Intervention with SGM</li> </ul>	<p><b>Required</b> Levenson, J. S., Craig, S. L., &amp; Austin, A. (2021). Trauma-informed and affirmative mental health practices with LGBTQ+ clients. Psychological Services</p> <p><b>Recommended</b> Schott, E. (2021). <i>LBGTQI workbook for CBT</i>. Routledge. -LBGTQI Affirmative Therapy (AT) &amp; Trauma-Informed Care (TIC): Handouts and Worksheets (p. 62-71, 88-103) DL free copy when logged into USC library at: <a href="https://doi-org.libproxy1.usc.edu/10.4324/9781003089285">https://doi-org.libproxy1.usc.edu/10.4324/9781003089285</a></p> <p>LBGTQI+ SAMHSA Resources <a href="https://www.samhsa.gov/behavioral-health-equity/lgbtqi">https://www.samhsa.gov/behavioral-health-equity/lgbtqi</a></p>	<p><b>NO CLASS THANKSGIVING BREAK</b></p>
<p><b>15</b></p> <p><b>Nov 30</b></p>	<p><b>Course Wrap-Up</b></p> <ul style="list-style-type: none"> <li>▪ Course wrap-up</li> <li>▪ Evaluations</li> </ul>		<p><b>Assignment # 4 due</b></p>

## **XXI. University Statement on Academic Conduct And Support Systems**

### **Academic Integrity**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **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 in the classroom or in practicum. 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/practicum placement. The LOA must be given to each course/practicum 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](http://osas.usc.edu). Students may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: <https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative> or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs ([sdp.adc@usc.edu](mailto:sdp.adc@usc.edu)).

### Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for campus-based students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### VAC Students: Uwill Counseling Services

Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

### Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

### Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

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

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

### The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

Kortschak Center for Learning and Creativity - 213-740-7884, [kortschakcenter@usc.edu](mailto:kortschakcenter@usc.edu)  
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, [writing@usc.edu](mailto:writing@usc.edu)

The Writing Center offers individualized feedback on any kind of writing.

USC Campus Support and Intervention - (213) 740-0411

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

Diversity, Equity and Inclusion - (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 - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

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 - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.



## **XXII. List of Appendices**

- A. Suzanne Dworak-Peck School of Social Work ADEI Statement
- B. Preamble to the NASW Code of Ethics
- C. Tips for Maximizing Your Learning Experience

### **Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement**

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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 B: [National Association of Social Workers Code of Ethics](#)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*

#### **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.

### **Appendix C: Tips for Maximizing Your Learning Experience in this Course**

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!