

**SOWK 523 – Foundations of Integrative Social Work Practice I**

**Section #67134 (Tuesday 7AM-8:15 PST)**

3 Units

Fall 2023

Location: VAC

**SYLLABUS**

***Instructor  
Photo***



**Instructor:**

Mia Bennett

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\*Replies can be expected within 2 business days

**Office Location:**

VAC

**Office Hours Days &  
Times:**

By Appointment

**Course Lead:**

**Email:**

[jcederba@usc.edu](mailto:jcederba@usc.edu)

**IT Help Hours of Service:**

24 hours, 7 days/week

**IT Help Contact  
Information:**

UPC: 213-740-5555, [consult@usc.edu](mailto:consult@usc.edu)

VAC: 833-740-1273,

[techsupport@digitalcampus.2u.com](mailto:techsupport@digitalcampus.2u.com)

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

Foundations of Integrative Social Work Practice I (SOWK 523) is built upon a liberal arts undergraduate foundation. First-year students are expected to have, and be able to draw upon, basic knowledge and theory found in various social science disciplines including psychology, sociology, anthropology, public health, policy, and biology

## II. Catalogue Description

Principles underlying integrated social work practice with emphasis on rapport building, engagement, assessment and contracting individuals, families, and groups through a framework of social justice.

## III. Course Description

Given the complex and diverse urban/rural environments in which social workers practice and the diverse situations in which they intervene, a generalist social work education offers the best foundation for effective social work practice. SOWK 523 is designed to educate and prepare generalist social workers with the knowledge and skills needed to assess the person-in-environment configuration and decide which system(s)—individuals, families, groups, communities and/or organizations—are most appropriate for the focus of work and service provision.

Foundations of Integrative Social Work Practice I (SOWK 523) introduces social work principles emphasizing a systems perspective, the continuum of service delivery levels and modalities, and a commitment to underserved and vulnerable populations. In addition, knowledge of professional identity, the profession's ethical standards, and the ethical dilemmas that occur as social work values and professional ethics are operationalized in practice. Culturally responsive decision making and a commitment to social justice encourages students to integrate theory, history, ethics, skills and rights to respond to the complex terrain of the 21<sup>st</sup> century social work. The course takes a sequenced approach to teaching basic practice skills; students are exposed to the theory and necessary skills required to work across populations in the engagement, assessment, goal setting and contracting phases of treatment. These foundational skills are critical to effective intervention and positively impact positive outcomes and provide foundational skills for intervention, termination and evaluation.

## IV. Course Objectives

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

1. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3. Presents her/him/themself as a learner and engages clients and constituencies as experts of their own experiences and appreciates the importance of a systems paradigm and person in environment framework demonstrate the interaction between, biological, psychosocial, social and cultural systems.
4. Apply major concepts to support the early phases of the treatment process (engagement, assessment, planning and contracting phases).

## 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 6. Engage with Individuals, Families, Groups, Organizations, and Communities

6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

#### 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.

## VI. Course Format & Instructional Methods

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

**\*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](mailto: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](mailto:techsupport@digitalcampus.2u.com).

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

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

Assignment	Course Objectives Assessed by Assignment	Unit Due <sup>[1]</sup>	% of Grade
<b>Assignment 1</b> Engagement Strategy	1, 2, 3	5	20%
<b>Assignment 2</b> Psychosocial Assessment I	1, 2, 3, 4	11	40%
<b>Assignment 3</b> Psychosocial Assessment II	1, 2, 3, 4	15	30%
<b>Active and Proactive Learning, &amp; Meaningful Participation</b>	1, 2, 3, 4	On-going	10%

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

### Descriptions of Assignments

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

Each of the major assignments is described below with full assignment descriptions at the end of the syllabus.

**Assignment 1: Engagement Strategy Paper (20% of Course Grade)**

This assignment will focus on demonstrating understanding of skills of engagement, reflecting on challenges that you may experience with clients who spark an internal response and using the NASW Code of Ethics to provide guidance and support. Each student will discuss engagement strategies in response to one of the vignettes provided. Students will be graded on their ability to describe appropriate engagement strategies focusing on the values, beliefs, and behaviors that are described in the literature. Concepts must be supported by academic/professional literature. The vignettes will be provided by your professor and are separate from the Acevedo vignette and the VFP case of Mario.

**Due: Unit 5**

*This assignment relates to student learning outcomes 1, 2, and 3*

**Assignment 2: Psychosocial Assessment I (40% of Course Grade)**

This assignment involves developing the first sections of a psychosocial assessment with a character selected from a list of television shows. A detailed psychosocial assessment framework will be provided to students. In the first section, the student will present significant information (the facts) about the client (assessment); in the second section you will use theory and literature to make meaning of case facts (case conceptualization). The students will complete a detailed genogram **OR** ecomap.

**Due: Unit 11**

*This assignment relates to student learning outcomes 1, 2, 3, 4*

**Assignment 3: Psychosocial Assessment II – Goals and Intervention (30% of Course Grade)**

This assignment involves developing a treatment goals and an intervention plan based on the challenges presented in assignment #2. Based on the assessment and case conceptualization, the student will describe an intervention, screening and assessment tools, and a description of implementation, including attending to intersectional identity factors.

**Due: Unit 15**

*This assignment relates to student learning outcomes 1, 2, 3, 4*

**Active and Proactive Learning, & Meaningful Participation (10% of course grade)****Due: Units 1 – 15**

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

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

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

**Meaningful participation** consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open,

respectful, professional, engaging, fun, challenging, supportive, and effective. “Environment” refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

**Please note:** Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another’s point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the Office for Equity, Equal Opportunity, and Title IX (EEO-TIX). An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

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

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

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

### Grading Scale

Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

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

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

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

By the specified deadlines, assignments should be submitted through the course’s learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

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

assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request. Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

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

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

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

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

#### **XII. Attendance**

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness. University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination, due to holy days observance. Please refer to the [USC Student Handbook](#) and to the USC School of Social Work Student Handbook for additional information on attendance policies.

#### **XIII. Classroom Norms**

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

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

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete



small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

## **XV. Academic Integrity**

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

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

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

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

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

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

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

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

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

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

## **XVII. Course Evaluations**

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

## **XVIII. Required Textbooks**

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). *Direct social work practice: Theory and skills*, 11<sup>th</sup> ed. Belmont, CA: Brooks/Cole, Cengage Learning. (Ebook available for rent here: <https://www.cengage.com/c/empowerment-series-direct-social-work-practice-11e-hepworth/9780357630594/>).

Finn, J. L. (2020). *Just practice: A social justice approach to social work*, 4<sup>th</sup> edition. Oxford University Press.

**DSM-5:** The DSM-5 is available online through the library's subscription using the link below.

**URL:** <https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/>

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

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

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

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

APA formatting and style guide: The OWL at Purdue.

<https://owl.purdue.edu/>

USC guide to avoiding plagiarism:

<https://libguides.usc.edu/writingguide/plagiarism>

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

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

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

Institute for the Advancement of Social Work Research.

Available at <http://www.iaswresearch.org>

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

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

## XX. Course Schedule

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

Unit	Topic	Readings	Assignment Due Dates
1 Week 1: 8.22	Overview of Social Work Profession, Professional Identity, Values and Ethics, and Social Diversity	<p><b>Required Readings</b></p> <p>Finn, J. (2020). <i>Looking back</i>. In Social justice approach to social work, 4<sup>th</sup> ed. (pp. 63-71). Oxford University Press.</p> <p>Finn, J. (2020). <i>Values, ethics, and visions</i>. In Social justice approach to social work, 4<sup>th</sup> ed. (pp. 106-126). Oxford University Press.</p> <p>National Association of Social Workers (NASW). (n.d.). <i>Code of ethics</i>.  <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a></p> <p><b>Supplemental Reading</b></p> <p>Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlaere, C., &amp; Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. <i>Practice Innovations</i>, 2(4), 221.</p> <p>PettyJohn, M. E., Tseng, C. F., &amp; Blow, A. J. (2020). Therapeutic utility of discussing therapist/client intersectionality in treatment: When and how?. <i>Family Process</i>, 59(2), 313-327.</p>	
2 Week 2: 8.29	Understanding Diversity, Adversity, and Resilience	<p><b>Required Readings</b></p> <p>Finn, J. (2020). <i>Engagement: Just get started</i>. In Social justice approach to social work, 4<sup>th</sup> edition (pp. 183-208). Oxford University Press.</p> <p>Lee, H., Boyd, R., Slack, K. S., Mather, R. S., &amp; Murray, R. K. (2022). Adverse Childhood Experiences, positive childhood experiences, and adult health. <i>Journal of the Society for Social Work and Research</i>, 13(3), 441-461.</p> <p>Lynch, A., Newlands, F., &amp; Forrester, D. (2019). What does empathy sound like in social work communication? A mixed-methods study of empathy in child protection social work practice. <i>Child &amp; Family Social Work</i>, 24(1), 139-147.</p> <p>Masten, A. S., &amp; Barnes, A. J. (2018). Resilience in children: Developmental perspectives. <i>Children</i>, 5(7), 98. doi:10.3390/children5070098</p>	

Unit	Topic	Readings	Assignment Due Dates
3 Week 3: 9.5	Engagement, Rapport Building and Creating Safety; Confidentiality	<p><b>Required Readings</b> Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., &amp; Evans, C. (2023). Building blocks of communication. In <i>Direct social work practice: Theory and skills</i>, 11<sup>th</sup> ed. (pp. 78-105). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., &amp; Evans, C. (2023). Verbal following, exploring, focusing skills. In <i>Direct social work practice: Theory and skills</i>, 11<sup>th</sup> ed. (pp. 106-126). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Ungar, M., &amp; Ikeda, J. (2017). Rules or no rules? Three strategies for engagement with young people in mandated services. <i>Child and Adolescent Social Work Journal</i>, 34(3), 259-267.</p>	
4 Week 4: 9.12	Mandated or Resistant Clients & The Systems That Serve	<p><b>Required Readings</b> Finn, J., (2020). <i>Challenges to engagement: Power, difference and resistance</i>. In <i>Social justice approach to social work</i>, 4<sup>th</sup> edition (pp. 212-219). Oxford University Press.</p> <p>Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., &amp; Evans, C. (2023). Eliminating counterproductive communication patterns and substituting positive alternatives. In <i>Direct social work practice: Theory and skills</i>, 11<sup>th</sup> ed. (pp. 127-142). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Krebs, P., Norcross, J. C., Nicholson, J. M., &amp; Prochaska, J. O. (2019). Stages of change. In J. C. Norcross &amp; B. E. Wampold (Eds.), <i>Psychotherapy relationships that work: Evidence-based therapist responsiveness</i> (pp. 296–328). Oxford University Press.</p> <p>Magill, M., &amp; Hallgren, K. A. (2019). Mechanisms of behavior change in motivational interviewing: do we understand how MI works? <i>Current Opinion in Psychology</i>, 30, 1-5.</p>	
5 Week 5: 9.19	Engagement with Special Populations: Children, Youth	<p><b>Required Readings</b> Austin, A. (2018). Transgender and gender diverse children: Considerations for affirmative social work practice. <i>Child and Adolescent Social Work Journal</i>, 35(1), 73-84.</p>	Assignment #1

Unit	Topic	Readings	Assignment Due Dates
		<p>Russo, J. A., King, J. H., &amp; Gaede, R. C. (2021). Assessment of families and family systems. <i>Foundations of Couples, Marriage, and Family Counseling</i> (pp. 61-81). John Wiley &amp; Sons.</p> <p>Sotero, L., Moura-Ramos, M., Escudero, V., &amp; Relvas, A. P. (2018). When the family is opposed to coming to therapy: A study on outcomes and therapeutic alliance with involuntary and voluntary clients. <i>Couple and Family Psychology: Research and Practice</i>, 7(1), 47-61.</p> <p>Toros, K., DiNitto, D. M., &amp; Tiko, A. (2018). Family engagement in the child welfare system: A scoping review. <i>Children and Youth Services Review</i>, 88, 598-607.</p>	
<p><b>6</b></p> <p>Week 6: 9.26</p>	<p>Biopsychosocial Assessment &amp; Ecomap</p>	<p><b>Required Readings</b></p> <p>Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., &amp; Evans, C. (2023). Assessment: Understanding and exploring problems and strengths. In <i>Direct social work practice: Theory and skills</i>, 11<sup>th</sup> ed. (pp. 143-166). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., &amp; Evans, C. (2023). Assessing individual and environmental factors and their interaction. In <i>Direct social work practice: Theory and skills</i>, 11<sup>th</sup> ed. (pp. 167-191). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Hodge, D. R. (2020). Administering spiritual assessments with refugees: an overview of conceptually distinct assessment options. <i>Journal of Refugee Studies</i>, 33(3), 479-499.</p> <p>Majhi, G., Reddy, S., &amp; Muralidhar, D. (2018). The use of family genogram in psychiatric social work practice. <i>Open Journal of Psychiatry &amp; Allied Sciences</i>, 9(2), 98-102.</p> <p><b>Suggested Readings</b></p> <p>Barnes-Lee, A. R. (2020). Development of protective factors for reducing juvenile reoffending: a strengths-based approach to risk assessment. <i>Criminal Justice and Behavior</i>, 47(11), 1371-1389.</p>	

Unit	Topic	Readings	Assignment Due Dates
		<p>Pulla, V. (2017). Strengths-based approach in social work: A distinct ethical advantage. <i>International Journal of Innovation, Creativity and Change</i>, 3(2), 97-114.</p>	
<p><b>7</b> Week 7: 10.3</p>	<p>Assessment with High Risk Clients: Suicide and Homicide; IPV; Risky Behavior</p>	<p><b>Required Readings</b>  Finn, J. (2020). Teaching-learning: Reframing the assessment process. In <i>Social justice approach to social work</i>, 4<sup>th</sup> edition (pp. 223-261). Oxford University Press.</p> <p>Herzog, J. R., Whitworth, J. D., &amp; Scott, D. L. (2020). Trauma informed care with military populations. <i>Journal of Human Behavior in the Social Environment</i>, 30(3), 265-278.</p> <p>Messing, J. T. (2019). Risk-informed intervention: Using intimate partner violence risk assessment within an evidence-based practice framework. <i>Social Work</i>, 64(2), 103-112.</p> <p>Westers, N. (Host). (2021, January 1). <i>Why do people self-injure</i> [Audio podcast]. The psychology of self-injury: Exploring self-harm &amp; mental health. <a href="https://www.audacy.com/podcasts/the-psychology-of-self-injury-47139/why-do-people-self-injure-353364120">https://www.audacy.com/podcasts/the-psychology-of-self-injury-47139/why-do-people-self-injure-353364120</a></p> <p><b>Supplemental Readings</b>  Atuel, H. R., &amp; Castro, C. A. (2018). Military cultural competence. <i>Clinical Social Work Journal</i>, 46(2), 74-82.</p> <p>Franco, D. (2018). Trauma without borders: The necessity for school-based interventions in treating unaccompanied refugee minors. <i>Child and Adolescent Social Work Journal</i>, 35(6), 551-565.</p> <p>Kulkarni, S. (2019). Intersectional trauma-informed intimate partner violence (IPV) services: Narrowing the gap between IPV service delivery and survivor needs. <i>Journal of Family Violence</i>, 34(1), 55-64.</p>	
<p><b>8</b> Week 8: 10.10</p>	<p>Family Systems &amp; Genograms</p>	<p><b>Required Readings</b>  Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., &amp; Evans, C. (2023). Assessing family functioning in diverse family and cultural context. <i>Direct social work practice: Theory and skills</i>, 11<sup>th</sup> ed. (pp. 192-217). Boston MA: Cengage Learning.</p>	

Unit	Topic	Readings	Assignment Due Dates
		<p>Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., &amp; Evans, C. (2023). Enhancing family functioning and relationships. <i>Direct social work practice: Theory and skills</i>, 11<sup>th</sup> ed. (pp. 340-366) Boston MA: Cengage Learning.</p> <p>Konrad, S. C. (2019). Child-centered assessment. <i>Child and family practice: A relational perspective</i> (pp 81-113). Oxford University Press.</p> <p><b>Supplemental Reading</b></p> <p>Bang, M., Montaña Nolan, C., &amp; McDaid-Morgan, N. (2018). Indigenous family engagement: Strong families, strong nations. <i>Handbook of Indigenous Education</i>, 1-22.</p> <p>Gunn, A., &amp; Miranda Samuels, G. (2020). Promoting recovery identities among mothers with histories of addiction: Strategies of family engagement. <i>Family process</i>, 59(1), 94-110.</p> <p>Prime, H., Wade, M., &amp; Browne, D. T. (2020). Risk and resilience in family well-being during the COVID-19 pandemic. <i>American Psychologist</i>, 75(5), 631-643.</p> <p>Schwartz, R., &amp; Goldsmith, J. (2019). Internal family systems in family therapy. <i>Encyclopedia of Couple and Family Therapy</i>, 1575-1580.</p>	
<p><b>9</b></p> <p>Week 9: 10.17</p>	<p>Case Conceptualization</p>	<p><b>Required Readings</b></p> <p>Easden, M. H., &amp; Fletcher, R. B. (2020). Therapist competence in case conceptualization and outcome in CBT for depression. <i>Psychotherapy Research</i>, 30(2), 151-169.</p> <p>Padesky, C. A. (2020). Collaborative case conceptualization: Client knows best. <i>Cognitive and Behavioral Practice</i>, 27(4), 392-404.</p> <p>Sanchez, A. L., Comer, J. S., &amp; LaRoche, M. (2022). Enhancing the responsiveness of family-based CBT through culturally informed case conceptualization and treatment planning. <i>Cognitive and Behavioral Practice</i>. <a href="https://doi.org/10.1016/j.cbpra.2021.04.003">https://doi.org/10.1016/j.cbpra.2021.04.003</a></p> <p>Sperry, L. (2019). Assessment and case conceptualization with couples and families. In <i>Couple and Family Assessment</i> (pp. 20-32). Routledge.</p>	



Unit	Topic	Readings	Assignment Due Dates
<p><b>10</b></p> <p>Week 10: 10.24</p>	<p>Targeted Screening and Assessment Tools / Use of Diagnostics for Understanding Symptoms and Formulating Diagnoses (DSM &amp; DC 0-5)</p>	<p><b>Required Readings</b></p> <p>DeSilva, R., Aggarwal, N. K., &amp; Lewis-Fernández, R. (2018). The DSM-5 cultural formulation interview: Bridging barriers toward a clinically integrated cultural assessment in psychiatry. <i>Psychiatric Annals</i>, 48(3), 154-159.</p> <p>Connors, E. H., Douglas, S., Jensen-Doss, A., Landes, S. J., Lewis, C. C., McLeod, B. D., ... &amp; Lyon, A. R. (2021). What gets measured gets done: how mental health agencies can leverage measurement-based care for better patient care, clinician supports, and organizational goals. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 48(2), 250-265.</p> <p>Mulrooney, K., Egger, H., Wagner, S., &amp; Knickerbocker, L. (2019). Diagnosis in young children: The use of the DC: 0-5™ diagnostic classification of mental health and developmental disorders in infancy and early childhood. <i>Clinical Guide to Psychiatric Assessment of Infants and Young Children</i> (pp. 253-283). Springer.</p> <p>Patalay, P., &amp; Fried, E. I. (2021). Editorial Perspective: Prescribing measures: unintended negative consequences of mandating standardized mental health measurement. <i>Journal of Child Psychiatry and Psychology</i>, 62, 1032–1036.</p> <p><b>Supplemental Readings</b></p> <p>Bausewein, C., Schildmann, E., Rosenbruch, J., Haberland, B., Tänzler, S., &amp; Ramsenthaler, C. (2018). Starting from scratch: implementing outcome measurement in clinical practice. <i>Annals of Palliative Medicine</i>, 7(Suppl 3), S253-S261.</p> <p>Becker-Haimes, E. M., Tabachnick, A. R., Last, B. S., Stewart, R. E., Hasan-Granier, A., &amp; Beidas, R. S. (2020). Evidence base update for brief, free, and accessible youth mental health measures. <i>Journal of Clinical Child &amp; Adolescent Psychology</i>, 49(1), 1-17.</p> <p>McKinley, C. E., Boel-Studt, S., Renner, L. M., Figley, C. R., Billiot, S., &amp; Theall, K. P. (2020). The Historical Oppression Scale: Preliminary conceptualization and measurement of historical oppression among Indigenous</p>	

Unit	Topic	Readings	Assignment Due Dates
		<p>peoples of the United States. <i>Transcultural Psychiatry</i>, 57(2), 288-303.</p> <p>Newson, J. J., Hunter, D., &amp; Thiagarajan, T. C. (2020). The heterogeneity of mental health assessment. <i>Frontiers in Psychiatry</i>, 11, 76. <a href="https://doi.org/10.3389/fpsyt.2020.00076">https://doi.org/10.3389/fpsyt.2020.00076</a></p> <p>Salsman, J. M., Danhauer, S. C., Moore, J. B., Canzona, M. R., Victorson, D. E., Zebrack, B. J., &amp; Reeve, B. B. (2020). Optimizing the measurement of health-related quality of life in adolescents and young adults with cancer. <i>Cancer</i>, 126(22), 4818-4824.</p> <p>Thompson, A. M., &amp; Frey, A. J. (2020). Free, feasible, and valid measurement tools for school social workers. <i>Children &amp; Schools</i>, 42(1), 3-6.</p>	
<p>11</p> <p>Week 11: 10.31</p>	<p>Goal Setting &amp; Contracting</p>	<p><b>Required Readings</b></p> <p>Barker, P. &amp; Chang, J. (2013). Establishing treatment goals. In <i>Basic family therapy, 6<sup>th</sup> ed.</i> (pp. 88-94). John Wiley &amp; Sons.</p> <p>Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., &amp; Evans, C. (2023). Developing goals and formulating a contract. In <i>Direct social work practice: Theory and skills, 11<sup>th</sup> ed.</i> (pp. 239-271). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Taylor, P., &amp; Reeves, A. (2019). United States: 'combatting' self-harm and suicide in the US military and after: Culture, military labour, and no-harm contracts. In <i>Military Past, Civilian Present</i> (pp. 107-120). Springer, Cham.</p>	<p>Assignment #2</p>
<p>12</p> <p>Week 12: 11.7</p>	<p>Treatment Planning</p>	<p><b>Required Readings</b></p> <p>Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., &amp; Evans, C. (2023). Managing barriers to change. <i>Direct social work practice: Theory and skills, 10<sup>th</sup> ed.</i> (pp. 407-431) Boston MA: Cengage Learning.</p> <p>Maruish, M. E. (2019). Developing a treatment plan. In <i>Essentials of treatment planning, 2<sup>nd</sup> ed.</i> (pp.131-190). John Wiley &amp; Sons.</p> <p><b>Supplemental</b> Social Work Podcast <a href="https://socialworkpodcast.blogspot.com/2007/03/developing-treatment-plans-basics.html">https://socialworkpodcast.blogspot.com/2007/03/developing-treatment-plans-basics.html</a></p>	

Unit	Topic	Readings	Assignment Due Dates
<p><b>13</b></p> <p>Week 13: 11.14</p>	<p>Group Treatment (Assessing need for group, pre-group planning, consent in groups)</p>	<p><b>Required Readings</b></p> <p>Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., &amp; Evans, C. (2023). Understanding social work groups. In <i>Direct social work practice: Theory and skills</i>, 11<sup>th</sup> ed. (pp. 217-238). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Pessagno, R. (2020). Group therapy: Stages of group development. In C. Knight &amp; K. Wheeler (eds.), <i>Case study approach to psychotherapy for advanced practice psychiatric nurses</i> (pp. 95-112). Springer.</p>	
<p><b>14</b></p> <p>Week 14: 11.21</p>	<p>Group Treatment (pre-group interview, group types, stages of group)</p>	<p><b>Required Readings</b></p> <p>Bhide, A., &amp; Chakraborty, K. (2020). General principles for psychotherapeutic interventions in children and adolescents. <i>Indian Journal of Psychiatry</i>, 62(Suppl 2), S299.</p> <p>Bryde Christensen, A., Riis, M. G., Wahrén, S., Reinholt, N., Skov, A. C., Poulsen, S., &amp; Arnfred, S. (2022). Patient perspectives on co-therapists' behaviors in group CBT. <i>Journal of Contemporary Psychotherapy</i>, 1-9.</p> <p>Kivlighan III, D. M., Swancy, A. G., Smith, E., &amp; Brennaman, C. (2021). Examining racial microaggressions in group therapy and the buffering role of members' perceptions of their group's multicultural orientation. <i>Journal of Counseling Psychology</i>, 68(5), 621-628.</p>	
<p><b>15</b></p> <p>Week 15: 11.28</p>	<p>Pulling it all Together</p>	<p><b>Required Readings</b></p> <p>Finn, J. L. (2020). Critical reflection: A starting place for understanding difference, oppression, and privilege. In <i>Just practice: A social justice approach to social work</i> (pp. 33-62). Oxford University Press.</p> <p>Finn, J. L. (2020). Action and accompaniment. In <i>Just practice: A social justice approach to social work</i> (pp. 263-303). Oxford University Press.</p>	<p>Assignment #3</p>

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

### **Academic Integrity**

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

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university. For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

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

### **Students and Disability Accommodations**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). Students may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## **Support Systems**

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

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

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

### *VAC Students: Uwill Counseling Services*

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

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

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

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

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### *Reporting Incidents of Bias or Harassment* - (213) 740-5086 or (213) 821-8298

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

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

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

### *Kortschak Center for Learning and Creativity* - 213-740-7884, [kortschakcenter@usc.edu](mailto:kortschakcenter@usc.edu)

The Kortschak Center offers academic coaching and resources.

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

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

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

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

Diversity, Equity and Inclusion - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

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

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

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

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

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

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

## **XXII. List of Appendices**

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

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

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

### **Appendix B: [National Association of Social Workers Code of Ethics](#)**

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

#### **Preamble**

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

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

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

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

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