**SOWK 589b** Applied Learning in Field Education

**Section #67071**
3 Units
Fall 2023       TBD (Varies
Location: VAC / At the Agency

# SYLLABUS

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|---|---|
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| **Cell Phone:** | 661-916-4549 |
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| | *Replies can be expected within 2 business days |
| **Office Location:** | VAC |
| **Office Hours Days & Times:** | VAC   After Class or By appointment |
| **Zoom Meeting Link:** | |
| **Course Lead:** | Kerry Doyle, DSW, MSSW |
| **Email:** | kerrydoy@usc.edu |
| **IT Help Hours of Service:** | 24 hours, 7 days/week |
| **IT Help Contact Information:** | UPC: 213-740-5555, consult@usc.edu |
| | VAC: 833-740-1273, techsupport@digitalcampus.2u.com |

**Course Prerequisites and/or Co-Requisites**

This course is a master's level applied learning course. Students are required to take this course concurrently with SOWK 588 - Integrative Learning for Social Work Practice.

I. **Catalogue Description**

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

II. **Course Description**

This course is the second semester, department specific, practice portion of the MSW program. This course provides students the opportunity to apply Evidence-Based Interventions (EBIs) in their work with individuals, families, groups, organizations, communities and businesses.  Students will begin to learn how to apply specialized practice coursework concepts, while practicing social work and developing competencies in their specialized area of practice. Application for SCI students involves organizations, business and community settings. Application for CYF students involves children, youth and families. Application for AMHW students involves practice in health, mental health, and integrated care settings. Each student receives continual support provided by a Practicum Faculty Liaison who serves as an educator, consultant and coach for the practicum experience to emphasize the Four C's of Practicum Education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking.  Students utilize critical thinking and creativity through application of EBIs on the micro, mezzo and macro level of practice.  Students utilize effective communication techniques in working with clients, agency employees and USC faculty to enhance their professional development as social workers.

Students are expected to take an active role in their experiences through the use of three core learning processes: 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.  The primary goal is to help students understand their own and others' cultural experiences, to challenge their preconceptions and stereotypes, and to develop an attitude of openness and flexibility in cross-cultural interactions.   Additionally, students will apply Person-In-Environment and Ecological Systems Theory along with EBIs learned and practiced during the first semester: Motivational Interviewing (MI), Cognitive Behavioral Therapy (CBT) and Problem Solving Therapy (PST). These empowering theories and frameworks not only help students at the individual and

group client level, but also set the stage for understanding how their work is linked to societal systems and organizational change.

Due to its practice component, Practicum Education is a natural setting for the advancement of translational science: taking research from the experimental to the applicable with a macro goal of influencing policy (Tufts University Clinical and Translational Science Institute, 2011). Each year, students in placement have the opportunity to implement research-based practices in multidisciplinary settings, thereby contributing to the direct application of EBIs and enhancing the capacity of organizations to provide EBIs. Infusing USC School of Social Work applied learning experiences with EBIs provides a translational link between research and practice, further solidifies a developing science of social work, and underscores Practicum Education as the "signature pedagogy" of social work.

At semester end, the Practicum Faculty Liaison is responsible for assigning students a grade of Credit, In Progress, or No Credit.

## III.  Course Objectives

| SCI, AMWH, and CYF students begin to integrate classroom theories and specialized practice concepts with social work practice in vulnerable communities where the effects of poverty, discrimination and oppression are pervasive in an effort to bring about change at individual, community, organizational and societal levels. |
| --- |
| Connect behavioral science to practice by learning how to apply specific SCI, AMHW, CYF Evidence-Based Interventions (EBIs) in internship placements. |
| Enhance skills across the spectrum of culturally appropriate social work services, from engagement to assessment, goal-setting, intervention, evaluation, and termination in the specialized area of practice. |
| Develop professional use of self through observation of professional social workers, self-reflection, understanding of social work values, and implementation of those values in internship placements. |
| Begin to increase proficiency in the required Council on Social Work Education's (CSWE) Core Competencies as indicated in the end of semester related to departmental SCI, AMHW, or CYF specialized behaviors. |
| Begin to develop and expand effective communication skills, demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within the specialized practicum setting. |

The following table lists the nine Social Work core competencies, as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation

Standards, which are the basis of the student learning outcomes in the MSW program. This course requires development in all nine of the competencies.

| | | Social Work Core Competencies |
|---|---|---|
| | 1 | Demonstrate ethical and professional behavior |
| | 2 | Engage in diversity and difference in practice |
| | 3 | Advance human rights and social, economic, and environmental justice |
| | 4 | Engage in practice-informed research and research-informed practice |
| | 5 | Engage in policy practice |
| | 6 | Engage with individuals, families, groups, organizations, and communities |
| | 7 | Assess individuals, families, groups, organizations, and communities |
| | 8 | Intervene with individuals, families, groups, organizations, and communities |
| | 9 | Evaluate practice with individuals, families, groups, organizations, and communities |

The following table lists the 2022 CSWE social work competencies that will replace the 2015 competencies as you progress in the program.

| 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.

## I.     Course Format & Instructional Methods

This is a credit/no credit course offered in-person as well as online in the Virtual Academic Center (VAC). Practicum Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (Brooks, 2010). These competencies are articulated in the CSWE EPAs and make up the end-of-semester evaluation for practicum education internship. Students are prepared to successfully achieve the competencies using various instructional methods by both the Practicum Faculty Liaison and Agency Practicum Instructors. 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.

Instructional methods consist of university-led presentations, activities, and guidance combined with community agency activities under the supervision of a designated Practicum Instructor, including hands-on interactions with clients, shadowing opportunities, trainings, individual supervision, group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises. Students may also develop a working relationship with site-based employees, known as Preceptors, who help guide them in day-to-day operations and many of the activities listed above.

USC Practicum Faculty Liaisons are assigned to oversee the progress of the students in their practicum placements, including consultation for students' practicum assignments. Working on behalf of the Suzanne Dworak-Peck School of Social Work, the Practicum Liaisons meet with students as needed to facilitate their placement experiences and schedule Practicum Instructor, Preceptor (if applicable) and student contacts each semester to ensure the students' progress in meeting CSWE Core Competencies and NASW Code of Ethics. The Practicum Liaisons also clarify School policy/expectations and serve as consultant and mediator for student and agency-related conflicts.

Reflective Learning Tools are used to describe and analyze student communication with clients in individual, group and meeting settings, provide an opportunity for Practicum Instructor input, and plan for future interactions.  A teaching plan, known as the Learning Agreement, is developed collaboratively between students and their Practicum Instructors. At the end of the semester an evaluation will be completed for each student and a grade of Credit or No Credit will be assigned by the USC Practicum Liaison.

As discussion and participation are an integral part of the learning process, students are expected to prepare for supervision and to come to internship ready to apply the best practices of social work with agency clients and systems.  The total number of hours required in the placement will vary by semester. Please consult with your USC Practicum Liaison for requirements.

Students are expected to take an active role in their experiences through the use of three core learning processes: 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, to 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, Kerry Doyle, DSW, MSSW at

kerrydoy@usc.edu. If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further assistance.

## II. 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.

## III. 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.

### Course Assignments, Due Dates, and Grading

| Assignment | Due Date | % of Final Grade |
|---|---|---|
| Assignment 1  Learning Agreement | See Practicum Calendar for Due Date | 30% |
| Assignment 2  Assignment 2 2a.Reflective Learning Tools (Min of 4) 2b. Practicum Documentation | Ongoing | 30% |
| Assignment 3 Development of Competencies and Completion of Practicum Hours  * | Weekly | 40% |

*All practicum hours and documentation must be completed to pass this course.  In order for students to receive credit (CR), they need to receive a minimum of 83% on assignments and must complete the minimum required hours of practicum activities for the semester. (Partial credit for these requirements will not be given.)

### 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  Learning Agreement**

The Learning Agreement requires the student to:

- Describe the agency and the community
- Develop a time management plan
- Clarify Practicum Education assignments
- Assess self-awareness
- Address expectations for supervision
- Ensure that the Practicum Instructor teaching plan is filled out by Practicum Instructor
- Complete Orientation Checklist

- Develop learning activities for the Core Competencies in collaboration with Practicum Instructor and Preceptor (if applicable)

*On Campus Programs (OCP)*: Review education goals in the Learning Agreement in the InPlace software and revise to incorporate department-specific competencies through collaboration with your Practicum Instructor and Preceptor (if applicable).

*Virtual Academic Center (VAC)*: Complete the Learning Agreement in the InPlace software in collaboration with the Practicum Instructor/ Preceptor (if applicable)/Practicum Liaison.

**Due:** (See Practicum Calendar for exact date)

*This assignment relates to student learning outcomes 1c, 8b, 9a*

**Assignment 2 a/b  Reflective Learning Tools and Practicum Documentation**

Complete and submit Reflective Learning Tool (RLT) (a minimum of 4/semester) to the Practicum Instructor.

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

- *Individual (Micro)*
    - Shadowing other social workers, individual interactions with assigned clients
- *Group (Mezzo)*
    - Psychoeducational groups, processing groups, co-facilitating groups
- *Community (Macro)*
    - Events, agency orientation, meetings, assigned projects, activities, trainings

**Due 2a:** Reflective Learning Tools (RLTs) are uploaded to the InPlace software**.** Your Practicum Liaison will periodically check-in on your documentation to ensure you are on track for credit for the course. Please see your USC Practicum Liaison for specific due dates.

**Due 2b:** Practicum Hours should be entered weekly in InPlace and approved by your Practicum Instructor. Your Practicum Liaison will periodically check-in on your documentation to ensure you are on track for credit for the course. Please see USC Practicum Liaison for specific dates.

**Due:**  On Going

*This assignment relates to student learning outcomes 1a, 1b, 2a, 2b, 3c, 4a, 6b, 6c, 7a, 8a, 9a, 9b*

**Assignment 3 Development of Competencies and Completion of Practicum Hours**

To earn credit, students will:

- ▪ Demonstrate skill development in the CSWE Core Competencies
- ▪ Complete a self-assessment 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
- ▪ Ensure that the completed evaluation is completed prior to the deadline
- ▪ Complete required number of practicum hours (minimum 16 hours per week). **

**Due:** Complete and review end of semester evaluation along with practicum hour documentation.

*This assignment relates to student learning outcomes 1a – 9b.*

*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 are not required to attend internship. If students observe the University Holiday, they do not earn credit for practicum hours that day and are required to make-up any missed practicum hours. Students are also required to make up any practicum hours missed due to agency holidays that fall on their scheduled placement day and are not University Holidays. Students should consult with their Practicum Instructor and/or Preceptor to ensure their absence would not adversely affect the agency and/or client care. Students are allowed eight hours each semester to take time off for religious holidays or illness which must be discussed in advance and arranged with the Practicum Instructor/Preceptor. This time counts in the practicum 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 practicum 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/msw-on-campus/field-education/students-forms](https://dworakpeck.usc.edu/msw-on-campus/field-education/students-forms). VAC students will find the VFP Practicum Calendar in the Toolbox located on the Digital Learning Platform. Please note the calendars are different for OCP and VAC.*

<u>*On-Campus Programs (OCP)*</u>: All forms and information, including the calendar, can be found here:
[https://dworakpeck.usc.edu/academics/msw-on-campus/field-education/students-forms](https://dworakpeck.usc.edu/academics/msw-on-campus/field-education/students-forms)

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

Class grades will be based on the following:

| Assignment Grades | | Final Grade | |
|---|---|---|---|
| Credit | 83% or above | Credit | 83% or above |
| No Credit | 82% or below | No Credit | 82% or below |

### IV. 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.

### V. 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.

### VI. 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.

## VII.  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.

## VIII. 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.

## IX.  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.

## X.  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.]()

 **XI.   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).

## XII. 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.

## XIII. Required Textbooks
None


## 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/


## XIV. 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**

**USC Suzanne Dworak-Peck**
School of Social Work

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!