

**SOWK 511**

**Critical Decision-Making in Integrative Social Work Practice**  
**3 Units**

**Spring 2024**

*Critical thinking requires us to use our imagination, seeing things from perspectives other than our own and envisioning the likely consequences of our position.” Bell Hooks*

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<b>Office</b>	<b>SWC 204</b>
<b>Office Hours</b>	<b>TBD</b>
<b>Course Day(s)</b>	<b>Thursday</b>
<b>Course Times(s)</b>	<b>4:10-7:00pm</b>
<b>Course Location(s)</b>	<b>MRF 206</b>
<b>Zoom Meeting Link</b>	
<b>Course Lead</b>	Dr. Estela Andujo
<b>IT Help Hours of Service</b>	24 hours, 7 days/week
<b>IT Help Contact Information</b>	UPC: 213-740-5555, <a href="mailto:consult@usc.edu">consult@usc.edu</a> VAC: 833-740-1273, <a href="mailto:techsupport@digitalcampus.2u.com">techsupport@digitalcampus.2u.com</a>

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

None

**II. Catalog Description**

SOWK 511 focuses on the value and application of critical thinking and decision-making into ethical and professional integrative social work practice.

**III. Course Description**

This course is a required foundation course for Master of Social Work (MSW) students. Ethical and professional behavior of social workers is shaped by the decision maker and the processes used to resolve ethical and professional dilemmas. Although guidelines and frameworks for resolving ethical and professional dilemmas offer social workers a logical approach to the decision-making sequence, it is inevitable that cognitive and affective reactions to those dilemmas and discretionary judgments will condition the ultimate choice of action. This course introduces students to critical thinking and critical decision-making principles and frameworks to enhance students' professional judgment and behavior, particularly in relation to "complex" situations, that is, situations involving vulnerable populations (e.g., children and elders), high-risk and high-stakes situations (e.g., interpersonal violence and suicide), and complex contexts (e.g., telehealth and interdisciplinary settings). The course also prepares students for their specialized coursework by training them to utilize an integrative eco-systemic approach in all aspects of their professional practice, including engagement, assessment, intervention, and evaluation. This approach involves the nuanced consideration of numerous, complicated, and oftentimes ambiguous or conflicting client (micro) factors, organizational (mezzo) factors, and socio-cultural (macro) factors, while successfully balancing and integrating other important aspects of practice, including social work values and ethics; human rights principles; cognitive and affective reactions and processes; local and national policies, laws, and regulations; and empirical evidence.

**IV. Course Objectives**

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

1. Appreciate and understand the values, ethics, policies, laws, and regulations that impact critical thinking and decision-making in social work practice
2. Utilize critical thinking and critical reflection to guide ethical and professional integrative social work practice, particularly with vulnerable and high-risk populations and in complex service contexts.
3. Incorporate an eco-systemic critical decision-making approach into ethical and professional integrative social work practice, particularly with vulnerable and high-risk populations and in complex service contexts.

## V. CSWE Core Competencies Addressed in this Course

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

### CSWE Core Competencies Highlighted in this Course:

#### Competency 1. Demonstrate Ethical and Professional Behavior

- 1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- 1c. use technology ethically and appropriately to facilitate practice outcomes
- 1d. Use supervision and consultation to guide professional judgment and behavior.

## VI. Course Format & Instructional Methods

*This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the University's Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) will support access to course-related materials and communication for campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.*

**\*Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

### Instructor's Oath

*"As your instructor, to each of you, I pledge the following:*

- *To appreciate you, your time, and your effort.*
- *To be available and responsible.*
- *To be encouraging and supportive.*
- *To be objective and fair.*
- *To be prompt and timely.*
- *To be respectful, professional, and appropriate.*
- *To try to be an engaging and effective instructor; and*

- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook.*

If at any time students feel the instructor has not honored this oath, they should contact the instructor with their concerns, so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (Estela Andujo, Ph.D. LCSW, eandujo@usc.edu). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further assistance.

## VII. Technology Proficiency & Hardware/Software Required

This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students](#), [Blackboard help for students](#), [Software available to USC Campus](#). VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, techsupport@digitalcampus.2u.com.

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

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

Assignment	Course Objectives Assessed by Assignment	Unit Due <sup>[1]</sup>	% of Grade
<b>Assignment 1</b>		Unit 4	10%
Course Quizzes		Unit 13	10%
<b>Assignment 2</b>		Unit 5	30%
Critical Thinking: Self Reflection & Critical Analysis			
<b>Assignment 3</b>		Unit 14	40%
Integrative Social Work Case Application and Reflection			
<b>Active and Proactive Learning, &amp; Meaningful Participation</b>		Units 1-15	10%

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 course sections.

### Descriptions of Assignments

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

***Assignment 1 – Quizzes (20% of course grade, 10% for each quiz)***

***Due:*** Units 4 & 13

Students will complete two short quizzes assessing factual and procedural knowledge of critical thinking, critical decision-making, and course content focusing on vulnerable populations and complex situations.

A more detailed prompt will be provided later.

***Assignment 2 – Critical Thinking: Self Reflection & Critical Analysis (30% of course grade) Due: Unit 5***

Integrative social work practice involves critical thinking, which is a self-guided, intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information. Students will focus on the reflective levels for critical thinking with an emphasis on self-reflection and awareness of self & personal style/values.

A more detailed prompt will be provided later.

***Assignment 3 – Integrative Social Work Case Application and Reflection (40% of course grade)***

***Due: Unit 14***

Students will work with a group to demonstrate knowledge and application of a Critical Decision-Making (CDM) Model when considering a specific complex case. Students will apply all of the elements of the CDM model including critical thinking, self-reflection, social work values and ethics, laws and policies, societal issues and social justice, and consultation.

A more detailed prompt will be provided later.

***Active and Proactive Learning, & Meaningful Participation (10% of course grade)***

***Due: Units 1 – 15***

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

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

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

**Meaningful participation** consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also

includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. “Environment” refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

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

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

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

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active and proactive learning	0	1	2
b. 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

c. 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
d. Student participates in a meaningful way and helps to maintain a positive learning environment.	0	1	2
e. Student helps create a positive learning environment.	0	1	2

### Grading Scale

Assignment and course grades will be based on the following:

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

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

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested

in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

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

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

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

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

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

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

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

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



*[For Practicum courses only]* At the discretion of the instructor, In Progress (IP) grades may be granted, given extenuating circumstances.

## **XII. Attendance**

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

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

Please refer to the [USC Student Handbook](#) and to the USC School of Social Work Student Handbook for additional information on attendance policies.

## **XIII. Classroom Norms**

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

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

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

## **XV. Academic Integrity**

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

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

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

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

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

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

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

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

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

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via

email, on the internet, or via any other media (Living our Unifying Values: [The USC Student Handbook](#), page 13).

### **XVII. Course Evaluations**

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

### **XVIII. Required Textbooks**

Brown, K., & Rutter, L. (2019). *Critical Thinking and Professional Judgement for Social Work*. Critical Thinking and Professional Judgement for Social Work, 1-104.

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

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

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

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

APA formatting and style guide: The OWL at Purdue.  
<https://owl.purdue.edu/>

USC guide to avoiding plagiarism:  
<https://libguides.usc.edu/writingguide/plagiarism>

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

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

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

Institute for the Advancement of Social Work Research.  
Available at <http://www.iaswresearch.org>

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

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

## XX. Course Schedule

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

Unit	Topic	Readings	Assignment Due Dates
1	<p><b>Introduction to Critical Decision- Making in Integrative Social Work Practice</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Critical Decision-Making Model</li> <li>• Introduction to Critical Thinking</li> </ul>	<p><b>Required</b></p> <p>Brown, K., &amp; Rutter, L. (2019). Chapter 1: Who is this book for and how can it help? In <i>Critical Thinking and Professional Judgement for Social Work</i> (pp 1-4). Sage Publishing Inc.</p> <p>Brown, K., &amp; Rutter, L. (2019). Chapter 2: Critical thinking: some general principles. In <i>Critical Thinking and Professional Judgement for Social Work</i> (pp 5-16). Sage Publishing Inc.</p> <p>Brown, K., &amp; Rutter, L. (2019). Chapter 3: Professional Judgment. In <i>Critical Thinking and Professional Judgement for Social Work</i> (pp 17-25). Sage Publishing Inc.</p> <p>Hall, D. M. H., Miller, S. E., &amp; Tice, C. J. (2021). Understanding and assessing critical thinking: A national survey of social work educators' perceptions. <i>Journal of Social Work Education, 57</i>(2), 226-238.</p> <p>Mabvurira, V. (2020). Hunhu/Ubuntu philosophy as a guide for ethical decision making in social work. <i>African Journal of Social Work, 10</i>(1), 73-77.</p>	

Unit	Topic	Readings	Assignment Due Dates
		<p><b>Recommended:</b> GCF Global (2023). The challenge of making decisions. <a href="https://gcfglobal.org/en/problem-solving-and-decision-making/why-is-it-so-hard-to-make-decisions/1/">gcfglobal.org/en/problem-solving-and-decision-making/why-is-it-so-hard-to-make-decisions/1/</a></p> <p>GCF Global (2023). How do we usually make decisions? <a href="https://edu.gcfglobal.org/en/problem-solving-and-decision-making/decisionmaking-strategies/1/">https://edu.gcfglobal.org/en/problem-solving-and-decision-making/decisionmaking-strategies/1/</a></p>	
2	<p><b>Critical Decision- Making in Integrative Social Work Practice</b></p> <ul style="list-style-type: none"> <li>● Theories of Critical Thinking</li> <li>● Habits of Mind</li> <li>● Self-Reflection</li> </ul>	<p><b>Required</b></p> <p>Brown, K., &amp; Rutter, L. (2019). Chapter 4: Using knowledge in practice. In <i>Critical Thinking and Professional Judgement for Social Work</i> (pp 26-33). Sage Publishing Inc.</p> <p>Brown, K., &amp; Rutter, L. (2019). Chapter 5: Critical Reflection. In <i>Critical Thinking and Professional Judgement for Social Work</i> (pp 34-42). Sage Publishing Inc.</p> <p>O’Neill, M. (2015) Applying Critical Consciousness and Evidence Based Practice Decision-Making: A Framework for Clinical Social Work Practice, <i>Journal of Social Work Education</i>, 51:4, 624-637, DOI: 10.1080/10437797.2015.1076285</p> <p><b>Recommended</b></p> <p>Brown, K., &amp; Rutter, L. (2019). Chapter 6: Writing reflective academic assignments. In <i>Critical Thinking and Professional Judgement for Social Work</i> (pp 26-33). Sage Publishing Inc.</p>	

Unit	Topic	Readings	Assignment Due Dates
3	<p><b>Critical Decision- Making in Integrative Social Work Practice</b></p> <ul style="list-style-type: none"> <li>● Social Justice</li> <li>● Values and Ethics</li> <li>● Laws/Policies</li> <li>● Utilizing Consultation</li> </ul>	<p><b>Required</b></p> <p>Barsky, A.E. (2019). Part II-advanced values and ethics in Ethics and Values in Social Work: An Integrated Approach for a Comprehensive Curriculum page (pp (pp 269-286) Oxford University Press.</p> <p>Brown, K., &amp; Rutter, L. (2019). Chapter 7: Developing critical practice. In Critical Thinking and Professional Judgement for Social Work (pp 58-66). Sage Publishing Inc.</p> <p>Brown, K., &amp; Rutter, L. (2019). Chapter 8: Continuing learning: a critical approach. In Critical Thinking and Professional Judgement for Social Work (pp 67-73). Sage Publishing Inc.</p> <p>Levin, L. (2020). Rethinking social justice: A contemporary challenge for social good. <i>Research on social work practice</i>, 30(2), 186-195.</p>	
4	<p><b>Suicide Assessment</b></p> <ul style="list-style-type: none"> <li>▪ Overview of Suicide as a Public Health Problem</li> <li>▪ Applying Critical Decision-Making to Suicide Risk Assessment &amp; Intervention</li> <li>▪ Legal and Ethical Issues Pertaining to Suicide</li> </ul>	<p><b>Required</b></p> <p>Green, A. E., Price, M. N., &amp; Dorison, S. H. (2022). Cumulative minority stress and suicide risk among LGBTQ youth. <i>American Journal of Community Psychology</i>, 69, 157–168. <a href="https://doi.org/10.1002/ajcp.12553">https://doi.org/10.1002/ajcp.12553</a></p> <p>Hamdan, S., Berkman, N., Lavi, N., Levy, S., Brent, D. (2020). The effect of sudden death bereavement on the risk for suicide. <i>Crisis</i>; 4 (3):214–224. DOI <a href="https://doi.org/10.1027/0227">https://doi.org/10.1027/0227</a></p>	

Unit	Topic	Readings	Assignment Due Dates
		<p>Johns, M. M., Lowry, R., Hipp, T. N., Robin, L., &amp; Shafir, S. (2020). Differences in adolescent experiences of polyvictimization and suicide risk by sexual minority status. <i>Journal of Research on Adolescence</i>, 31, 240–252. <a href="https://doi.org/10.1111/jora.12595">https://doi.org/10.1111/jora.12595</a></p> <p>Mann, Michel, C.A., Auerbach, P.R. (2021) Improving Suicide Prevention Through Evidenced Based Strategies: A Systematic Review. <i>A Journal Psychiatry</i>; 178 (7) 611-624 <a href="https://doi.org/10.1176/appi.ajp.2020.20060864">https://doi.org/10.1176/appi.ajp.2020.20060864</a></p> <p>Wagner, B., Hofmann, L., Grafiadeli, R. (2021). The relationship between guilt, depression, prolonged grief, and posttraumatic stress symptoms after suicide bereavement. <i>J Clin Psychol</i>;77:2545–2558. DOI: <a href="https://doi.org/10.1002/jclp.23192">https://doi.org/10.1002/jclp.23192</a></p> <p><b>Recommended</b></p> <p>Centers for Disease Control and Prevention. (2022). <i>Suicide Prevention Resource for Action: A Compilation of the Best Available Evidence</i>. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention</p> <p><a href="#">Disparities in Suicide   CDC</a></p> <p>Jones, A. &amp; Pastor, D. (2020). Older Adult Suicides. <i>Home Healthcare Now</i>, 38 (3), 124-130. doi: 10.1007/NHH.0000000000000855</p>	

Unit	Topic	Readings	Assignment Due Dates
		<p>Rhoades, H., Rusow, J. A., Bond, D., Lanteigne, A., Fulginiti, A., &amp; Goldbach, J. T. (2018). Homelessness, mental health, and suicidality among LGBTQ youth accessing crisis services. <i>Child Psychiatry &amp; Human Development</i>, 49(4), 643–651. <a href="http://doi.org/10.1007/s10578-018-0780-1">http://doi.org/10.1007/s10578-018-0780-1</a></p> <p>Testa, R. J., Michaels, M. S., Bliss, W., Rogers, M. L., Balsam, K. F., &amp; Joiner, T. (2017). Suicidal ideation in transgender people: Gender minority stress and interpersonal theory factors. <i>Journal of Abnormal Psychology</i>, 126(1), 125–136.</p> <p>Underwood, J. M., Brener, N., Thornton, J., Harris, W. A., Bryan, L. N., Shanklin, S. L., Deputy, N., Roberts, A. M., Queen, B., &amp; Chyen, D. (2020). Overview and methods for the Youth Risk Behavior Surveillance System—United States, 2019. <i>MMWR Supplements</i>, 69(1), 1–10</p>	
5	<p><b>Child Abuse: Assessment and Reporting</b></p> <ul style="list-style-type: none"> <li>● History of the Child Welfare System</li> <li>● Child Abuse Assessment and Reporting</li> <li>● Inequities in the Child Welfare System</li> <li>● Applying the CDM Model When Concerns of Abuse Arise</li> </ul>	<p><b>Required</b></p> <p>Barsky, A.E. (2019). Chapter 14: Child Welfare, Values and Ethics, page 383-405. <i>Ethics and Values in Social Work: An Integrated Approach for a Comprehensive Curriculum</i>. Oxford University Press.</p> <p>Tufford, L., &amp; Lee, B. (2019). Decision-Making Factors in the Mandatory Reporting of Child Maltreatment. <i>Journal of Child and Adolescent Trauma</i>, 12, 233-244.</p> <p>Tufford, L., Bogo, M., Katz, E., Lee, B., &amp; Ramjattan, R. (2019). Reporting</p>	



Unit	Topic	Readings	Assignment Due Dates
		<p>suspected child maltreatment: Educating social work students in decision making and maintaining the relationship. <i>Journal of Social Work Education</i>, 55(3), 579-595.</p> <p><b>Recommended</b> Podcast: This Land, Season Two.</p>	
6	<p><b>Aging, Long-Term Care, and Elder/Dependent Adult Abuse</b></p> <ul style="list-style-type: none"> <li>● Aging in America</li> <li>● Social Work Values, Ethics, &amp; Competencies: Person-Centered Care &amp; Social Work Values</li> <li>● Health &amp; Well-Being of Older Adults</li> </ul>	<p><b>Required</b></p> <p>Thelin, A. (2021). Care ethics for supported decision-making. A narrative policy analysis regarding social work in cases of dementia and self-neglect. <i>Ethics and Social Welfare</i>, 15(2), 167-184.</p> <p>National Association of Social Workers. (2010). <i>NASW Standards for Social Work Practice with Family Caregivers of Older Adults</i> <a href="https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/NASW-Standards-for-Social-Work-Practice-with-Family-Caregivers-of-Older-Adults">https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/NASW-Standards-for-Social-Work-Practice-with-Family-Caregivers-of-Older-Adults</a></p> <p>Perone, A. K., Ingersoll-Dayton, B., &amp; Watkins-Dukhie, K. (2020). Social isolation loneliness among LGBT older adults: Lessons learned from a pilot friendly caller program. <i>Clinical Social Work Journal</i>, 48(1), 126-139.</p> <p>Teater, B., &amp; Chonody, J. (2017). Promoting actively aging: Advancing a framework for social work practice with older adults. <i>Families in Society</i>, 98(2), 137-145.</p> <p><b>Recommended</b></p>	

Unit	Topic	Readings	Assignment Due Dates
		<p>Pan American Health Organization (2023). Healthy aging. <a href="https://www.paho.org/en/healthy-aging#:~:text=Healthy%20aging%20is%20a%20continuous,life%20throughout%20the%20life%20course.">https://www.paho.org/en/healthy-aging#:~:text=Healthy%20aging%20is%20a%20continuous,life%20throughout%20the%20life%20course.</a></p>	
7	<p><b>Ageing, Long-Term Care, and Elder/Dependent Adult Abuse</b></p> <ul style="list-style-type: none"> <li>● Mandated Reporting and the Protection of Older Adults</li> <li>● Integrative Practice with Older Adults</li> <li>● Interprofessional Collaboration</li> </ul>	<p><b>Required</b></p> <p>Burnes, D., Henderson Jr, C. R., Sheppard, C., Zhao, R., Pillemer, K., &amp; Lachs, M. S. (2017). Prevalence of financial fraud and scams among older adults in the United States: A systematic review and meta-analysis. <i>American journal of public health, 107</i>(8), e13-e21.</p> <p>Herman, C. (with Anetzberger, G. J., Brandl, B., &amp; Breckman, R). (2022). Social work roles in elder abuse prevention and response: A report by the National Association of Social Workers. <a href="https://bit.ly/NASW-SW-ElderJustice-2022">https://bit.ly/NASW-SW-ElderJustice-2022</a></p> <p>Kennedy, T. (2023). In Cross-Denny, B. (Ed.) <i>Ageing. In Integrated social work practice: Bridging micro, mezzo, and macro level practice</i> (pp. 333-357). Cognella</p> <p>Yan, E., To, L., Wan, D., Xie, X., Wong, F., &amp; Shum, D. (2022). Strategies to build more effective interventions for elder abuse: A focus group study of nursing and social work professionals in hong kong. <i>BMC Geriatrics, 22</i>(1), 978. doi: <a href="https://doi.org/10.1186/s12877-022-03682-4">https://doi.org/10.1186/s12877-022-03682-4</a></p> <p><b>Recommended</b></p>	

Unit	Topic	Readings	Assignment Due Dates
		<p>World Health Organization (2022). Abuse of older people.  <a href="https://www.who.int/news-room/fact-sheets/detail/abuse-of-older-people">https://www.who.int/news-room/fact-sheets/detail/abuse-of-older-people</a></p>	
8	<p><b>Alcoholism and Chemical Substance Abuse and Dependency</b></p> <ul style="list-style-type: none"> <li>● Societal and Cultural Considerations</li> <li>● Substance Use Data</li> <li>● Relevant Laws and Policies</li> <li>● Values and Ethics</li> </ul>	<p><b>Required</b></p> <p>Evans-Polce, R. J., Patrick, M. E., Lanza, S. T., Miech, R. A., O'Malley, P. M., &amp; Johnston, L. D. (2018). Reasons for vaping among US 12th graders. <i>Journal of Adolescent Health, 62</i>(4), 457-462.</p> <p>Lehmann, S. W., &amp; Fingerhood, M. (2018). Substance-use disorders in later life. <i>New England Journal of Medicine, 379</i>(24), 2351-2360.</p> <p>Nieweglowski, K., Corrigan, P. W., Tyas, T., Tooley, A., Dubke, R., Lara, J., ... &amp; Addiction Stigma Research Team. (2018). Exploring the public stigma of substance use disorder through community-based participatory research. <i>Addiction Research &amp; Theory, 26</i>(4), 323-329.</p>	
9	<p><b>Alcoholism and Chemical Substance Abuse and Dependency</b></p>	<p><b>Required</b></p> <p>Farahmand, P., Arshed, A., &amp; Bradley, M. V. (2020). Systemic racism and substance use disorders. <i>Psychiatric Annals, 50</i>(11), 494-498.</p> <p>Vearrier, L. (2019). The value of harm reduction for injection drug use: A clinical and public health ethics analysis. <i>Disease-a-Month, 65</i>(5), 119-141.</p>	
10	<p><b>Spousal/Partner Abuse, Assessment, Detection, and Intervention</b></p>	<p><b>Required</b></p> <p>Thiel, F., Büechl, V., Rehberg, F., Mojahed, A., Daniels, J. K., Schellong, J.,</p>	

Unit	Topic	Readings	Assignment Due Dates
	<ul style="list-style-type: none"> <li>● What Is Intimate Partner Violence</li> <li>● Laws and Policies</li> <li>● Applying Social Work Values and Ethics</li> </ul>	<p>&amp; Garthus-Niegel, S. (2022). Changes in prevalence and severity of domestic violence during the COVID-19 pandemic: A systematic review. <i>Frontiers in psychiatry, 13</i>, 1-21.</p> <p>Tonsing, J. C. (2016). Complexity of domestic violence in a South Asian context in Hong Kong: Cultural and structural impact. <i>Social Work Education, 35</i>(1), 18-30.</p> <p>Woodlock, D., McKenzie, M., Western, D., &amp; Harris, B. (2020). Technology as a weapon in domestic violence: Responding to digital coercive control. <i>Australian social work, 73</i>(3), 368-380.</p>	
11	<p><b>Spousal/Partner Abuse, Assessment, Detection, and Intervention</b></p> <ul style="list-style-type: none"> <li>● Assessment</li> <li>● Screening Tools</li> <li>● Interventions</li> </ul>	<p><b>Required</b></p> <p>Grant, K., Whitwam, L., Martin, J., White, J., &amp; Haines, T. (2021). Suicide and intimate partner violence risk assessment and decision-making. <i>Advances in Social Work and Welfare Education, 23</i>(1), 134-147.</p> <p>Gregory, K., Nnawulezi, N., &amp; Sullivan, C. M. (2021). Understanding how domestic violence shelter rules may influence survivor empowerment. <i>Journal of interpersonal violence, 36</i>(1-2), NP402-NP423.</p> <p>Youngson, N., Saxton, M., Jaffe, P. G., Chiodo, D., Dawson, M., &amp; Straatman, A. L. (2021). Challenges in risk assessment with rural domestic violence victims: Implications for practice. <i>Journal of Family Violence, 36</i>, 537-550.</p>	

Unit	Topic	Readings	Assignment Due Dates
<b>12</b>	<p><b>Human Sexuality &amp; Sexual Orientation, Gender Identity</b></p> <ul style="list-style-type: none"> <li>● Overview of Human Sexuality</li> <li>● Theoretical Perspectives of Human Sexuality</li> <li>● Values and Ethics Pertaining to Sexuality</li> <li>● Lifespan Sexual Development Theories</li> <li>● Sexual Orientation and Gender Identity</li> </ul>	<p><b>Required</b></p> <p>James, J. &amp; O’Conner, K. (2022). Sexuality in Graduate Curricula: Education, Integration, and Implication for Social Work. <i>Journal of Education &amp; Social Policy</i>, 9 (4), 18-28. 1-27. doi:10.30845/jesp. v9n4p3</p> <p>Kearns, S., Kroll, T., O’Shea, &amp; Neff, K. (2021). Experiences of Transgender &amp; Non-Binary youth accessing gender affirming care: A systematic review and meta-ethnography. <i>PLOS One</i>, 16 (9).1-29.</p> <p>Nowaskie, D. Z., Patel, A. U., &amp; Fang, R. C. (2020). A multicenter, multidisciplinary evaluation of 1701 healthcare professional students’ LGBT cultural competency: Comparisons between dental, medical, occupational therapy, pharmacy, physical therapy, physician assistant, and social work students. <i>PLoS One</i>, 15(8), e0237670.1-11.</p> <p>Williams, D. J., Christensen, M. C., &amp; Capous-Desyllas, M. (2016). Social work practice and sexuality: Applying a positive sexuality model to enhance diversity and resolve problems. <i>Families in Society</i>, 97(4), 287-294.</p> <p><b>Recommended</b></p> <p>James, J. &amp; O’Conner, K. (2023). Sexuality in Graduate Curricula: Theoretical Frameworks and Entreaty for Developing Scholarship. <i>Journal of Education &amp; Social Policy</i> 10(2), 26-32 doi:10.30845/jesp. v10n2p1</p>	

Unit	Topic	Readings	Assignment Due Dates
		<p>NASW (2023). Sexual Orientation and gender diversity.  <a href="https://www.socialworkers.org/Practice/LGBTQIA/Sexual-Orientation-and-Gender-Diversity">https://www.socialworkers.org/Practice/LGBTQIA/Sexual-Orientation-and-Gender-Diversity</a></p>	
13	<p><b>Human Sexuality &amp; Sexual Orientation, Gender Identity</b></p> <ul style="list-style-type: none"> <li>• Sexual Dysfunction</li> <li>• Variations in Sexual Behavior</li> <li>• Sexual Marketplace, Sexual Victimization, and Sex Laws</li> </ul>	<p><b>Required</b></p> <p>Gruskin, S., Yadav, V., Castellanos-Usigli, A., Khizanishvili, G., &amp; Kismödi, E. (2019). Sexual health, sexual rights, and sexual pleasure: meaningfully engaging the perfect triangle. <i>Sexual and Reproductive Health Matters</i>, 27(1), 29-40.</p> <p>Lehmiller, J. J. (2018). Chapter 13: Sexual dysfunction and sex therapy. In <i>The psychology of human sexuality</i> (pp 336-359). John Wiley &amp; Sons.</p> <p>Lehmiller, J. J. (2018). Chapter 15: Sex laws, sexual victimization, and the sexual marketplace. In <i>The psychology of human sexuality</i> (pp 388-412). John Wiley &amp; Sons.</p> <p><b>Recommended</b></p> <p>World Health Organization (2023). <i>Sexual Health</i>.  <a href="https://www.who.int/health-topics/sexual-health#tab=tab_1">https://www.who.int/health-topics/sexual-health#tab=tab_1</a></p> <p>Pan American Health Organization (2023). <i>Sexual and reproductive health</i>.  <a href="https://www.paho.org/en/topics/sexual-and-reproductive-health">https://www.paho.org/en/topics/sexual-and-reproductive-health</a></p> <p>World Association for Sexual Health (2014). <i>Declaration of Sexual Rights</i>.  <a href="https://worldsexualhealth.net/wp-">https://worldsexualhealth.net/wp-</a></p>	

Unit	Topic	Readings	Assignment Due Dates
		<a href="https://content/uploads/2013/08/Declaration-of-Sexual-Rights-2014-plain-text.pdf">content/uploads/2013/08/Declaration-of-Sexual-Rights-2014-plain-text.pdf</a>	
14	<p><b>Telehealth</b></p> <ul style="list-style-type: none"> <li>● Legal, ethical, and professional standards related to providing telehealth services</li> <li>● Competence, informed consent, and confidentiality.</li> <li>● Potential clinical risks and benefits associated with providing telehealth services.</li> <li>● Potential clinical consequences of utilizing telehealth</li> </ul>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>● Clary, K. L., Nason, E., Selber, K., &amp; Smith, K. S. (2022). Developing a roadmap for harnessing technology in social work: Training the next generation of social workers. <i>Smith College Studies in Social Work, 92</i>(2), 111-132.</li> <li>● Geller, Shari, (2021) Cultivating online therapeutic presence: strengthening therapeutic relationships in teletherapy sessions, <i>Counseling Psychology Quarterly, 34</i>:3-4, 687-703, DOI: 10.1080/09515070.2020.1787348</li> <li>● Lin, B., &amp; Ye, S. (2022). The use of telehealth in depression treatment during the crisis caused by COVID-19. <i>Social Work in Public Health, 37</i>(6), 536-547</li> <li>● Wilkerson, T., Wolfe-Taylor, S. N., Deck, C. K., Wahler, E. A., &amp; Davis, T. S. (2020). Telebehavioral practice basics for social worker educators and clinicians responding to COVID-19. <i>Social Work Education, 39</i>(8), 1137–1145. <a href="https://doi.org/10.1080/02615479.2020.1807926">https://doi.org/10.1080/02615479.2020.1807926</a></li> <li>● NASW Standards for Technology in Social Work Practice: <a href="https://www.socialworkers.org/P">https://www.socialworkers.org/P</a></li> </ul>	

Unit	Topic	Readings	Assignment Due Dates
		<p><a href="#">ractice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice</a></p> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Board of Behavioral Sciences: <a href="https://www.bbs.ca.gov/">https://www.bbs.ca.gov/</a></li> <li>● California Telehealth Policy Coalition (CCHP): <a href="https://www.cchpca.org/california-telehealth-policy-coalition/">https://www.cchpca.org/california-telehealth-policy-coalition/</a></li> <li>● HIPAA: HIPAA for Telehealth Technology</li> <li>● Parrish DE, Oxhandler HK, Duron JF, et al. Feasibility of virtual reality environments for adolescent social anxiety disorder. <i>Research on Social Work Practice</i> 2015; 26:825–835</li> <li>● Totten AM, McDonagh MS, Wagner JH. The Evidence Base for Telehealth: Reassurance in the Face of Rapid Expansion During the COVID-19 Pandemic [Internet]. Rockville (MD): Agency for Healthcare Research and Quality (US); 2020 May. Available from: <a href="https://www.ncbi.nlm.nih.gov/books/NBK557174/">https://www.ncbi.nlm.nih.gov/books/NBK557174/</a></li> <li>● Vogt, E., &amp; Whaibeh, E. (2022). Telebehavioral Health: The Basics. In <i>Essentials of Telebehavioral Health: A Practical Guide</i> (pp. 9-27). Cham: Springer International Publishing</li> </ul>	
15	Conclusion/Wrap-Up	Required	



# USC Suzanne Dworak-Peck

School of Social Work

Unit	Topic	Readings	Assignment Due Dates
	<ul style="list-style-type: none"> <li>● Review of the Foundation Year Curriculum and Learning Experiences</li> <li>● Summary of Critical Decision-Making in Integrative Social Work Practice</li> <li>● Future Application of the Critical Decision-Making Model</li> </ul>	<p>Estreet, A.T., Johnson, N. &amp; Archibald. (2023) Teaching Social Justice Through Critical Reflection: Using Immersive Theatre to Address HIV Among Black Gay Men, <i>Journal of Social Work Education</i>, 59:1, 243-254, DOI: 10.1080/10437797.2021.196930</p> <p>Coleman, H., Rogers. &amp; King, J. (2002) Using portfolios to stimulate critical thinking in social work education, <i>Social Work Education</i>, 21:5, 583-595, DOI: 10.1080/02615470220000152583</p> <p>Kennedy, T., Albero, A., &amp; Cross-Denny, B. (2023). In Cross-Denny, B. (Ed.) <i>Lifelong learning, Integrated social work practice: Bridging micro, mezzo, and macro level practice</i> (pp. 509-534). Cognella</p>	
	<p><b>Exam Week – NO CLASS</b></p>		

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

### **Academic Integrity**

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

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

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

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

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

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

### **Students and Disability Accommodations**

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

## **Support Systems**

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

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

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

### *VAC Students: Uwill Counseling Services*

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

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

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

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

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

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

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

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

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

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

The Kortschak Center offers academic coaching and resources.

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

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

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

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

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

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

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

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

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

Non-emergency assistance or information.

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

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

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

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

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

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

**XXII. List of Appendices**

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

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

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

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

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

**Preamble**

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

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

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

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

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

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

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