USC Suzanne Dworak-Peck
School of Social Work

Social Work 725B
Section

Preparatory Scholarship for Capstone

2 Units

Fall 2023

[optional photo]	Instructor(s):	Loc H. Nguyen, Dr.P.H., M.S.W.		
	E-Mail:	LocHNguy@usc.edu	Course Day:	Mondays
	Telephone:	323-356-8475	Course Time:	5:00 p.m. to 7:00 p.m.
	Zoom:		Course Location:	Digital Campus
	Calendly:			

I. COURSE PREREQUISITES

Successful completion of the following prerequisite courses is required: Strategic Innovations for Grand Challenges (704), Design Laboratory for Social Innovation 1 (711), Leading and Managing Large Complex Systems (706), Data Driven Decision Making in Social Services (721), Design Laboratory for Social Innovation 2 (723), Leading Public Discourse (705), Communication and Influence for Social Good (720), Application of Implementation Science (713), Financial Management for Social Change (707), Executive Leadership (714), and Preparatory Scholarship for Capstone (725A).

II. CATALOGUE DESCRIPTION

Design and develop an innovative, feasible, and defensible Capstone Project focusing on a selected Grand Challenge for Social Work. **Course credit will be granted on acceptance of a Mid to High-Fidelity Prototype.**

III. COURSE DESCRIPTION

The USC Suzanne Dworak-Peck School of Social Work's DSW program prepares students to lead large-scale social change. Students in the DSW program complete a capstone project that demonstrates their abilities and results in a medium to high fidelity proof of concept ready for public communication and implementation. Preparatory Scholarship for Capstone is a 3-course series that creates the conditions for students to develop their Capstone Project. This includes development of an accepted capstone proposal (725a), continued capstone project work (725b), and completion and defense of capstone work (725c). Since the DSW program is designed to teach students to think, act, and conduct themselves as professionals who lead and manage efforts to improve social good related to the Grand Challenges for Social Work, the DSW capstone project requires students to demonstrate and apply social innovation in the context of the diverse knowledge and skills they have acquired throughout the program.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Provide a supportive learning community for experiential learning, problem-solving, design thinking, constructive feedback, and group discussions.
2	Enhance students' understanding that good writing and problem solving are iterative processes that require continuous reflection and revision.
3	Encourages the refinement of a theoretical/conceptual framework and logic model that connect capstone project designs to specific intended outcomes.
4	Actualizes the student's customized work plan and provides an opportunity for iteration of a prototype of a solution to an intractable social problem.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The capstone courses (725a/b/c) represent a **mentoring support structure** designed to facilitate independent capstone work from development of a proposal through until completion. The mentoring support structure is somewhat different from a typical class. It is similar in that it involves weekly involvement. It differs because, depending upon the week, you will either participate in an **integrative seminar** or a meeting with your **capstone peer mentoring team (CPMT).** The integrative seminar and capstone peer mentoring team meetings complement one another but have different composition and functions. Both are important to supporting your capstone work and progress.

Across the integrative seminar and CPMT components, this course will largely operate in a seminar format that also includes experiential exercises and collaborative support centered around the capstone work. Weekly activities may include other social innovation efforts, review and support of one another's work, presentation of capstone plans to foster group discussion / feedback / brainstorming, and other activities to support capstone development and progress.

Throughout the semester, the process of iterating on solutions will occur in a collaborative environment that involves sharing and discussing ideas and written materials, even at stages when those ideas and materials may not yet be in their final form. This is a norm that we highlight because many individuals prefer to share polished final work. This course will ask all members to stretch in sharing and learning in a collaborative environment. The class environment is structured to model an essential aspect of working and learning in diverse team contexts. Instructors expect all participants to commit to supporting the advancement of other group members, even when feedback may result in re-thinking or challenging of current ideas. 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 materials for the week, as appropriate.

This course aims to be student-centered. This means that the contents of sessions may vary somewhat from the syllabus based on ongoing progress and discussion among students and faculty. Therefore, some syllabus and reading adjustments may occur to fit the needs of student members.

VI. STUDENT LEARNING OUTCOMES

The workshop environment of capstone coursework will help students practice and refine skills from earlier semesters. This is an integrative experience as students further develop as social change agents. Students will demonstrate the following competencies:

Objective Number	Objectives
1	Integrate feedback from peers, faculty and external partners to develop low fidelity and mid to high fidelity prototypes reflective of their proposed solution.
2	Provide sound evidence, theoretical/conceptual rationale, and logic model for how a particular capstone solution leads to positive social outcomes.
3	Document knowledge gained and lessons learned in the process of pursuing planned capstone work that may be useful to wider audiences.
4	Critically reflect on the methodologies utilized in capstone work from a social justice and problem-solving perspectives. The goal is to more deeply consider the strengths and limitations associated with approaches employed and biases as leaders designing social change initiatives.

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

The overarching objective of the DSW Capstone Project is to provide prospective social change leaders with a guided opportunity to demonstrate the knowledge, skills, and understandings that they have acquired in their DSW course of study. Having submitted a (1) Draft Capstone Proposal; (2) Oral Presentation in Capstone Peer Mentorship Meetings, and (3) Revised Capstone Proposal and Action Plan, students will integrate feedback from peers, faculty members, external partners, and stakeholders to develop low fidelity and mid to high fidelity prototypes. Students will be asked to reflect on their iterative process.

Deliverables	Due Date	% of Final Grade
Low Fidelity Prototype	Week 5 9/18/2023	CR/NC
Three Progress Reports and Revised Action Plans	Week 3, 6, & 9 9/4/2023, 9/25/2023, 10/16/2023	CR/NC
Mid to High Fidelity Prototype & Reflection	Week 10 10/23/2023	CR/NC
Prototype Showcase	Week 11 &12 10/30/2023, 11/6/2023	CR/NC

The guidelines for the required deliverables are described below:

Low Fidelity Prototype – DUE Week 5

Low fidelity prototyping involves the use of basic models or examples of the capstone solutions/products being tested. Students will apply Discovery Skills such as associating, questioning,

observing, experimenting and networking (Read: C. Christensen, H. Gregersen and J. Dyer. (2009). *The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators.* Harvard Business Review Press.) to create an overarching vision for their product. It may involve sketches but can also work as a description of the product. The student should identify the design criteria and key features. In addition to seeking input from your Capstone Peer Mentoring Team, please identified an external design partner and other stakeholders who can provide feedback on the prototype. Examples of low fidelity prototypes are:

- Storyboarding
- Sketching
- Mockup
- Journey Map

Three Progress Reports and Revised Action Plan – **DUE Weeks 3, 6, and 9**
Monthly updates (i.e., Brief (1-2 pages) narrative summaries and project management action plans) must be uploaded**.**

Mid to High Fidelity Prototype and Reflection – **DUE Week 10***
High fidelity prototypes are prototypes that look and operate closer to the finished product. By the end of week 10, students will have engaged in a series of iterations, culminating in the demonstration of a mid to high fidelity prototype. After developing initial prototypes, students should evaluate them, consider options for updating and seeking ways to improve the capstone solutions/products. Improvements often occur through iterative processes in collaboration with appropriate stakeholders. This may result in relatively small adjustments or can involve substantive changes. Testing and refining of prototypes is often an iterative process to ensure that the prototypes meet the needs of stakeholders and have a sound conceptual, logical, and practical rationale.

In addition to submitting a mid to high-fidelity prototype, students will also **submit a narrative 3-5 page reflection** describing the iterative process, what has been learned as well as strengths and limitations associated with approaches/methods employed in the prototyping process. These reflections will ultimately become part of the knowledge generated from the capstone design process and can serve as one part of the final capstone written documentation in SOWK 725c.

*Students should request approval for their Prototype prior to week 10

Prototype Showcase – Due Week 11 or 12
Each student will give a 10-minute presentation highlighting the attributes of their prototype and share what has been learned as well as the strengths and limitations associated with approaches/methods employed in the prototyping process.

Participation
The capstone mentoring environment in the DSW program aims to create dynamic, vital spaces including students and faculty. The norms and values of participation in the capstone peer mentoring teams, and in the 725a/b/c courses are described in the 725 Capstone Mentoring Structure document, to which students and faculty should refer. In short, these values include essential elements, such as mutual aid; thoughtful and constructive review of ideas; maintaining a "Yes, and…" mindset; openness to ideas; care for and understanding of the value of time in class; sharing of knowledge/resources; and constructive contribution to team functioning.

Attendance and Participation
As a professional school, class attendance and participation are an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate.

For online courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Unless directed by your course instructor, students are expected to complete all activities prior to the scheduled live class discussion.

Late Policy
This seminar primarily supports development of a capstone project proposal that will be approved by your faculty review team. In the middle of the course, students have an opportunity to share and facilitate discussion of ideas and directions in the form of a prototype. Students are expected to submit and share current materials and progress by course deadlines. Final prototypes are due by the deadline listed in the syllabus, without exception. They may be submitted earlier than the deadline, but not later because faculty must have appropriate time to review proposals to decide whether they meet expectations or not, and whether any final adjustments may be required. A proposal turned in after the deadline will result in no credit for the proposal, which is the key milestone for advancing to 725c.

Communication Policy
Students are encouraged to contact the instructor by USC email. The instructor will reply to emails within 48 hours, 72 hours over a weekend, and the workday following a holiday. The instructor does not respond to questions during the 24 hours before an exam or assignment is due and may not respond to emails sent from non-USC accounts.

Developing a Learning Community
Preparatory Scholarship for Capstone is designed to is to create a learning community that advances the collective knowledge of the students and supports the growth of their individual knowledge and problem-solving mindset. Collectively, the students and instructor create a positive learning environment through dialogue, peer evaluation, quality feedback, and opportunities for students to collaborate and enhance discovery skills. Discussion, both in class and online, also allows students to learn and practice discourse.

Expectations for Assignments
All written assignments must be doubled-spaced, typed with a 12-point font, and have 1-inch margins. Text citations and lists of references must follow correct APA (7th ed.) format. All sentences must be written in the student's own words. Ideas, information, and concepts that originated from any other source must be cited as such (based on APA format). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** All assignments should be carefully edited for errors in spelling and grammar.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Recommended Readings
Development of expertise develops through independent study. Students are encouraged to identify and read articles and books that are relevant to the specific field of study.

Recommended Guidebook for APA Style Formatting
Owl Purdue Online Writing Lab -- https://owl.purdue.edu/

USC Guide to Avoiding Plagiarism
See https://libguides.usc.edu/writingguide/plagiarism

Suggested Websites
The American Accounting Association: www.aaahg.org
American Public Human Services Association: www.asphsa.org
The Peter F. Drucker Foundation for Non-Profit Management: www.fpdf.org
FinanceNet: www.financenet.gov
The Foundation Center: www.fdncenter.org

Free Management Library: www.fdncenter.org
Stanford Social Innovation Review: www.ssireview.org
National Association of Nonprofit Accountants: www.nonprofitcpas.com
National Council of Nonprofits: www.councilofnonprofits
The Wallace Foundation Knowledge Center: wallacefoundation.org
The Nonprofit Quarterly: www.npgmag.org
Public Risk Management Association: www.primacentral.org

Course Overview

Week	Topics	Deliverables
1 8/21/2023	Course Overview	
2 8/28/2023	Role of Prototyping	
3 9/4/2023	Design Justice Principles and Prototyping Process **Labor Day – No Class**	**Progress Report and Revised Action Plans #1**
4 9/11/2023	Proof of Concept Theoretical/Conceptual Framework Theory of Change Logic Models	
5 9/18/2023	Student consultations with External Design Partner and course instructor	**Low Fidelity Prototype**
6 9/25/2023	Student consultations with External Design Partner and course instructor	**Progress Report and Revised Action Plans #2**
7 10/2/2023	Student consultations with External Design Partner and course instructor	
8 10/9/2023	Student consultations with External Design Partner and course instructor	
9 10/16/2023	Capstone Peer Mentoring Team Meeting	**Progress Report and Revised Action Plans #3**
10 10/23/2023	Capstone Peer Mentoring Team Meeting	**High Fidelity Prototype and Reflection**
11 10/30/2023	Prototype Showcase	
12 11/6/2023	Prototype Showcase	
STUDY DAYS / NO CLASSES		

Recommended Course Schedule

<table>
<tr><td>**Overview**</td></tr>
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The capstone mentorship structure involves integrative seminar weeks and capstone mentorship team meetings. During integrative seminar weeks, live sessions will typically focus key features that you want to include in your work that derive from previous courses. You will be working from your action plan to develop your low fidelity and high-fidelity prototype. You will be asked to reflect on your transparently on the process, including feedback from stakeholders and peers. These weeks will generally involve large group discussion time, breakout time to discuss and apply principles to one's own capstone project thinking and plans, and then time for final integrative discussion and questions Capstone mentoring team meeting weeks will largely focus on presentation and facilitated discussion of developing capstone work plans in a dynamic team context.

Mentors should be invited to attend a mentor orientation, Capstone Mentorship Meetings, and the final capstone defense.   Mentors do not have grading responsibilities.

<table>
<tr><td>**Week 1: Course Overview**</td><td>**8/21/2023**</td></tr>
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Topics
- Prototyping
- Role of the External Design Partner
- Revisiting Principles of Design Thinking
- Using How Might We Statements to Generate Creative Solutions

Recommended Reading

- Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.
  Chapter 1: Why Design?
  Chapter 2: Four Questions, 10 Tools
  Chapter 3: Visualization
  https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The designing for growth field book: A step-by-step project guide*.
  Step 1: Identify an Opportunity, pp. 0-5, 8-9, 62-63, 80-81, 92-93, 97, 100, 110-115, 118-119, 127-128
- https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

<table>
<tr><td>**Week 2: The Role of Prototyping**</td><td>**8/28/2023**</td></tr>
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Topics
- Making Prototypes
- Using the Design Thinking Visualization Tools for Prototyping
- Revising Design Criteria

Recommended Readings

- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The designing for growth field book: A step-by-step project guide.*
  Step 2: Scope Your Project, pp. 10-11
  Step 3: Draft Your Design Brief, pp. 12-13
  Step 4: Make Your Plans, pp. 14-19, 94-96,120-123
  Step 5: Do Your Research, 20-21, 44–55, 64-65, 124-126
  https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

- Coursera—Design Thinking for the Greater Good: Innovation in the Social Sector
  Week 3: A Mindset for Innovation, And Asking "What If?"
  Week 4: Asking "What Wows?" and "What Works?"
  https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm_medium=email&utm_source=other&utm_campaign=opencourse.opCIcU3SEeWeiwqPB940Pw.announcements~opencourse.opCIcU3SEeWeiwqPB940Pw.lNePLJyeEeeDARL5O9cnxg

- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The designing for growth field book: A step-by-step project guide.*
  Step 7: Establish Design Criteria, pp. 20–21, 132
  https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

- Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*, pp. 96–100.
  https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Week 3: Design Justice Principles and Prototyping Process	**9/4/2023**
Labor Day – No Class	

Topics
- Equity in Design
- Design Justice Principles

Required Readings

- Brown, M. (Fall 2020). Unpacking the theory of change. Stanford Social Innovation Review, pp. 45-50.

- Berkovich I. A socio-ecological framework of social justice leadership in education. *Journal of educational administration.* 2014;52(3):282-309. doi:10.1108/JEA-12-2012-013

- Gutiérrez KD, Jurow AS. Social Design Experiments: Toward Equity by Design. *The Journal of the learning sciences.* 2016;25(4):565-598. doi:10.1080/10508406.2016.1204548

Week 4: Proof of Concept: Theory of Change, Logic Model, and Theoretical /Conceptual Framework   9/11/2023

Topics
- Theory of Change (ToC)
- Logic Model
- Theoretical/Conceptual Framework

Recommended Readings

- Grant, C. & Osanloo, A. (2014) Understanding, selecting, and integrating a theoretical framework in dissertation. Administrative Issues Journal: Connecting, Education, Practice and Research, 4(2),12-26.

- Brown, M. (Fall 2020). Unpacking the theory of change. Stanford Social Innovation Review, pp. 45-50. https://hbr.org/2017/06/the-4-types-of-innovation-and-the-problems-they-solve

- Logic Model Development Guide. (2004) W.K. Kellogg Foundation, pp.1-12.

Week 5: Student consultations with External Design Partner and course instructor   9/18/2023

Topic
- Consultation meetings and Facilitated Discussions of Prototype

Recommended Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.
   Chapter 4: Journey Mapping
   Chapter 6: Mind Mapping
   https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The designing for growth field book: A step-by-step project guide*.
   Step 6: Identify Insights, pp. 22–23
   Journey Mapping, pp. 58-61, 98-99,130-131
- https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731.

Week 6: Student consultations with External Design Partner and course instructor   9/25/2023

Topic
- Consultation meetings and Facilitated Discussion of Prototype

Week 7: Student consultations with External Design Partner and course instructor   10/2/2023

Topic

- Consultation meetings and Facilitated Discussion of Prototype

Week 8: Student consultations with External Design Partner and course instructor   10/9/2023

Topic
- Consultation meetings and Facilitated Discussion of Prototype

Week 9: Capstone Peer Mentoring Team Meeting   10/16/2023

Topic
- Presentations and Facilitated Discussions of Prototypes

Week 10: Capstone Peer Mentoring Team Meeting   10/23/2023

Topics
- Presentations and Facilitated Discussions of Prototypes

Week 11: Prototype Showcase   10/30/2023

Topics
- Full Class Presentations and Facilitated Discussions of Prototypes

Week 12: Prototype Showcase   11/6/2023

Topics
- Full Class Presentations and Facilitated Discussions of Prototypes

IX.   ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives. Students are expected to notify the instructor by email (LocHNguy@usc.edu of any anticipated absence or reason for tardiness.

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

Please refer to Scampus and to the USC Suzanne Dworak-Peck School of Social Work Student Handbook for additional information on attendance policies.

X.   ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

XI.   SUPPORT SYSTEMS

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Student Accessibility Services
Provides certification for students with disabilities and helps arrange relevant accommodations. https://osas.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XII. ADDITIONAL RESOURCES
Students enrolled in the Virtual Academic Center can access support services for themselves by contacting Uwill, an independent student assistance program offering mental health and wellness solutions. The program allows students the ability to connect immediately with licensed available mental counselors based on their unique needs and preferences. To get started, follow this link (https://app.uwill.com/register/HnemFGqrb4R1MdrCc2xapw?k=g21ouh89E41u5yJz3BmbtQ) to the Uwill portal, create your account with your University email, and connect with a clinician.

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

XIV. POLICY ON LATE OR MAKE-UP WORK
Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS
It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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

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

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the DSW@USC, Dr. Michael Hurlburt. If you do not receive a satisfactory response or solution, contact the Associate Dean for Curriculum, Dr. Devon Brooks, for further guidance.

XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.

(Revised January 4, 2022)