USC Suzanne Dworak-Peck
School of Social Work

Social Work 725C
Section

Preparatory Scholarship for Capstone

2 Units

Fall 2023

[optional photo]	**Instructor(s):**	Annalisa Enrile, Ph.D., MSW		
	E-Mail:	enrile@usc.edu	**Course Day:**	Monday
	Telephone:	619-316-0920	**Course Time:**	5pm – 7pm PST
	Zoom:	https://zoom.us/j/6193160920	**Calendly:**	https://calendly.com/annalisaenrile/dsw-advisory-mtg

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), Preparatory Scholarship for Capstone (725A), and Preparatory Scholarship for Capstone (725B).

II. CATALOGUE DESCRIPTION

Complete a fully implementable, innovatively designed Grand Challenge Capstone Project. Future-focused on garnering support, piloting and launching students' capstone project. Credit granted on acceptance of capstone project.

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	Actualize the student's capstone plan as 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 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 mentoring components, this course will largely operate in a seminar format that also includes 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 synthesizing the solution 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	Use logic models to carefully plan for and maximize impact with proposed intervention.
2	Organize financial and program data for decision- making, communication and evaluation to improve program and policy outcomes in human service organizations
3	Confidently employ a variety of media and methods to influence and communicate with professional, political, and public audiences
4	Create positive social impact in complex systems at a scale.

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

The overarching objective of the DSW Capstone 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 low and mid-level prototypes and action plans, integrating feedback from peers, faculty members, and often external partners, students will now actualize their plan, creating high fidelity prototypes. Students will be asked to reflect on their iterative process as a methodology and present an integrative approach to a problem of practice that attends to systemic barriers and intractable problems.

This course, SOWK 725c, is the culmination of the SOWK 725 series for Capstone Preparation. At each point in the series, students have been asked to successfully deliver key areas of their

Capstone Project. The purpose of the series to be able to account for and provide space to different learning styles, uniqueness of capstone projects, and pacing. Therefore, students may have had to continue working and iterating on deliverables submitted throughout the series.

By the end of the semester, SOWK 725c students must meet the requirements of the 725 series (including Capstone Proposal, High Fidelity Prototype, Capstone Paper, and Oral Defense) to fulfill the requirements for the DSW Program. Students who are unable to do so will be provided various options including re-taking one or more course in the 725 series (SOWK 725a, b, and/or c) dependent on what deliverables must be revised and/or completed, or another appropriate option (such as an incomplete or leave of absence).

Deliverables	Due Date	% of Final Grade
Deliverable 1: Capstone Project Abstract and Positionality Statement	Week 2	CR/NC
Deliverable 2: High Fidelity Prototype and Description	Week 5	CR/NC
Deliverable 3: Capstone Paper and Final Prototype	Week 8	CR/ NC
Deliverable 4: Capstone Oral Defense	Week 12-15	CR/NC

The guidelines for the three required assignments are described below:

Deliverable 1: Capstone Project Abstract and Positionality Statement- DUE Week 2

In preparation for the Capstone Project Paper, students will submit an abstract of their Capstone project. Abstracts must follow APA 7th edition format and should not exceed 200 words.

Positionality Statement: It is a practice for doctoral level students in the social sciences to explain and describe their positionality as it influences research and design. Similarly, design justice principles support a self-how has aware, reflexive praxis that is composed of the designer locating themselves in the overall design context and process, co-creators and target populations (i.e.: users, stakeholders, clients, etc.). Aspects of positionality include culturally ascribed characteristics such as gender, race, skin color, nationality, religion, geography, privilege, but also aspects such as personal life history and experiences and political perspectives. Further, selected epistemologies such as theoretical perspectives, conceptual models and theories of change should also be included in this statement. First person narrative is applicable but statements should still follow APA 7th edition format. The positionality statement should not exceed 500 words, not including references.

Deliverable 2: High Fidelity Prototype and Description – DUE Week 5

Prototype: Students will create a working Prototype as relevant to their Capstone Project/Innovation. The Capstone Prototype must demonstrate proof of concept of your project design (whether it be technology, product, program/service, policy, etc.). It must take a tangible, functional form that is intended to be tested for further refine project design and can be implemented upon graduation. Prototypes should be **high fidelity user prototypes.** Acceptable forms of high-fidelity prototypes include:

- Technology:
    - o Click through wireframes
    - o Website design (unpublished is fine)
    - o Algorithm feasibility
- Products:
    - o Physical mock-up of product
    - o Working model (limited or proxy materials are acceptable)
    - o Blueprints
- Program or Service:
    - o Curriculum modules (e.g., trainings) with learning objectives, learning activities, and assessment
    - o Detailed UX Journey Map (interactive preferred)
    - o Detailed manual (e.g., service offerings)
- Media:
    - o Media samples (e.g., podcasts, videos, etc.)
    - o Campaign deck with social media assets included
    - o Influencer marketing plan with examples
- Policy:
    - o Written policy change (e.g., legislation)
    - o Digital platform to test policy ideas/feedback
    - o Implementation/adoption of journey map

High Fidelity Prototypes must be approved by instructor.

Prototype Description: Students will write up a description of how their prototype works. Prototype descriptions should not exceed 500 words (3rd person narrative, double spaced, 12-point Times New Roman font, 1-inch margins, APA format), not including references or title page. Students should include:

- Description of Prototype
- Why prototype is an appropriate project inquiry format for the project
- How this prototype has or will be used to test design concepts of the project
- If the prototype has already been tested, a detail of test/experiment results

Deliverable #3: Capstone Project Paper + Finalized Prototype- DUE Week 8
Students will submit their Capstone Project Paper including an Executive Summary, Conceptual Framework, Problems of Practice and Proposed Solution(s), Project Structure, Methodology, and Action Components, and Conclusions, Actions, and Implications. Final document should not exceed **30 pages,** not including title page, references, and appendices (double-spaced and written in APA 7th edition format).

Students will also submit the final version of their Prototype. Students should confirm with instructor on the form of the Prototype to be submitted.

Executive Summary

- ☐ Identification of the specific problem(s) or issue(s) that the project addresses is clearly tied to a problem of practice.
- ☐ Draw a clear link between your proposed project and progress on one or more of the Grand Challenges for Social Work.
- ☐ A clear link drawn between the between the project and making progress on one or more of the Grand Challenges for Social Work.
- ☐ The purpose of the project and the innovative solution are clearly delineated within a larger conceptual framework.
- ☐ Describe the project's Theory of Change by answering the following questions:

  - What's the proposed solution trying to achieve?
  - How realistic are the project's goals?
  - How does the proposed solution work?
  - How does the proposed solution align with best practices?

- ☐ The overarching project methodology and methodological tools employed to address the project's aims are clearly presented (i.e., design criteria). <u>Describe how the design thinking methodology and tools were employed.</u>
- ☐ A concise and clear summary of aims for project implementation and future action steps is presented.
- ☐ The project represents an innovative step forward that has potential implications beyond just a narrow local context.

Problems of Practice and Literature Review

- ☐ Present a clear statement of the problem within the context of at least one Grand Challenge for Social Work.
- ☐ Provide a disciplined assessment of what is known about the problem through research and practice initiatives (include statistics that describe the scope of the problem and its impact on the targeted population)
- ☐ Analyze the problem from multiple stakeholder perspectives.
- ☐ Describe the significance of the problem and the implications for a targeted population, organization, and/or community.

Conceptual Framework

- ☐ Present a Positionality Statement (see deliverable 1)
- ☐ Demonstrate how the proposed project is guided by a coherent conceptual framework, and a logic model that makes clear the theory of change.

Project Description

- ☐ Describe the proposed solution(s) and how it will contribute to addressing one or more of the Grand Challenges for Social Work.

- ☐ Describe how your proposed solution builds on existing evidence regarding the broader solution landscape (including relevant policy, practice, public knowledge and/or discourse about the issue, as well as the local contextual environment).

- ☐ Justify how your proposed project considers existing opportunities for testing/piloting and implementing new strategies and/or approaches to addressing the problem.

- ☐ Assess your proposed project's overall likelihood of success.

Project Structure, Methodology, Testing/Piloting, and Implementation Strategy

- ☐ Present an appropriate Prototype to address the identified problem.

- ☐ Explain how the Capstone Project address the stated problem(s) of practice.

- ☐ Include a meaningful analysis of the market for the proposed project relative to alternative options.

- ☐ Describe how the design thinking principles were used to create the project

- ☐ Explain the project's financial plans and implementation strategy.

- ☐ Describe the project's methods for assessment of impact.

- ☐ Describe the project's plan for stakeholder involvement.

- ☐ Describe the project's outreach and communications strategies that are likely to have a positive impact on relevant audiences.

- ☐ Explain how your project has carefully considered ethical concerns and possible negative consequences.

Conclusions, Implications, and Action Plan

- ☐ Explain how the project aims to inform potential future decisions and actions.

- ☐ Contextualize project conclusions within a field of practice

- ☐ Describe the implications of the project innovation for practice and further action.

- ☐ Acknowledge any limitations and risks (e.g., ethical, legal, and/or financial) and provide recommendations for future work.

- ☐ Propose how the Capstone Project can be immediately shared with relevant practitioners and/or external constituencies.

- ☐ Provide a concrete plan for advancing next steps.

Deliverable 4: Oral Defense

If Deliverable 3: Capstone Paper and Final Prototype meets expectations of the DSW program, then students will be invited to give a formal presentation of their Capstone Project. Invited Faculty members will include the instructor of record for 725ABC, a second faculty review who has been approved as part of the students' Capstone Review Committee and their External

Design Partner. Presentations will be <u>20-minutes</u> followed by questions and comments from the review panel.

High Fidelity Prototype. Students will also include their Capstone Prototype as outlined in the syllabus). Evidence of their Capstone Prototype must be included in their presentation. The Prototype must also demonstrate that it is implementation ready.

To prepare for the Oral Defense, the students will be given an opportunity for practice sessions with their Capstone Peer Mentoring Team.

<u>Attendance and Participation</u>
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.

For this course specifically, students will be asked to work with their Capstone Peer Mentoring Team during synchronous sessions and independently. The spirit and behavior of collaboration and respect are essential to the co-learning in this course.

<u>Late Policy</u>
This seminar primarily supports development of a capstone project proposal that has been approved by your faculty review team (SOWK 725a) and the finalization of a high-fidelity prototype (SOWK 725b). 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. Capstone papers must be turned in, reviewed and passed before students will be allowed to advance to their Oral Defense. Capstone papers turned in after the deadline will result in no credit and the inability to defend, both of which are key milestones for obtaining the DSW degree.

<u>Communication Policy</u>
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.

<u>Developing a Learning Community</u>
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.

<u>Expectations for Assignments</u>
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	Assignments
1	Introduction to 725C: Capstone Project and Oral Defense	
2	Finishing Capstone Work and Synthesizing Learning	**Deliverable 1: Abstract and Positionality Statement**
3	Finishing Capstone Work and Synthesizing Learning	
4	Review and Revised Capstone Project & Prototype	
5	Individual Capstone Mentoring (by appointment) and Capstone Paper Development	**Deliverable 2: High Fidelity Prototype and Description**
6	Individual Capstone Mentoring (by appointment) and Capstone Paper Development	
7	Individual Capstone Mentoring (by appointment) and Capstone Paper Development	
8	Individual Capstone Mentoring (by appointment) and Capstone Paper Development	**Deliverable 3: Capstone Project & Prototype**
9	Capstone Oral Defense Preparation	
10	Advising Session (by appointment) and Oral Defense Preparation	
11	Advising Session (by appointment) and Oral Defense Preparation	
12	Oral Defense	**Deliverable 4: Oral Defense**
13	Oral Defense	**Deliverable 4: Oral Defense**
14	Oral Defense	**Deliverable 4: Oral Defense**

Week	Topics	Assignments
15	Oral Defense	**Deliverable 4: Oral Defense**

STUDY DAYS / NO CLASSES

Course Schedule

Overview

The capstone mentorship structure involves integrative seminar weeks and capstone peer mentoring team meetings. During integrative seminar weeks, live sessions will typically focus on 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 high-fidelity prototype. You will be asked to reflect on your process, including feedback from stakeholders, external design partner, and peers. These weeks will generally involve large group discussion time, breakout time to discuss and apply principles to one's own capstone project, and then time for final integrative discussion and questions. Capstone Peer Mentoring Team meetings will largely focus on facilitated discussion on developing capstone work plans as well as providing and receiving feedback during practice presentation sessions.

Week 1: Introduction to 725C: Capstone Product and Defense   8.21.23

Topics
- Capstone Standards and Guidelines
- Capstone Project Outline
- Writing Support and Expectations
- Time Management
- Uploading the Capstone Project to USC's archives

Week 2: Finishing Capstone Work & Synthesizing your Learning   8.28.23

Topics
- Abstract and Positionality Statement
- Toolbox resources

Deliverable 1: Abstract and Positionality Statement due [add date] @ 11:59 pm PST

Week 3: Finishing Capstone Work and Synthesizing your Learning   9.4.24
Labor Day – No Class

Topics
- Design Thinking
  - What Is?
  - What If?
  - What Wows?
  - What Works?

- o Professional Significance
- o Innovation Argument

Week 4: Capstone Mentoring Team Meeting	9.11.23

Topics
- Problems of Practice and Innovative Solution
  - o Proposed solution and impact
  - o Synthesis of stakeholder perspectives
  - o Theory of Change

Week 5: Individual Capstone Mentoring (by appointment) and Capstone Paper Development	9.18.23

Topics
- Problems of Practice and Proposed Solution
  - o Contribution to a Grand Challenge for Social Work
  - o Innovation Argument

Deliverable 2: High Fidelity Prototype and Description due [add date] @ 11:59 pm PST

Week 6: Capstone Review Committee Consultation (by appointment) and Capstone Paper Development	9.25.23

Topics
- Project Structure
  - o Project implementation plan
  - o Logic Model
  - o Financial plan

Please make appointment to for Capstone Review Committee Consultation:
https://calendly.com/annalisaenrile/capstone-review-committee-consultation

Week 7: Individual Capstone Mentoring (by appointment) and Capstone Paper Development	10.2.23

Topics
- Project Structure
  - o Measuring social change and assessing impact

- o Communication products, strategies and plans for stakeholders
- o Limitations and risks

Week 8: Individual Capstone Mentoring (by appointment) and Capstone Paper Development	10.9.23

Topics
- Format of Presentation
- Presentation Skills
- Anticipating Questions

Deliverable 3: Capstone Project & Prototype due <mark>[add date]</mark> @ 11:59 pm PST

Week 9: Capstone Oral Defense Preparation or Advising Session	10.16.23

Week 10: Capstone Oral Defense Preparation or Advising Session	10.23.23

Week 11: Capstone Oral Defense Preparation or Advising Session	10.20.23

Week 12: Oral Defenses	TBD

Week 13: Oral Defenses	TBD

Use this link to schedule your oral defense:
https://calendly.com/annalisaenrile/capstone-presentation-defense

Week 14: Oral Defenses	TBD

Week 15: Oral Defenses	TBD

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 (add email address) 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.