

SOWK 661
Interprofessional Education,
Team-Based Care, and Caregivers

3 Units

Spring 2024

Syllabus

**Instructor
Photo**

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Office Location: SWC 220

Office Hours Days & Times: Wed 4:30-5:30pm
Or By Appointment (Zoom; phone)

Course Day & Time: Wed 5:30-7:50

Course Location: ONLINE

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IT Help Hours of Service: 24 hours, 7 days/week

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I. COURSE PREREQUISITES

SOWK 523 (MSW students only)

Health Affairs students: At the discretion of the course lead, a comparable program specific course may be substituted for this course.

II. CATALOGUE DESCRIPTION

Interprofessional education and evidence-informed team-based practice revolving around formal and informal caregiving through a social justice and intercultural competence lens.

III. COURSE DESCRIPTION

This course aims to prepare health affairs students for interprofessional, evidence-informed team-based collaborative practice revolving around formal and informal caregiving. Special focus will be paid to caregiving of the following vulnerable populations: older adults; veterans; individuals with chronic and life-threatening conditions; individuals with severe persistent mental illness; children and youth with special needs; victims of maltreatment, abuse, violence, and exploitation; and immigrants and refugees. The course will enhance the health affairs workforce by preparing students and professionals to engage in interprofessional and interdisciplinary team-based care that is culturally-responsive, evidence-based, and trauma-informed. Health affairs students will learn and apply the core interprofessional education collaborative (IPEC) competencies to caregiving of vulnerable populations through a social justice and intercultural competence lens.

IV. LEARNING OBJECTIVES

Objective #	Objective
1	Define interprofessional education collaborative (IPEC) competencies: Interprofessional Teamwork and Team-based Practice, Interprofessional Communication Practices, Values and Ethics for Interprofessional Practice, and Roles and Responsibilities for Collaborative Practice
2	Identify contributions, roles and responsibilities of social work and allied health disciplines and professionals in caregiving and evidence-informed team-based care
3	Demonstrate collaborative skills with social work and allied health professionals, including those from nursing, pharmacy, dentistry, gerontology, and medicine, as well as with paraprofessionals and informal caregivers in relation to caregiving and team-based care
4	Incorporate social justice and intercultural competence concepts into interprofessional practice
5	Implement interprofessional team-based practice competencies in caregiving in general and particularly with vulnerable populations

V. CSWE CORE COMPETENCIES ADDRESSED BY THE COURSE

The following table lists the nine Social Work competencies as established by the Council on Social Work Education's 2022 Educational Policy and Accreditation Standards. The competency in **bold** is the competency highlighted in this course and the basis for the course's student learning outcomes.

Council on Social Work Education (CSWE) Core Competencies

1	Demonstrate Ethical and Professional Behavior
2	Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4	Engage in Practice-informed Research and Research-informed Practice
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 6: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.</p>	<p>1. Use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>1A Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.</p>	Values	Units: 1-15 Assignments 1-4
		<p>1B Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>	Affective Reaction	
<p>Competency 8: Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.</p>	<p>2. Understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals, including an examination of the strengths and limitations of the interventions in working with</p>	<p>2A Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.</p>	Exercise of Judgment	Units: 1-15 Assignments 1-4
		<p>2B Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>	Exercise of Judgment	

Competency	Objectives	Behaviors	Dimensions	Content
	diverse groups.			

VI. COURSE FORMAT & INSTRUCTIONAL METHODS

Both synchronous and asynchronous modes of instruction will be used. Didactic teaching, experiential interprofessional and team-based practice activities, and discussion will also be utilized. Please Note: It may be necessary for the instructor to adjust the syllabus and/or course during the semester to respond to unforeseen or extenuating circumstances. Any such adjustments would be made for the express purpose of accommodating students and with input from students. Adjustments that are made will be communicated to students 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 accommodate when appropriate and within reason;*
- 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 you feel I have not honored this oath, please contact me so that I am aware of your concerns and have an opportunity to address them."

VII. COURSE ASSIGNMENTS, DUE DATES & PERCENT OF FINAL GRADE

Assessment of Assignments

The table below presents all course assignments, due dates, and the percent of the final grade comprised of by each assignment.

Assignment	Learning Objectives Addressed by Assignment	Unit Due ¹	% of Grade
Assignment 1- <i>Individual Asynchronous Preparation for Synchronous Class Time</i>	1,2,5	2,3,5,7,9, 10, 12-15	15%
Assignment 2 <i>Individual Reflections from Experiential IPE Learning Activities I, II, and III</i>	1,2,4	5,7,9	15%
Assignment 3	1-5	13	30%

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

Assignment	Learning Objectives Addressed by Assignment	Unit Due ¹	% of Grade
<i>Team-based Assessment & Treatment Plan</i>			
Assignment 4 <i>Team-based Caregiver Interview</i>	1-5	15	30%
Active and Proactive Learning, & Meaningful Class Participation			10%

Descriptions of Assignments

An overview of each assignment is presented below. Detailed descriptions of assignments will be provided in the Assignment Guidelines for each assignment, which will be disseminated later in the semester by the instructor.

Assignment 1 – [Individual Asynchronous Preparation for Synchronous Class Time] (15% of course grade)

Individual assignment- Individual Asynchronous Preparation Submission for Synchronous Class Time (units 2, 3, 5, 7, 9, 10, 12-15).

Assignment 2 – [Reflections from Experiential IPE Learning Activities] (15% of course grade)

Individual assignment- complete the assigned reflection for experiential learning activities I, II, and III.

Assignment 3 – [Team-based Assessment & Treatment Plan] (30% of course grade)

Team Assignment- teams will complete a team-based interprofessional assessment and treatment plan based on a caregiver simulation activity.

Assignment 4 – [Team-based Caregiver Interview] (30% of course grade)

Team Assignment- teams will complete an interview with a caregiver, complete a team-based assessment and treatment plan with recommendations for evidence-based interventions, best practices and community resources appropriate for their caregiver.

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

You are expected to be active participants in your learning and proactive. This will require mental, physical and perhaps emotional effort from you, both inside and outside the formal classroom. **Active learning** involves assuming responsibility for learning; completing required readings and materials prior to class; and coming to class with thoughtful comments, reflections or questions about concepts, readings and assignments. **Proactive learning** involves anticipating workload and challenges, and taking the initiative to reach out to the instructor when concerned about possible challenges in the class.

Along with active and proactive learning, you are expected to participate meaningfully in class and to contribute to the development of a positive learning environment. **Meaningful participation** consists of thoughtful and respectful participation based on having completed required readings and assignments prior to class. For our purposes, “contributing to the

development of a positive learning environment” refers to the extent to which you participate in or help create an environment that is open, professional, engaging, fun, challenging, supportive, and effective. “Environment” refers to the formal classroom, small group settings, other settings in which learning or teaching might occur, and the overall climate and culture of the class. 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
<input type="checkbox"/> Student demonstrates active and proactive learning.	0	1	2
<input type="checkbox"/> Student communicates with the instructor about (a) the course, (b) her/his/their performance in the course, and (c) the instructor’s performance in the course.	0	1	2
<input type="checkbox"/> Student’s communication, behavior, and participation are respectful, professional, and appropriate (this includes appropriate use of desktops/laptops and mobile devices during class).	0	1	2
<input type="checkbox"/> Student participates in a meaningful way and helps to maintain a positive learning environment.	0	1	2
<input type="checkbox"/> Student helps <i>create</i> a positive learning environment.	0	1	2

Grading Scale

Class 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- (Failing Grade)	70 – 72	C- (Failing Grade)

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.

Assignment Submission Policy

By the specified deadlines, assignments should be submitted through the course's learning management system. Students are responsible for ensuring successful submission of their assignment and are encouraged to maintain a copy of the submission for their records. Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. Late submissions may be accepted at the instructor's discretion and subject to a late penalty. Extra credit is not permitted, nor is re-doing an assignment with the expectation that it will be re-graded. Assignment grades may not be changed once they have been assigned, unless there was an error in determining the grade.

Grading Timeline

Students should expect grading and feedback from the instructor within two weeks of assignment submission.

Attendance

As a professional school, class attendance and participation are essential to your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend every class and to remain in class for the duration of the class. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

For Ground and hybrid courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

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 which 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.

Classroom Norms and Zoom Etiquette

Your instructor will discuss behaviors that are encouraged and discouraged during class, including recommended communication and behavior of online communication and interactions.

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. You 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.

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 or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Course Content Distribution and Synchronous Session Recordings Policies

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. 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. 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).

Course Evaluations

Course evaluation occurs at the end of the semester university-wide. This evaluation is an important review of students' experience 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 will also be discussed by your instructor.

VIII. REQUIRED READINGS AND SUPPLEMENTARY MATERIALS & RESOURCES

Required Textbook

Tannenbaum, S., & Salas, E. (2020). *Teams that work: the seven drivers of team effectiveness*. Oxford University Press.

In addition to the required texts, other required and recommended readings are available through ARES or the USC Libraries. To add course readings to your ARES, search for the course number or instructor last name **Joosten-Hagye**.

Recommended Supplements & Resources

Interprofessional Education Collaborative: <https://www.ipecollaborative.org/>

Interprofessional Global: <https://interprofessional.global/>

National Center for Interprofessional Education and Practice: <https://nexusipe.org/>

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

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

APA formatting and style guide. (1995-2015). The OWL at Purdue. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/08/>

USC guide to avoiding plagiarism: <http://www.usc.edu/libraries/about/reference/tutorials/avoiding-plagiarism/story.html>

USC Libguides

Sample papers using APA style: http://libguides.usc.edu/ld.php?content_id=9235241

APA citation guide: <http://libguides.usc.edu/APA-citation-style>

Writing guide: <http://libguides.usc.edu/writingguide>

Recommended 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>

Course Schedule

The table below presents the topics for each unit of instruction. You are expected to attend class having already completed the required reading and material.

Unit	Topic	Readings	Assignments Due
MODULE I – INTERPROFESSIONAL EDUCATION & TEAM-BASED CARE THEORY, COMPETENCIES AND TEAM-BUILDING			
1	<p>Introduction to Interprofessional Education and Team-Based Collaborative Practice with Caregivers</p> <ul style="list-style-type: none"> ▪ Theoretical Frameworks & Models ▪ History of Interprofessional Education ▪ Quintuple Aim for Healthcare Improvement ▪ The “new” IPE, the Nexus ▪ Caregiver Well-being ▪ Why we need to improve Team-based care with Caregivers-testimonial 	<p>Required</p> <p>Bell, J. F., Whitney, R. L., & Young, H. M. (2019). Family caregiving in serious illness in the United States: Recommendations to support an invisible workforce. <i>Journal of the American Geriatrics Society</i>, 67(S2), S451-S456.</p> <p>Gilbert, G. (2022). Interprofessional education and collaborative practice: The WHO framework in retrospect. In Joosten-Hagye, D., & Khalili, H. (eds.) <i>Interprofessional Education and Collaborative Practice- Micro, Meso, and Macro Approaches Across the Lifespan</i> (pp. 2-17). CA: Cognella, Inc.</p> <p>Khalili, H. (2022). Developing interprofessional practitioners through interprofessional socialization and dual identity development processes. In Joosten-Hagye, D., & Khalili, H. (eds.) <i>Interprofessional Education and Collaborative Practice- Micro, Meso, and Macro Approaches Across the Lifespan</i> (pp. 18-31). CA: Cognella, Inc.</p> <p>Nundy S, Cooper, L.A., & Mate, K.S. (2022). The quintuple aim for health care improvement: A New Imperative to Advance Health Equity. <i>JAMA</i>, 327(6):521–522. https://doi:10.1001/jama.2021.25181</p> <p>Required</p> <p>WHO (2023). <i>Framework for action for interprofessional education and collaborative practice</i>. https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice</p>	
2	<p>Interprofessional Competencies I</p> <ul style="list-style-type: none"> ▪ Interprofessional Teamwork and Team-based Practice ▪ Roles and Responsibilities ▪ Team-Building Skills 	<p>Required</p> <p>Riverin B.D., Li, P., Naimi, A.I., & Strumpf, E. (2017). Team-based versus traditional primary care models and short-term outcomes after hospital discharge. <i>Canadian Medical Association Journal</i>, 189(16), E585-E593.</p> <p>Tannenbaum, S., & Salas, E. (2020). Capabilities: It starts with the right expertise. In Tannenbaum, S., & Salas, E. <i>Teams that Work: The Seven Drivers of Team Effectiveness</i> (pp. 39-57). NY: Oxford University Press.</p> <p>Tannenbaum, S., & Salas, E. (2020). Cooperation: Attitudes and beliefs that It starts with the right expertise. In Tannenbaum, S., & Salas, E. <i>Teams that Work: The Seven Drivers of Team Effectiveness</i> (pp. 58--79). NY: Oxford University Press.</p> <p>Tannenbaum, S., & Salas, E. (2020). Coordination: Teamwork is about behaviors. In Tannenbaum, S., &</p>	<u>ASSIGNMENT 1</u>

Unit	Topic	Readings	Assignments Due
		<p>Salas, E. <i>Teams that Work: The Seven Drivers of Team Effectiveness</i> (pp. 80-101). NY: Oxford University Press.</p> <p>Recommended Website</p> <p>Interprofessional Education Collaborative. (2022). <i>Core competencies</i>. https://www.ipecollaborative.org/core-competencies</p> <p>Agency for Healthcare Research & Quality. (2023). <i>TeamSTEPPS</i>. https://www.ahrq.gov/teamstepps/index.html</p>	
3	<p>Interprofessional Competencies II</p> <ul style="list-style-type: none"> ▪ Values and Ethics ▪ Communication ▪ Team-Building Skills 	<p>Required</p> <p>Tannenbaum, S., & Salas, E. (2020). Communication: More is not better; better is better. In Tannenbaum, S., & Salas, E. <i>Teams that Work: The Seven Drivers of Team Effectiveness</i> (pp. 102-118). NY: Oxford University Press.</p> <p>Tannenbaum, S., & Salas, E. (2020). Cooperation: Attitudes and beliefs that It starts with the right expertise. In Tannenbaum, S., & Salas, E. <i>Teams that Work: The Seven Drivers of Team Effectiveness</i> (pp. 58--79). NY: Oxford University Press.</p> <p>Tannenbaum, S., & Salas, E. (2020). Cognitions: Are we on the same page? In Tannenbaum, S., & Salas, E. <i>Teams that Work: The Seven Drivers of Team Effectiveness</i> (pp. 80-101). NY: Oxford University Press.</p> <p>Tannenbaum, S., & Salas, E. (2020). Conditions: You get what you encourage... and tolerate. In Tannenbaum, S., & Salas, E. <i>Teams that Work: The Seven Drivers of Team Effectiveness</i> (pp. 80-101). NY: Oxford University Press.</p> <p>Recommended</p> <p>Agency for Healthcare Research & Quality. (2023). <i>TeamSTEPPS</i>. https://www.ahrq.gov/teamstepps/index.html</p>	<p><u>ASSIGNMENT 1</u></p> <p><u>ASSIGNMENT 2</u></p> <p>Reflection for Experiential Activity I DUE</p>
4	<p>In Class Experiential Learning Activity I</p> <p>TeamSTEPPS Team-based Experiential Learning</p>	<p>Required</p> <p>Review Participant Materials posted on Blackboard</p>	<p><u>ASSIGNMENT 1</u></p>
	MODULE 2 Team-based	Team-based Assessment, Engagement and Treatment Planning with Diverse Populations	
5	<p>Interprofessional and Team-based Care with Diverse Populations I</p> <ul style="list-style-type: none"> ▪ Patient and Family-Centered Care through a Social Justice & intercultural lens 	<p>Required</p> <p>Cheng, I., Powers, K., Mange, D., Palmer, B., Chen, F., Perkins, B., & Patterson, S. (2020). Interprofessional education through healthcare hotspotting: Understanding social determinants of health and mastering complex care through teamwork. <i>Journal of Interprofessional Education & Practice</i>, 20, 100340.</p>	<p><u>ASSIGNMENT 1</u></p> <p><u>ASSIGNMENT 2</u></p> <p>Reflection for Experiential Activity I DUE</p>

Unit	Topic	Readings	Assignments Due
	<ul style="list-style-type: none"> ▪ Social Determinants of Health ▪ Communities of Practice ▪ Intersectionality ▪ Caregiver Perspectives 	<p>Čolić, M., Araiba, S., Lovelace, T. S., & Dababnah, S. (2022). Black caregivers' perspectives on racism in ASD services: Toward culturally responsive ABA practice. <i>Behavior Analysis in Practice</i>, 15(4), 1032-1041.</p> <p>Fraher, E., & Brandt, B. (2019). Toward a system where workforce planning and interprofessional practice and education are designed around patients and populations not professions. <i>Journal of Interprofessional Care</i>, 33(4), 389-397. DOI: 10.1080/13561820.2018.1564252</p> <p>Javier, N. M. (2021). Palliative care needs, concerns, and affirmative strategies for the LGBTQ population. <i>Palliative Care and Social Practice</i>, 15, 26323524211039234.</p> <p>Wadhvani, S. I., Barrera, A. G., Shifman, H. P., Baker, E., Bucuvalas, J., Gottlieb, L. M., ... & Lyles, C. R. (2022). Caregiver perspectives on the everyday medical and social needs of long-term pediatric liver transplant patients. <i>Liver Transplantation</i>, 28(11), 1735-1746.</p> <p>Required Websites & Resource Kit</p> <p>Office of Disease Prevention and Health Promotion (2023). <i>Social determinants of health</i>. https://health.gov/healthypeople/priority-areas/social-determinants-health</p> <p>NAMI (2023). <i>Identity and cultural dimensions</i>. https://www.nami.org/Your-Journey/Identity-and-Cultural-Dimensions</p> <p>SAMHSA (2012). Top health issues for LGBT populations information & resource kit. https://store.samhsa.gov/sites/default/files/d7/priv/sma12-4684.pdf</p>	
6	<p>In Class Experiential Learning Activity II</p> <ul style="list-style-type: none"> ▪ Diversity & Family-Centered Care: Team-based Experiential Learning Activity 	<p>Required</p> <p>Review Participant Materials posted on Blackboard</p>	
7	<p>Interprofessional and Team-based Care with Diverse Populations II- Assessment & Engagement</p> <ul style="list-style-type: none"> ▪ Assessing caregiver burden and self-care ▪ Quality of Life ▪ Holistic assessments of caregiver health (physical, social, mental, spiritual) 	<p>Required</p> <p>Cheng, S. T., & Zhang, F. (2020). A comprehensive meta-review of systematic reviews and meta-analyses on nonpharmacological interventions for informal dementia caregivers. <i>BMC geriatrics</i>, 20(1), 1-24.</p> <p>Gilbertson, E. L., Krishnasamy, R., Foote, C., Kennard, A. L., Jardine, M. J., & Gray, N. A. (2019). Burden of care and quality of life among caregivers for adults receiving maintenance dialysis: a systematic review. <i>American Journal of Kidney Diseases</i>, 73(3), 332-343.</p> <p>Huang, L. W., Smith, A. K., & Wong, M. L. (2019). Who will care for the caregivers? Increased needs when</p>	<p><u>ASSIGNMENT 1</u></p> <p><u>ASSIGNMENT 2</u></p> <p>Reflection for Experiential Activity II DUE</p>

Unit	Topic	Readings	Assignments Due
	<ul style="list-style-type: none"> ▪ Overview of evidence-based interventions ▪ Diversity 	<p>caring for frail older adults with cancer. <i>Journal of the American Geriatrics Society</i>, 67(5), 873-876.</p> <p>Lee, M., Ryoo, J. H., Crowder, J., Byon, H. D., & Williams, I. C. (2020). A systematic review and meta-analysis on effective interventions for health-related quality of life among caregivers of people with dementia. <i>Journal of advanced nursing</i>, 76(2), 475-489.</p> <p>Swartz, K., & Collins, L. G. (2019). Caregiver care. <i>American Family Physician</i>, 99(11), 699-706.</p> <p>Recommended Website & Summary of Caregiver Assessment Measures</p> <p>Family Caregiver Alliance. National Center on Caregiving. (2012). <i>Selected caregiver assessment measures: A Resource inventory for practitioners. (2nd ed.)</i> https://www.caregiver.org/uploads/legacy/pdfs/SelCGAs_smtMeas_ResInv_FINAL_12.10.12.pdf</p> <p>National Alliance for Caregiving. (2023a). <i>Caregiver mental health.</i> https://www.caregiving.org/caregiver-mental-health-pulse-check-campaign/</p> <p>National Alliance for Caregiving. (2023b). <i>Webinar: Caregiver assessment I: Why and what should we Assess? (Part 1).</i> https://www.caregiver.org/resource/caregiver-assessment-parts-i-ii/</p>	
8	<p>In Class Experiential Learning Activity III</p> <ul style="list-style-type: none"> ▪ Caregiver Assessment: Team-based Experiential Learning Activity 	<p>Required</p> <p>Review Participant Materials posted on Blackboard</p>	
9	<p>Interprofessional and Team-based Care with Diverse Populations III</p> <ul style="list-style-type: none"> ▪ Team-based Assessment, engagement, and treatment planning ▪ Integrating caregivers into the healthcare team ▪ Communication ▪ Cultural adaptation to evidence-based practices ▪ Savvy Caregiver Program 	<p>Required</p> <p>Brewster, G. S., Epps, F., Dye, C. E., Hepburn, K., Higgins, M. K., & Parker, M. L. (2020). The effect of the "Great Village" on psychological outcomes, burden, and mastery in African American caregivers of persons living with dementia. <i>Journal of Applied Gerontology</i>, 39(10), 1059-1068.</p> <p>Friedman, E. M., & Tong, P. K. (2020). <i>A framework for integrating family caregivers into the health care team.</i> Santa Monica, CA: Rand.</p> <p>Jang, Y., Hepburn, K., Park, J., Haley, W. E., & Kim, M. T. (2022). Cultural adaptation of the savvy caregiver program for Korean Americans with limited English proficiency: a feasibility and acceptability study. <i>BMC Geriatrics</i>, 22(1), 1-11.</p> <p>Kally, Z., Cote, S. D., Gonzalez, J., Villarruel, M., Cherry, D. L., Howland, S., ... & Hepburn, K. (2014). The</p>	<p><u>ASSIGNMENT 1</u></p> <p><u>ASSIGNMENT 2</u></p> <p>Reflection for Experiential Activity III DUE</p>

Unit	Topic	Readings	Assignments Due
		<p>Savvy Caregiver Program: Impact of an evidence-based intervention on the well-being of ethnically diverse caregivers. <i>Journal of Gerontological Social Work</i>, 57(6-7), 681-693.</p> <p>Kittle, K. R., Lee, R., Pollock, K., Song, Y., Wharton, W., Anderson, J. G., ... & Flatt, J. D. (2022). Feasibility of the Savvy Caregiver Program for LGBTQ+ caregivers of people living with Alzheimer's disease and related dementias. <i>International Journal of Environmental Research and Public Health</i>, 19(22), 15102.</p> <p>Wittenberg, E., Xu, J., Goldsmith, J., & Mendoza, Y. (2019). Caregiver communication about cancer: development of a mhealth resource to support family caregiver communication burden. <i>Psycho-Oncology</i>, 28(2), 365-371.</p> <p>Recommended Website Savvy Caregiver. (2022). https://savvycaregiver.com/</p> <p>BEST PRACTICE CAREGIVING website EBPs caregiving Best Practice Caregiving (caregiver.org)</p>	
MODULE III – EVIDENCE-BASED PRACTICE AND TEAM-BASED CARE WITH HIGH-RISK CAREGIVERS			
10	<p>Caregiving: Dementia, Alzheimer's Disease, Neurocognitive Disorders</p> <ul style="list-style-type: none"> ▪ Caregiver Support ▪ Evidence-based resources ▪ Evidence-based interventions ▪ Day Programs & Respite Care ▪ Caregiver Perspectives 	<p>Required</p> <p>Bourgeois, M. S. (2019). Caregiving for persons with dementia: Evidence-based resources for [speech and language pathologist] slps. <i>Topics in Language Disorders</i>, 39(1), 89.</p> <p>Cheng, S. T., Au, A., Losada, A., Thompson, L. W., & Gallagher-Thompson, D. (2019). Psychological interventions for dementia caregivers: What we have achieved, what we have learned. <i>Current Psychiatry Reports</i>, 21, 1-12.</p> <p>Cho, J., Luk-Jones, S., Smith, D. R., & Stevens, A. B. (2019). Evaluation of REACH-TX: A community-based approach to the REACH II intervention. <i>Innovation in Aging</i>, 3(3), igz022.</p> <p>Gitlin, L. N., Marx, K., Scerpella, D., Dabelko-Schoeny, H., Anderson, K. A., Huang, J., ... & Gaugler, J. E. (2019). Embedding caregiver support in community-based services for older adults: A multi-site randomized trial to test the Adult Day Service Plus Program (ADS Plus). <i>Contemporary Clinical Trials</i>, 83, 97-108.</p> <p>Krutter, S., Schaffler-Schaden, D., Essl-Maurer, R., Wurm, L., Seymer, A., Kriechmayr, C., ... & Flamm, M. (2020). Comparing perspectives of family caregivers and healthcare professionals regarding caregiver burden in dementia care: results of a mixed methods study in a rural setting. <i>Age and ageing</i>, 49(2), 199-207.</p> <p>Leng, M., Zhao, Y., Xiao, H., Li, C., & Wang, Z. (2020). Internet-based supportive interventions for family</p>	<u>ASSIGNMENT 1</u>

Unit	Topic	Readings	Assignments Due
		<p>caregivers of people with dementia: systematic review and meta-analysis. <i>Journal of Medical Internet Research</i>, 22(9), e19468.</p> <p>Withers, M., Cortez-Sanchez, K., Herrera, J., Ringman, J. M., & Segal-Gidan, F. (2021). "My backpack is so heavy": Experiences of Latino caregivers of family with early-onset Alzheimer's. <i>Journal of the American Geriatrics Society</i>, 69(6), 1539-1547.</p> <p>Recommended</p> <p>Banbury, A., Parkinson, L., Gordon, S., & Wood, D. (2019). Implementing a peer-support programme by group videoconferencing for isolated carers of people with dementia. <i>Journal of Telemedicine and Telecare</i>, 25(9), 572-577.</p> <p>Required Website</p> <p>Alzheimer's Association. (2023). <i>Caregiving</i>. https://www.alz.org/help-support/caregiving</p> <p>BEST PRACTICE CAREGIVING website EBPs caregiving Best Practice Caregiving (caregiver.org)</p>	
11	<p>Experiential Simulation</p> <ul style="list-style-type: none"> ▪ Family-centered, team-based assessment, engagement and treatment planning ▪ Caregivers of Older Adult with Major Neurocognitive Disorder 	<p>Required</p> <p>Review Participant Materials posted on Blackboard</p>	
12	<p>Caregiving: Birth to Adolescence</p> <ul style="list-style-type: none"> ▪ Special Needs ▪ Chronic & Life Threatening Conditions ▪ Autism ▪ Caregiver Perspectives 	<p>Required</p> <p>Foster, C. C., Shaunfield, S., Black, L. E., Labellarte, P. Z., & Davis, M. M. (2022). Improving support for care at home: Parental needs and preferences when caring for children with medical complexity. <i>Journal of Pediatric Health Care</i>, 36(2), 154-164.</p> <p>Katkin, J. P., Kressly, S. J., Edwards, A. R., Perrin, J. M., Kraft, C. A., Richerson, J. E., ... & Wall, L. (2022). Guiding principles for team-based pediatric care. <i>Pediatrics</i>, 140(2), 1-7.</p> <p>Kingsbury, S., Khvalabov, N., Stirn, J., Held, C., Fleckenstein, S. M., Hendrickson, K., & Walker, E. A. (2022). Barriers to equity in pediatric hearing health care: A review of the evidence. <i>Perspectives of the ASHA Special Interest Groups</i>, 7(4), 1060-1071.</p> <p>Lang, C. P., Boucaut, A., Guppy, M., & Johnston, L. M. (2021). Children with cerebral palsy: A cross-sectional study of their sleep and their caregiver's sleep quality, psychological health and well-being. <i>Child: Care, Health and Development</i>, 47(6), 859-868.</p>	<u>ASSIGNMENT 1</u>

Unit	Topic	Readings	Assignments Due
		<p>Odeh, R., Gharaibeh, L., Daher, A., Kussad, S., & Alassaf, A. (2020). Caring for a child with type 1 diabetes during COVID-19 lockdown in a developing country: challenges and parents' perspectives on the use of telemedicine. <i>Diabetes research and clinical practice</i>, 168, 108393.</p> <p>Pinto, O. Y., & Raz, R. (2021). Employment outcomes after a birth of a child with a developmental disability: A national nested case–control study. <i>Journal of Autism and Developmental Disorders</i>, 51(2), 697-703.</p> <p>Required Websites</p> <p>HealthyChildren.org. (2023). <i>Autism</i>. https://www.healthychildren.org/English/health-issues/conditions/Autism/Pages/default.aspx</p> <p>HealthyChildren.org. (2023). <i>Cancer</i>. https://www.healthychildren.org/English/health-issues/conditions/cancer/Pages/default.aspx</p> <p>HealthyChildren.org. (2023). <i>Chronic conditions</i>. https://www.healthychildren.org/English/health-issues/conditions/chronic/Pages/default.aspx</p> <p>HealthyChildren.org. (2023). <i>Developmental disabilities</i>. https://www.healthychildren.org/English/health-issues/conditions/developmental-disabilities/Pages/default.aspx</p> <p>SAMHSA. (2023). <i>Parent and caregiver resources</i>. https://www.samhsa.gov/talk-they-hear-you/parent-resources</p>	
13	<p>Caregiving: Chronic & Life-Threatening Conditions</p> <ul style="list-style-type: none"> ▪ Adulthood thru Older Adulthood ▪ Chronic Disease Management ▪ Healthcare Navigation ▪ Caregiver Perspectives ▪ Complimentary & Alternative Medicine (CAM) ▪ Polypharmacy ▪ Transitions of Care ▪ Pain Management ▪ Cultural/Spiritual perceptions ▪ Legal, bioethics 	<p>Required</p> <p>Burke, T., O'Raghallaigh, J. W., Maguire, S., Galvin, M., Heverin, M., Hardiman, O., & Pender, N. (2019). Group interventions for amyotrophic lateral sclerosis caregivers in Ireland: a randomised controlled trial protocol. <i>BMJ open</i>, 9(9), e030684.</p> <p>Davies, N., Hopwood, J., Walker, N., Ross, J., Iliffe, S., Walters, K., & Rait, G. (2019). Designing and developing a co-produced theoretical and evidence-based online support for family caregivers of people with dementia at the end of life. <i>BMC Palliative Care</i>, 18, 1-16.</p> <p>Hui, D., Hannon, B. L., Zimmermann, C., & Bruera, E. (2018). Improving patient and caregiver outcomes in oncology: Team-based, timely, and targeted palliative care. <i>CA: A Cancer Journal for Clinicians</i>, 68(5), 356-376.</p> <p>Maingi, S., Radix, A., Candrian, C., Stein, G. L., Berkman, C., & O'Mahony, S. (2021). Improving the hospice and palliative care experiences of LGBTQ patients and their caregivers. <i>Primary Care: Clinics in Office Practice</i>, 48(2), 339-349.</p> <p>Pel-Littel, R. E., Snaterse, M., Teppich, N. M., Buurman, B. M., van Etten-Jamaludin, F. S., van Weert, J., ... & Scholte op Reimer, W. J. (2021). Barriers and facilitators</p>	<p>ASSIGNMENT 1</p> <p>ASSIGNMENT 3 DUE</p> <p>Experiential Simulation Treatment Plan</p>

Unit	Topic	Readings	Assignments Due
		<p>for shared decision making in older patients with multiple chronic conditions: a systematic review. <i>BMC geriatrics</i>, 21(1), 1-14.</p> <p>Prochnow, J. A., Meiers, S. J., & Scheckel, M. M. (2019). Improving patient and caregiver new medication education using an innovative teach-back toolkit. <i>Journal of Nursing Care Quality</i>, 34(2), 101-106.</p> <p>Recommended</p> <p>CDC. National Center for Chronic Disease Prevention and Health Promotion. (2022). <i>About chronic diseases</i>. https://www.cdc.gov/chronicdisease/about/index.htm</p> <p>Family Caregiver Alliance. (2023). <i>Caregiver resources</i>. https://www.caregiver.org/caregiver-resources/</p>	
14	<p>Caregiving: Team-based Care with Other High-Risk Populations</p> <ul style="list-style-type: none"> ▪ Veterans ▪ Severe Persistent Mental Illness ▪ Persons with Disabilities ▪ Homeless ▪ Refugees & Asylum Seekers 	<p>Required</p> <p>Brickell, T. A., Lippa, S. M., Wright, M. M., Varbedian, N. V., Tippet, C. E., Byrd, A. M., ... & Lange, R. T. (2022). Is traumatic brain injury severity in service members and veterans related to health-related quality of life in their caregivers?. <i>Journal of Head Trauma Rehabilitation</i>, 37(6), 338-349.</p> <p>Griffiths, P. C., Whitney, M. K., Kovaleva, M., & Hepburn, K. (2016). Development and implementation of tele-savvy for dementia caregivers: a department of veterans affairs clinical demonstration project. <i>The Gerontologist</i>, 56(1), 145-154.</p> <p>Havercamp, S. M., Barnhart, W. R., Robinson, A. C., & Smith, C. N. W. (2021). What should we teach about disability? National consensus on disability competencies for health care education. <i>Disability and Health Journal</i>, 14(2), 100989.</p> <p>Miller, K. E., Lindquist, J. H., Olsen, M. K., Smith, V., Voils, C. I., Oddone, E. Z., ... & Van Houtven, C. H. (2019). Invisible partners in care: Snapshot of well-being among caregivers receiving comprehensive support from Veterans Affairs. <i>Health Science Reports</i>, 2(3), e112.</p> <p>Tamizi, Z., Fallahi-Khoshknab, M., Dalvandi, A., Mohammadi-Shahboulaghi, F., Mohammadi, E., & Bakhshi, E. (2020). Caregiving burden in family caregivers of patients with schizophrenia: A qualitative study. <i>Journal of Education and Health Promotion</i>, 9, 1-6.</p> <p>Required Websites</p> <p>U.S. Department of Veterans Affairs. (2023). <i>VA caregiver support program</i>. https://www.caregiver.va.gov/</p>	<u>ASSIGNMENT 1</u>
15	<p>Course Wrap-Up</p> <ul style="list-style-type: none"> ▪ In class de-brief 	Recommended	<u>ASSIGNMENT 1</u>

Unit	Topic	Readings	Assignments Due
	<ul style="list-style-type: none"> ▪ Goals for Lifelong Learning Collaborative Practice and Team-based Care ▪ Plans for Application with Diverse Populations 	<p>Tannenbaum, S., & Salas, E. (2020). Coaching: Leadership isn't just for leaders. In Tannenbaum, S., & Salas, E. <i>Teams that Work: The Seven Drivers of Team Effectiveness</i> (pp. 156-178). NY: Oxford University Press.</p> <p>Tannenbaum, S., & Salas, E. (2020). Team leaders: Helping your team succeed. In Tannenbaum, S., & Salas, E. <i>Teams that Work: The Seven Drivers of Team Effectiveness</i> (pp. 187-191). NY: Oxford University Press.</p> <p>Tannenbaum, S., & Salas, E. (2020). Team-members: Being a great team member. In Tannenbaum, S., & Salas, E. <i>Teams that Work: The Seven Drivers of Team Effectiveness</i> (pp. 192-195). NY: Oxford University Press.</p>	<p><u>ASSIGNMENT</u> <u>4 DUE</u> Caregiver Interview</p>
	<p>Exam Week – NO CLASS</p>		

University & School Policies and Guidelines

IX. 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. You 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 your instructor if you are unsure 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. 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. The LOA must be given to each course 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. You may contact OSAS at (213) 740-0776 or via email at osafirstdesk@usc.edu.

Support Systems

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

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

[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.

[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 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.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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

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

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

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

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

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

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

X. ADDITIONAL RESOURCES FOR VAC STUDENTS

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Uwill, 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. To access the portal, please go to:

<https://app.uwill.com/register/HnemFGqrb4R1MdrCc2xapw?k=g21ouh89E41u5yJz3BmbtQ>

and register with your university email.

XI. STATEMENT ABOUT INCOMPLETES

The course 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 initiate the process with the instructor and 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. POLICY ON THE USE OF TECHNOLOGY IN THE CLASSROOM

For campus-based ground students, the use of laptops and tablets during class generally is not recommended. You may use these devices, however, if doing so contributes to your learning and is not disruptive to you or others in the class. Typing on your keyboard should not be audible to others. For both ground and VAC students, permitted uses of technology include using laptops and tablets to access course readings and material, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops and tablets to check email and social media, and to text or communicate with others who are not members of the class.

Use of phones during class is not permitted except in an emergency or during a break. In order to minimize disruptions, please place your phone on mute or in airplane mode before you come to class.

Apart from Live Sessions recorded by the instructor, photos, videos, and student recordings may not be taken or made in class without prior permission from the instructor.

Because our classroom is both an academic and professional setting, and out of respect for your colleagues, violation of any of the policies described above is grounds for being counted as absent. It can also result in reductions of your class participation grade.

XIII. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

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.

XIV. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the Lead Instructor for the course. If you do not receive an appropriate response or solution, contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further guidance.

XV. 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!
- ✓ 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!