USC Suzanne Dworak-Peck
School of Social Work

Social Work 591: Applied Learning in Practicum Education I

Section 67024
3 Units
Fall 2023, <mark>Tuesday & Thursday, Time: 7:00 am-9:00 am PST</mark>
Location: Virtual Academic Center

SYLLABUS
(Subject to change)

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I. Course Prerequisites and/or Co-Requisites

This course is a Generalist Practice Level Practicum Education course. Students are required to take this course concurrently with SOWK 523 Social Work Practice with Individuals, Families, and Groups.

II. Catalogue Description

Supervised practicum education where students learn and apply evidence-based interventions and clinical skills in practice labs and social work settings. Concurrent enrollment: SOWK523. Graded IP/CR/NC.

III. Course Description

This course is the generalist direct practice portion of the MSW program. It provides students the opportunity to integrate social work theory while they practice social work skills under the supervision of professional social workers. Practicum Education is the signature pedagogy of social work education because it serves as a bridge between academic instruction and application of skills learned in the classroom (CSWE, 2008).

This course will utilize Relational Cultural Theory (RCT) as its guiding theoretical framework for seminar discussions. Instructors will encourage students to view their assignments and practicum experiences through this lens. RCT, as a framework, highlights the importance of relationships, neuroscience, intersectionality, and social justice. The relational component acknowledges the importance of authenticity, mutual empathy, and process in our work with clients and systems. Neuroscience focuses on the neurobiological impact of connection (Banks, 2015). The cultural component highlights the importance of intersectionality and the experiences of marginalization, racism, and power within our society (Jordan, 2009; Walker, 2019). Through a RCT lens, students will be able to evaluate their micro, mezzo, and macro interventions regarding power and privilege to align with social work's commitment to diversity, inclusion, and anti-racism. As a framework, RCT recognizes the "person in environment" and the impact of oppressive systems on our clients. Advance practice social work requires students to focus both on their interactions with clients and the need to translate social justice into action. "Now more than ever social workers must heed Bertha Capen Reynolds's call to 'maintain a dual focus on the individual in need and pain and on the socio-economic and political forces of the society which cause this misery'" (Cullen, 1980, p. 27).

This course provides students the opportunity to practice social work skills under the supervision of professional social workers and apply evidence-informed interventions in their work with individuals and/or families, groups, organizations, and communities. The Suzanne Dworak-Peck School of Social Work prepares students to enter their Practicum Practicum by engaging them in evidence-based intervention (EBI) trainings. Continuing support and simulated practice is provided to students through weekly "Practice Labs" with Practicum Faculty who serve as educators, consultants and coaches for the internship experience while emphasizing the Four C's of Practicum Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. In these classes/labs, students will be coached and guided to develop

practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role plays and classroom discussion.

For students in the MSW on campus program (OCP), agencies will provide learning opportunities and resources for an effective educational experience for students, where on the Virtual Academic Center (VAC), this is provided in the virtual learning environment. Practicum Instructors who are professional social workers will guide and teach students how to apply social work practice, values and ethics in a professional setting. Practicum Instructors also collaborate with students to create and approve learning agreements, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is finished on time. Students enrolled in this course have the opportunity to implement research-influenced practices in multidisciplinary and/or virtual settings, thereby contributing to the direct application of EBIs and influencing the capacity of the social work profession to provide EBIs. Infusing USC Suzanne Dworak-Peck School of Social Work Practicum Education with EBIs provides a translational link between research and practice, and further solidifies a developing science of social work. At semester end, the Practicum Faculty is responsible for assigning students a grade of Credit or No Credit.

IV. Course Objectives

By the completion of this course, students will be able to:
1. Students will begin to apply Relational Cultural Theory (RCT) as a guiding framework to integrate classroom theories and concepts with reflection about direct practice experiences with marginalized communities to support both individual and societal change.
2. Students will begin to apply evidence-based interventions (EBIs) such as Motivational Interviewing, Problem-Solving Therapy (PST), and/or Cognitive Behavioral Therapy (CBT) in internship or classroom settings from a culturally humble lens.
3. Students will learn to demonstrate culturally humble, effective communication and collaboration skills across the spectrum of social work practice, from engagement to assessment, goal-setting, intervention, evaluation, and termination.
4. Students will begin to develop professional use of self and self-awareness through consultation with professional social workers, self-reflection, understanding of social work values, and creative implementation of those values in internship and classroom settings.
5. Students will meet the 1st-semester competency requirements outlined in Council on Social Work Education's (CSWE) Competencies as indicated in the Practicum Learning Agreement and end of semester evaluation.

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 1. Demonstrate Ethical and Professional Behavior 1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. 1b. Demonstrate professional behavior, appearance, and oral, written, and electronic communication. 1c. Use technology ethically and appropriately to facilitate practice outcomes; and 1d. Use supervision and consultation to guide professional judgment and behavior.
Competency 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice 2a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice. 2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice 3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and 3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self- regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice 4a. Apply research findings to inform and improve practice, policy, and programs; and 4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

9a. Select and use culturally responsive methods for evaluation of outcomes; and

9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

VI. Course Format & Instructional Methods

Instructional methods in the seminar and practicum experiences consist of university-led trainings, practicum activities, and supervision from a designated Practicum Instructor. Practicum activities could include direct client interactions, observation of professional social workers, shadowing opportunities, trainings, individual practicum instruction, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. OCP students may also develop a collaborative relationship with site-based employees, known as Preceptors, who help guide them in day-to-day operations with many of the activities listed above. For students in VAC, the virtual teaching platform will provide learning opportunities and resources for an effective educational experience for students. A combination of videos,

simulated client, interactive virtual media, didactic presentations by the instructor, small- and large-group discussions, case studies, guest speakers, experiential exercises, and computer-based, online activities and written and/or oral assignments will provide students with opportunities to apply social work practice, values and ethics in various virtual practice settings. All incoming students will be trained in Motivational Interviewing at the beginning of this course. They will also be trained in at least one additional EBI.

The web-based teaching and learning environment provided by the University's Blackboard Academic Suite^{TM} 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.

USC Practicum Faculty are assigned to oversee the progress of the students in their practicum experiences, including consultation for students' practicum assignments. The USC Practicum Faculty meet in-class with students in weekly Practice Labs to reinforce their developing skills, facilitate feedback and processing of practicum experiences, and engage students in creative exercises to improve EBI implementation.

Reflective Learning Tools are used to describe students' client interactions, improve critical thinking skills, provide an opportunity for instructor input, and provide a formal opportunity for self-reflection. A teaching plan known as the Learning Agreement will be developed collaboratively between students and their instructors. At the end of the first semester, the end of semester evaluation will be completed for each student and a grade will be assigned by the USC Practicum Faculty.

As discussion and participation are an integral part of the learning process, students are expected to prepare for supervision and fully participate in lab and practicum activities. The quality of written communication and the professionalism of presentations will be assessed as part of the grade for this course. Students are expected to be in practicum a minimum of 16 hours per week and are expected to attend the weekly practicum lab throughout the semester.

Students are expected to take an active role in their experiences through the use of three core learning processes: critical self-reflection, interaction, and risk-taking. This teaching method draws on Transformative Learning Theory which asserts that students develop integrative knowledge about self and others in a dynamic, multicultural society from multiple perspectives (Lee & Greene, 2003). A primary goal is to help students understand their own and others' cultural experiences through a process of cultural humility. Students will challenge their preconceptions and stereotypes, and to develop an attitude of openness and flexibility in cross-cultural interactions. As students explore their burgeoning professional role and identity, they will also be applying critical thinking skills to assessment, documentation, and the informed application of EBIs.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

Instructor's Oath

"As your instructor, to each of you, I pledge the following:
- *To appreciate you, your time and your effort;*
- *To be available and responsible;*
- *To be encouraging and supportive;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *To try to be an engaging and effective instructor; and*
- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook.*

If at any time students feel the instructor has not honored this oath, they should contact the instructor with their concerns so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (name, email). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further assistance.

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	Due Date[1]	Grading
SEMINAR-BASED ASSIGNMENTS		
Assignment 1 Evidence Based Intervention Trainings	Multiple Units	Credit/No Credit (CR/NC) *Students must complete all EBI related training and materials.*
Assignment 2 Seminar Participation and Self-Evaluation	Units 1-15 Mid-semester evaluation due Unit 8	CR/NC *Student will complete a self-evaluation relating to participation in seminar consultation at **mid-semester** for Credit*
PRACTICUM-BASED ASSIGNMENTS		
Assignment 3 Reflective Learning Tools (RLTs) – 4 total	2 RLTs completed by Unit 8; remaining 2 due by Unit 15	CR/NC *All **4 RLTs required** for Credit*
Assignment 4 Completion of Learning Agreement	Learning Agreement due by Unit 5	CR/NC ***Completed Learning Agreement** required for Credit*
Assignment 5 Development of Competencies reflected via Final Evaluation	Development of Competencies as evidenced in Evaluation due by Unit 15	CR/NC ***Completed Competency Evaluation** required for Credit*
Assignment 6 Completion of Practicum Hours	Unit 15 (min of 50% due by Unit 8, 100% due by Unit 15)	CR/NC ***minimum number of hours** indicated in the practicum calendar must be completed for Credit*

[1] 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: Evidence-Based Intervention (EBI) Trainings
Students will be trained in Motivational Interviewing, Problem Solving Therapy and/or Cognitive Behavioral Therapy. These trainings will be completed during the foundation semester and will equip students to apply EBIs in their practicum activities.

Due: Students must complete EBIs training. OCP students maybe required to present proof of attendance to Practicum Faculty.

This assignment relates to student learning outcomes 1, 2, 3, & 5

Assignment 2: Seminar Participation and Self-Evaluation (2)
Class participation should consist of thoughtful, respectful, and meaningful contributions based on relevant practicum experience or instructional themes of the week, required readings, and assignments prior to class. Class participation is defined by being actively engaged in your learning, demonstrated by participating in class discussions, corresponding with the instructor and classmates, asking questions, sharing thoughts/feelings/experiences, and other curiosities as related to how to apply these concepts to your professional practicum education settings. Students will be provided a self-evaluation and end-of-semester evaluation to reflect on their seminar participation.

Due: Consultation occurs Units 1-15; Mid-semester evaluation due Unit 8; End of semester evaluation due Unit 15.

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

Assignment 3: Reflective Learning Tools
Four RLTs are due continuously to the Practicum Instructor (VAC this is your course instructor) and as identified in the Learning Agreement. Students will come to class prepared to share their practicum experiences and provide feedback using the Relational Cultural Theory (RCT) model and the application of the required readings. In addition, students will utilize the content of their RLTs in sharing their reflections on their practicum.

Due: Two of RLTs completed by Unit 8; remaining two due by Unit 15. All four RLTs must be completed and reviewed by Practicum Instructor to receive Credit for this assignment and for successful completion of this course (no partial credit).

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

Assignment 4: Completion of Learning Agreement
Complete Learning Agreement with practicum goals. Ensure that the completed Learning Agreement is signed by the Intern, Practicum Instructor, and Practicum Liaison.

Due: Learning Agreement due by Unit 5. The Learning Agreement must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

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

Assignment 5: Development of Competencies reflected via Final Evaluation
Demonstrate first-semester generalist skills in the CSWE Competencies as listed in the end-of-semester evaluation. Complete a self-assessment by rating themselves on the end-of-semester evaluation. Review and discuss the end-of-semester evaluation completed by the Practicum Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, student and Practicum Instructor sign as instructed. Ensure that the completed evaluation is received and signed by the Practicum Liaison.

Due: Development of Competencies as evidenced in a final Evaluation is due by Unit 15. The Evaluation must be finished for successful completion of this course and to receive credit for this assignment (no partial credit).

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

Assignment 6: Completion of Practicum Hours
Complete the required number of placement hours as identified in the Practicum Manual and practicum calendar.

Due: See practicum calendar. Minimum of 50% of hours completed by Unit 8, 100% of hours completed by Unit 15. All required hours must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

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

Additional Information about Practicum:

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

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

If agreed upon prior to the start of the placement, some students may be expected to complete additional hours and/or other requirements in order to fulfil their professional commitment to the agency. The On Campus Program (OCP) Practicum Calendar is available at: https://dworakpeck.usc.edu/academics/master-of-social-work/practicum-

education/students-forms VAC students will find the Practicum Calendar in the Toolbox on Canvas or ask your Instructor. Please note the calendars are different for OCP and VAC.

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

Active and Proactive Learning, & Meaningful Participation
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 cause 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		Corresponding Credit or No Credit
3.85 – 4.00	A	93 – 100	A	Credit
3.60 – 3.84	A-	90 – 92	A-	Credit
3.25 – 3.59	B+	87 – 89	B+	Credit
2.90 – 3.24	B	83 – 86	B	Credit
2.60 – 2.87	B-	80 – 82	B-	No Credit

2.25 – 2.50	C+	77 – 79	C+	No Credit
1.90 – 2.24	C	73 – 76	C	No Credit
1.89 & below	C-	70 – 72	C-	No Credit

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 as an interim mark for a course that exceeds one semester

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 the 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 the instructor.

XVIII. Required Textbooks
There are no required textbooks for 591. 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 (Jennifer Parga).

XIX. Recommended Materials & Resources

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

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th 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 7th 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. <u>Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.</u>

Unit	Topics	Readings	Assignment Due Dates
1	**Orientation to:** -Practicum Education -Practicum Instruction -Relational Cultural Theory -NASW Code of Ethics -Client Engagement **Training in:** -EBI & Practice -Personal Risk/Safety -Ethical Practice -Client Assessment **Develop and Practice:** -Self-Care -Professional Consult -Communication -Collaboration Skills	**Required** Comstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., & G. II. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling and Development, 86*(3), 279–287. https://doi.org/10.1002/j.1556-6678.2008.tb00510.x Phillips, B., Brekke, J., O, A., Duke, J., Lewis, J., & Cardinal, L. (2018). *Motivational interviewing: Training manual.* [Unpublished manuscript]. School of Social Work, University of Southern California.	
2	**Orientation to:** -Practicum Education -Practicum Instruction -Relational Cultural Theory -NASW Code of Ethics -Client Engagement	**Required** Bloomquist, K., Wood, L., Friedmeyer-Trainor, K., & Kim, H. (2016). Self-care and professional quality of life: predictive factors among MSW practitioners. *Advances in Social Work, 16*(2), 292–311.	

Unit	Topics	Readings	Assignment Due Dates
	Training in: -EBI & Practice -Personal Risk/Safety -Ethical Practice -Client Assessment **Develop and Practice:** -Self-Care -Professional Consult -Communication -Collaboration Skills	https://doi.org/10.18060/18760 Brown, B. (2013, December 10). *Brené Brown on empathy.* [Video]. RSA. https://brenebrown.com/videos/rsa-short-empathy/ Sweitzer, H. F., & King, M. A. (2013). Stages of an internship re-visited: Facilitating learning and development through engagement. *Journal of Human Services, 33*(1), 56-72. (VAC p.62)	
3	**Orientation to:** -Practicum Education -Practicum Instruction -Relational Cultural Theory -NASW Code of Ethics -Client Engagement **Training in:** -EBI & Practice -Personal Risk/Safety -Ethical Practice -Client Assessment **Develop and Practice:** -Self-Care -Professional Consult -Communication -Collaboration Skills	**Required** Combs. (2019). White Privilege: What's a Family Therapist To Do? Journal of Marital and Family Therapy, 45(1), 61–75. https://doi.org/10.1111/jmft.12330	
4	**Orientation to:** -Practicum Education -Practicum Instruction -Relational Cultural Theory -NASW Code of Ethics -Client Engagement **Training in:** -EBI & Practice -Personal Risk/Safety -Ethical Practice -Client Assessment **Develop and Practice:** -Self-Care -Professional Consult -Communication -Collaboration Skills	**Required** Guidelines for Social Work Safety in the Workplace. National Association of Social Workers. 2013. https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0	
5	**Orientation to:** -Practicum Education -Practicum Instruction	**Required** Oh, H., & Lee, C. POC (2016). Culture and motivational interviewing. *Patient*	**Learning Agreement DUE**

Unit	Topics	Readings	Assignment Due Dates
	-Relational Cultural Theory -NASW Code of Ethics -Client Engagement **Training in:** -EBI & Practice -Personal Risk/Safety -Ethical Practice -Client Assessment **Develop and Practice:** -Self-Care -Professional Consult -Communication -Collaboration Skills	*Education and Counseling*, *99*(11), 1914–1919. https://doi.org/10.1016/j.pec.2016.06.010 Urmanche, A. A., Oliveira, J. T., Gonçalves, M. M., Eubanks, C. F., & Muran, J. C. (2019). Ambivalence, Resistance, and Alliance Ruptures in Psychotherapy: It's Complicated. *Psychoanalytic Psychology, 36*(2), 139–147. https://doi.org/10.1037/pap0000237	
6	**Orientation to:** -Practicum Education -Practicum Instruction -Cultural Humility **Training in:** -EBI, including FIT, MI -DSM-5TR -Self-Care -Utilizing Reflective Learning Tools **Develop and Practice:** -Professional Consult -Solving Ethical Dilemmas -Documentation -Professional Consult	**Required** Lee, J. H. (2019). Integration of spirituality into the strengths-based social work practice: A transpersonal approach to the strengths perspective. *Journal of Sociology and Social Work, 7*(2), 925-935. https://doi:10.15640/jssw.v7n2a4 Phillips, B., Brekke, J., & Supranovich, R. (2016). *Problem-solving therapy: Training workbook.* [Unpublished manuscript]. School of Social Work, University of Southern California.	
7	**Orientation to:** -Practicum Education -Practicum Instruction -Cultural Humility **Training in:** -EBI, including FIT, MI -DSM-5TR -Self-Care -Utilizing Reflective Learning Tools **Develop and Practice:** -Professional Consult -Solving Ethical Dilemmas -Documentation -Professional Consult	**Required** Gottlieb, L. (2020, June 18). *I thought I was an antiracist therapist. Then I looked more closely.* Washington Post. https://www.washingtonpost.com/opinions/2020/06/18/i-thought-i-was-an-antiracist-therapist-then-i-looked-more-closely/ Stephens, T. N. (2021). Distinguishing racism, not race, as a risk factor for child welfare involvement: Reclaiming the familial and cultural strengths in the lived experiences of child welfare-affected parents of color. *Genealogy (Basel), 5*(1), 11–. https://doi.org/10.3390/genealogy5010011	

Unit	Topics	Readings	Assignment Due Dates
8	**Orientation to:** -Practicum Education -Practicum Instruction -Cultural Humility **Training in:** -EBI, including FIT, MI -DSM-5TR -Self-Care -Utilizing Reflective Learning Tools **Develop and Practice:** -Professional Consult -Solving Ethical Dilemmas -Documentation -Professional Consult	**Required** Maglalang, D.D., Rao, S. (2021). Theory's cool, but theory with no practice ain't shit… Advances in Social Work (21)2/3, 672-689. https://journals.iupui.edu/index.php/advancesinsocialwork/article/view/24145 Marsiglia F. F., & Booth J. M. (2015). Cultural adaptation of interventions in real practice settings. *Research on Social Work Practice, 25*(4), 423-432. http://doi.org/10.1177/1049731514535989	
9	**Orientation to:** -Groups and Individuals -Change Oriented Work -Cultural Expression -Compassion Fatigue **Training in:** -EBI (MI, PST, CBT) -Termination -Self-Care and Burnout -Stress Management **Develop and Practice:** -Documentation -Reflective Learning Tools -Professional Consult -Solving Ethical Dilemmas	**Required** Phillips, B., Brekke, J., O, A., Duke, J., Lewis, J., & Cardinal, L. (2018). Cognitive Behavioral Therapy Training Workbook. [Unpublished manuscript]. School of Social Work, University of Southern California. Listed in ARES or Course Readings Randall, C. L., & McNeil, D. W. (2017). Motivational Interviewing as an Adjunct to Cognitive Behavior Therapy for Anxiety Disorders: A Critical Review of the Literature. Cognitive and Behavioral Practice, 24(3), 296–311. https://doi.org/10.1016/j.cbpra.2016.05.003	
10	**Orientation to:** -Groups and Individuals -Change Oriented Work -Cultural Expression -Compassion Fatigue **Training in:** -EBI (MI, PST, CBT) -Termination -Self-Care and Burnout -Stress Management **Develop and Practice:** -Documentation	**Required** Daftary, A.-M. H. (2018). Intersectionality and the disparate experiences of latinos based on the immigrant status of family members. Social Work Research, 42(3), 187–198. https://doi.org/10.1093/swr/svy017 Potapchuk, M., & Gulati-Partee, G. (2014). Paying attention to white culture and privilege: A missing link to advancing racial equity. *The Foundation Review, 6*(1), 25–.	

Unit	Topics	Readings	Assignment Due Dates
	-Reflective Learning Tools -Professional Consult -Solving Ethical Dilemmas	https://doi.org/10.9707/1944-5660.1189	
11	**Orientation to:** -Groups and Individuals -Change Oriented Work -Cultural Expression -Compassion Fatigue **Training in:** -EBI (MI, PST, CBT) -Termination -Self-Care and Burnout -Stress Management **Develop and Practice:** -Documentation -Reflective Learning Tools -Professional Consult -Solving Ethical Dilemmas	**Required** Collins, S. (2021). Social workers and self-care: A promoted yet unexamined concept? *Practice*, *33*(2), 87–102. https://doi.org/10.1080/09503153.2019.1709635	
12	**Orientation to:** -Practicum Instruction -End of Semester Eval -Examine Privilege **Training in:** -Termination -Self-Assessment -Self-Care and reflection -Relational Cultural Theory Lens **Develop and Practice:** -Social Justice Issues -Documentation (RLT) -Professional Consult -Solving Ethical Dilemmas	**Required** Cénat, Jude Mary. (2022) Complex Racial Trauma: Evidence, Theory, Assessment, and Treatment. University of Ottawa Research on Black Health, University of Ottawa. 18 (3), 675-687. https://journals.sagepub.com/doi/pdf/10.1177/17456916221120428 Desai, M. Paranamana, N. Restrepo-Toro, M. O'Connell, M., Davidson, L., & Stanhope, V. (2021). Implicit organizational bias: Mental health treatment culture and norms as barriers to engaging with diversity. *The American Psychologist*, *76*(1), 78–90. https://doi.org/10.1037/amp0000621	
13	**Orientation to:** -Practicum Instruction -End of Semester Eval -Examine Privilege **Training in:** -Termination	**Required** Grumbach, Johnson, A. H., Engel, E., & Campos-Moreira, L. D. (2021). Virtual Termination amid COVID-19: Strategies for School Social Work	

Unit	Topics	Readings	Assignment Due Dates
	-Self-Assessment -Self-Care and reflection -Relational Cultural Theory Lens **Develop and Practice:** -Social Justice Issues -Documentation (RLT) -Professional Consult -Solving Ethical Dilemmas	Interns and Field Instructors. Children & Schools, 43(4), 216–223.	
14	**Orientation to:** -Practicum Instruction -End of Semester Eval -Examine Privilege **Training in:** -Termination -Self-Assessment -Self-Care and reflection -Relational Cultural Theory Lens **Develop and Practice:** -Social Justice Issues -Documentation (RLT) -Professional Consult -Solving Ethical Dilemmas	**Required** Bussey, S. R, Jemal, A., & Caliste, S. (2021). Transforming social work's potential in the field: A radical framework. *Social Work Education. 40*(1) 140-154. https://doi.org/10.1080/02615479.2020.1723536	
15	**Orientation to:** -Practicum Instruction -End of Semester Eval -Examine Privilege **Training in:** -Termination -Self-Assessment -Self-Care and reflection -Relational Cultural Theory Lens **Develop and Practice:** -Social Justice Issues -Documentation (RLT) -Professional Consult -Solving Ethical Dilemmas ▪	**Required** Cashwell, S. T., Campbell, M., & Cowser, J. (2021). Stone soup: social work community engagement in rural America's opioid crisis. Social Work in Mental Health, 19(2), 81–87. https://doi.org/10.1080/15332985.2021.1875965	

Unit	Topics	Readings	Assignment Due Dates
	Exam Week – NO CLASS		

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. Students may contact OSAS at (213) 740-0776 or via email at 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).

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
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, 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
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!