USC Suzanne Dworak-Peck
School of Social Work

Social Work 647
Advanced Practice with Complex Social Work Cases

Section # 61020D
3 Units
Spring 2024, Thursday, 1:00pm- 3:50pm (PST)
Location: UPC- MRF 303

SYLLABUS
(Subject to change)

Instructor Photo	**Instructor:**	Dr. Brittaney Dennis
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	Office Phone:	N/A
		*Replies can be expected within 2 business days
	Office Location:	
	Office Hours Days & Times:	By appointment
	Zoom Meeting Link:	Found on CANVAS learning management system
	Course Lead:	David Bringhurst
	Email:	bringhur@usc.edu
	IT Help Hours of Service:	24 hours, 7 days/week
	IT Help Contact Information:	UPC: 213-740-5555, consult@usc.edu VAC: 833-740-1273, techsupport@digitalcampus.2u.com

I. Course Prerequisites and/or Co-Requisites
SOWK 506, 523, 525, 630, 536, 546, 510, 511

II. Catalogue Description
This capstone integrative practice course of the Adult Mental Health and Wellness track and advances students' knowledge and skills through culturally responsive, justice oriented, integrated practice, and collaborative action for complex cases (especially those involving trauma) in adults, families, groups, communities, and organizations.

III. Course Description
This capstone Integrative practice course focuses on advancing the Health, Mental Health, and Wellness of adults, older adults, and their caretakers, through the lens of culturally responsive, justice oriented and trauma informed practice. Students will learn advanced knowledge and skills to make anti oppressive and socially just assessments, and provide evidence-based, neurobiologically informed interventions when taking action with diverse social work clients, families, groups, organizations, and communities.

Through building on and augmenting prior foundation practice skills and proven evidence-based practices (and practice based-evidence) in holistic treatment, the student will be skilled in using the interplay of body, mind, and brain to advance client functioning. Using integrated social work concepts and building on the foundation of AMHW required courses, implicit and explicit brain functioning will be reviewed and *applied* to complex case material using multifaceted interventions for clients with complex diagnoses. Upon conclusion of this advanced-integrated-practice course, students will have *mastered* the following key course objectives necessary for advanced and transformative social work practice from a meta framework perspective.

IV. Course Objectives

By the completion of this course, students will be able to:
1. Demonstrate social justice committed practice, cultural humility, and reflective skills to manage biases, privilege and power when engaging, assessing, and developing case conceptualization on behalf of social work clients, particularly those with trauma lived experiences, acknowledging the client's expertise in their own lived experiences. (addresses EPAS 3a and 3b)
2. Assess developmental, historical, and environmental trauma of adults, their families and communities using meta frameworks and additional family and organization assessment tools, while incorporating integrated social work principles of person-centered care, multi-systematic approaches, advocacy, and a collaborative process for selection of evidence informed interventions incorporating integrated social work concepts of empowerment and self-determination. (EPAS 7a and b, and 8a and b)
3. Demonstrate culturally responsive knowledge, skills, and informed mediation and advocacy utilizing integrated social work concepts of interprofessional collaboration and social justice advocacy when working with clients' complex intersectional, biopsychosocialspiritual, organizational, communal, and environmental needs. (EPAS 3b, 8a, and 8b)

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 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice "Social workers: 3a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and 3b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences" (EPAS, 2022, Competency 3).
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities "Social workers: 7a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and 7b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (EPAS, 2022, Competency 7).
Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities "Social workers: 8a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and 8b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies (EPAS, 2022, Competency 8).

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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^{TM} 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.

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 (David Bringhurst, bringhur@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[1]	% of Grade
Assignment 1 Case Conceptualization	Objective #1 (addresses EPAS 3a and 3b)	Unit 5 **(2/8/24)**	25
Assignment 2 Action and Collaboration Plan	Objective #2 (addresses EPAS 7a & b, and 8a & b)	Unit 11 **(3/28/24)**	30
Assignment 3 Case Presentation and Skill Demonstration	Objective #3 (addresses EPAS 3b, 8a, & 8b)	Unit 15 **(4/25/24)**	35
Active and Proactive Learning, & Meaningful Participation		Ongoing	10

[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.

Descriptions of Assignments
An overview of each assignment is presented below. NOTE: The instructor will disseminate detailed instructions and grading guidelines for each assignment.

Assignment 1 – Case Conceptualization (25% of course grade) Due: Unit 5
Assess and conceptualize trauma/mental illness of a client using a theory, and demonstrate understanding of the role of the social environment (with special attention to racism, diversity, equity, and inclusion) for individuals who have lived experiences with trauma. Identify a client whom you have worked with or are currently working with and provide a case conceptualization (Biopsychosocialspiritual assessment) which includes a description of the client's presenting problem, biological, psychological, social/cultural and spiritual functioning. Referencing theory

(i.e., Theory of Triune Brain, Neuro-sequential Model of Therapeutics [NMT], Polyvegal Theory, Adaptive Brain Theory, Attachment Theory etc…), provide a conceptualization of the impact of trauma/mental illness on the client's brain and their social connections. Discuss interpersonal, organizational and societal conditions that may have created barriers for engagement in therapy. For example, consider the impact of race, ethnicity and culture and social determinants of health, organizational and interpersonal factors. Please provide an introduction and conclusion. (Meets EPAS 3a. & 3b.; 7a. & b.) (4-6 pages, double spaced, format using APA 7th Edition).

Assignment 2 – Action and Collaboration Plan (30% of course grade) Due: Unit 11
Based on your case conceptualization in assignment 1, summarize the case and the client's functioning using a theoretical perspective. Then, discuss an action plan including an evidence informed intervention based on how you might help the client cultivate resilience. Using citations, justify the rationale for why the intervention (i.e., explicit, implicit, or neural integrative) is a clinically justified choice. Define and describe the intervention, its concepts, and its techniques. incorporating integrated social work concepts of empowerment and self-determination discuss how you plan to collaborate with your client and constituencies in developing a mutually agreed-upon plan. Please provide an introduction and conclusion. (Meets EPAS (8a. & 8b.) (4-5 pages, double-spaced, format using APA 7th Edition).

Assignment 3 – Case Presentation and Skill Demonstration (35% of course grade) Due: Unit 15
Create a video recording summarizing the case conceptualization of your client and their barriers for engagement (as discussed in Assignment #1) and your action plan including the chosen intervention and collaboration plan (discussed in Assignment # 2) (4-5 minutes). Then provide a brief example of one skill associated with the intervention (5-7 minutes). The overall video presentation should be no more or less than 9-12 minutes in duration. (Meets EPAS 3a. & 3b.; 7a. & b; 8a. & 8b.)

Alternative Assignment 3 for Non-Clinical Practice Social Workers (35% of course grade) Due: Unit 15

Conduct a NCTSN Trauma-Informed Organizational Assessment (TIOA) of a social service organization who served individuals who have experienced trauma. https://learn.nctsn.org/enrol/index.php?id=573.

Create a video recording on zoom describing the mission of a social service organization, history and population served (4-5 minutes). Discuss the results which includes trauma screening, assessment care planning and treatment, workforce development, strengthening resilience and protective factors, continuity of care and cross system communication, addressing, minimizing, and treating secondary traumatic stress, intersections of culture, race, and trauma, and addressing, minimizing, and treating secondary traumatic stress (5-7 minutes). The overall video presentation should be no more or less than 9-12 minutes in duration.

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

Due: Units 1 – 15

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

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

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

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. "Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

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

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

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

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

b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student's participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

Grading Scale

Assignment and course grades will be based on the following:

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

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

IX.   Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted through the course's learning management system (LMS). Students are responsible for ensuring successful submission of

their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

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

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

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

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

[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.

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.

XIII. 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.

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

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

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

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

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

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

XV. 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).

XVI. 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.

XVII. Required Textbooks

No required textbooks, all readings can be found 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 (647) or Lead Instructor's last name (Bringhurst). "Recommended" readings are not on ARES and not required to read for this course.

XVIII.   Recommended Materials & Resources
DSM-5-TR
Just a reminder that the DSM-5-TR is available online through the library's subscription using the link below.
URL: https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/
You'll be asked to log in using your USC ID and password. Once you're on the page, click Explore the New Edition to access the content.
ICD-11: http://www.who.int/classifications/icd/en/

Guides for Academic Integrity, APA Style Formatting, Writing & Research
American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th 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 7th 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/

XIX. Course Overview

Unit	Topics
1	**Introduction to Advanced Integrative Social Work Practice - Trauma Focused**
2	**Assessment and Conceptualization of Trauma: Brain-Based Approaches**
3	**Environmental Trauma: Outside In**
4	**Neurodiversity and the Brain**
5	**Addiction and the Brain**
6	**Implicit (Bottom up) Interventions: Herman's Tri-phasic Model & the Trauma Resiliency Model**
7	**Implicit (Bottom Up) Intervention: Mentalization-Based Therapy**
8	**Explicit (Top Down) Intervention: Cognitive Therapy for Trauma**
9	**Explicit (Top Down) Intervention: Dialectical Behavioral Therapy**
10	**Integrative (Explicit and Implicit) Intervention: Couples Therapy**
11	**Integrative (Explicit and Implicit) Intervention: Family-Centered Treatment for Trauma**
12	**Integrative (Explicit and Implicit) Intervention Group Therapy, Part I**
13	**Integrative (Explicit and Implicit) Intervention- Group Therapy, Part II**
14	**Trauma-Informed Organizational Assessment**
15	**Trauma Informed community assessment and interventions; Course Wrap**

Syllabus continues on the next page…

XX. Course Schedule

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

Unit	Topic	Readings	Assignment Due Dates
1	**Introduction to Advanced Integrative Social Work Practice with a Trauma Focus.** • Micro and Mezzo Practice Through a Social Justice and Culturally Responsive Lens	**Required** Mason, C. (2023). Chapter 9 - Engagement, p. 163- 169. In B. Cross-Denny (editor) *Integrated social work practice: Bridging micro, mezzo, and macro level practice (First Edition).* Cognella. Emanuel, R. (2021). Changing minds and evolving views: a bio-	

Unit	Topic	Readings	Assignment Due Dates
	• The Social Brain • Trauma Impact on the Brain • Polyvagal Theory • Engagement-Safety & Consent • Impact of Trauma on families and communities	psycho-social model of the impact of trauma and its implications for clinical work. *Journal of Child Psychotherapy*, *47*(3), 376–401. https://doi.org/10.1080/0075417X.2021.2013927 Mark K. P. & Vowels L. M. (2020). Sexual consent and sexual agency of women in healthy relationships following a history of sexual trauma. *Psychology and sexuality*, 11(4):315-328. doi:10.1080/19419899.2020.1769157 **Recommended** Porges, S. W. (2022). Polyvagal Theory: A science of safety. *Frontiers in Integrative Neuroscience*, *16*, 871227–871227. https://doi.org/10.3389/fnint.2022.871227 (Review)	
2	**Conceptualization and Assessment of Trauma: Brain-Based Approaches** • Triune Brain • Developmental Trauma • Neurosequential Model of Therapeutics • Explicit (Top Down) Implicit (Bottom Up) Processing • The Window of Tolerance • Adaptive Brain Theory	**Required** Corrigan, F., Fisher, J., & Nutt, D. (2011). Autonomic dysregulation and the Window of Tolerance model of the effects of complex emotional trauma. *Journal of Psychopharmacology (Oxford)*, *25*(1), 17–25. https://doi.org/10.1177/0269881109354930 Perry, B. D., & Hambrick, E. P. (2008). The Neurosequential Model of Therapuetics. *Reclaiming Children and Youth*, 17, 3, 38-43. Steffen, P. R., Hedges, D., & Matheson, R. (2022). The brain is adaptive not triune: How the brain responds to threat, challenge, and change. *Frontiers in*	

Unit	Topic	Readings	Assignment Due Dates
	• NeuroAffective Relational Model™ (NARM)	*Psychiatry*, 13, 1-10. Article 802606. https://doi.org/10.3389/fpsyt.2022.802606	
		Recommended	
		Holden, C. (1979). Paul MacLean and the triune brain. *Science*, *204*(4397), 1066–1068. Retrieved from http://www.jstor.org.libproxy2.usc.edu/stable/1748710. (Seminal work from 1979.) (Review)	
		Perry, B. D. (2009). Examining child maltreatment through a neurodevelopmental lens: Clinical applications of the Neurosequential Model of Therapeutics. *Journal of Loss & Trauma*, *14*(4), 240–255. https://doi.org/10.1080/15325020903004350 (Review)	
		Schore, J. R. (2012). Using concepts from interpersonal neurobiology in revisiting psychodynamic theory. *Smith College Studies in Social Work, 82*(1), 90–111. doi:10.1080/00377317.2012.644494 (Review)	
		Suvak, M. K., & Barrett, L. F. (2011). Considering PTSD from the perspective of brain processes: A psychological construction approach. *Journal of Traumatic Stress*, *24*(1), 3–24. https://doi.org/10.1002/jts.20618	
3	**Environmental Trauma: Outside In** ▪ Race, Ethnicity, Culture, and Identity ▪ Addressing White Privilege and Cultural Humility	**Required** Wilson, J. (2021). Chapter 10 - Assessment p. 179- 194. In B. Cross-Denny's (editor) *Integrated social work practice: Bridging micro, mezzo, and*	

Unit	Topic	Readings	Assignment Due Dates
	▪ Social Determinants of Health ▪ Resilience	*macro level practice (First Edition)*.Cognella. Kirkinis, K., Pieterse, A. L., Martin, C., Agiliga, A., & Brownell, A. (2021). Racism, racial discrimination, and trauma: a systematic review of the social science literature. *Ethnicity & Health*, *26*(3), 392–412. https://doi.org/10.1080/1355785 8.2018.1514453 Saleem, F. T., Anderson, R. E., & Williams, M. (2020). Addressing the "Myth" of racial trauma: Developmental and ecological considerations for youth of color. *Clinical Child and Family Psychology Review*, *23*(1), 1–14. https://doi.org/10.1007/s10567-019-00304-1 **Recommended** Subica, A. M., & Link, B. G. (2022). Cultural trauma as a fundamental cause of health disparities. *Social Science & Medicine (1982)*, *292*, 114574–114574. https://doi.org/10.1016/j.socscim ed.2021.114574	
4	**Neurodiversity and the Brain** ▪ Autism and Trauma: The Intersection ▪ Spoon Theory ▪ Self-Regulation	**Required** Armstrong, T. (2015). The myth of the normal brain: embracing neurodiversity. *AMA Journal of Ethics*, *17*(4), 348–352. https://doi.org/10.1001/journalof ethics.2015.17.4.msoc1-1504 Lowe, S. R., Walsh, K. L., Opthof, E., & Tineo, P. (2018). Trauma and neurodevelopmental disorders from a public health perspective. In J. M. Fogler & R. A. Phelps (Eds.), *Trauma, autism, and*	

Unit	Topic	Readings	Assignment Due Dates
		neurodevelopmental disorders: Integrating research, practice, and policy (pp. 205–239). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-00503-0_11 McGuinness, K. (2021). An evaluation of a tool, based on spoon theory, to promote self-regulation and avoidance of burnout in autistic children and young people. *Good Autism Practice (GAP)*, 22(1), 59-72. **Recommended** https://video-alexanderstreet-com.libproxy1.usc.edu/watch/bridging-the-sensory-linguistic-divide-in-trauma-what-teaching-autistic-children-to-write-poetry-might-tell-us?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver	
5	**Addiction and The Brain** ▪ Psycho-pharmacology ▪ Addiction ▪ Adolescent Community Reinforcement Approach	**Required** Finney, K. (2018). *Basic psychopharmacology principles: A quick guide for mental health professionals.* Cognella Academic Publishing. Chapter 1& 2 Garami, J., Valikhani, A., Parkes, D., Haber, P., Mahlberg, J., Misiak, B., Frydecka, D., & Moustafa, A. A. (2019). Examining perceived stress, childhood trauma and interpersonal trauma in individuals with drug addiction. *Psychological Reports*, *122*(2), 433–450. https://doi.org/10.1177/0033294118764918 Godley, S. H., Smith, J. E., Passetti, L. L., & Subramaniam, G. (2014).	**ASSIGNMENT 1 DUE 2/8/24**

Unit	Topic	Readings	Assignment Due Dates
		The Adolescent Community Reinforcement Approach (A-CRA) as a model paradigm for the management of adolescents with substance use disorders and co-occurring psychiatric disorders. *Substance Abuse*, *35*(4), 352–363. https://doi.org/10.1080/0889707 7.2014.936993	
6	**Implicit (Bottom up) Interventions: Triphasic Approach (Herman) and Trauma Resilience Model** ▪ Herman's Treatment Model ▪ Trauma Resiliency Model (TRM)	**Required** Grabbe, L., & Miller-Karas, E. (2018). The Trauma Resiliency Model: A "bottom-up" intervention for trauma psychotherapy. *Journal of the American Psychiatric Nurses Association*, *24*(1), 76–84. https://doi.org/10.1177/1078390 317745133 Herman, J. (1992). *Trauma and recovery.* (pp. 1–23). Basic Books. Siegel, D. J. (1997). Memory, trauma, and psychotherapy. In B. S. Mark & J. A. Incorvaia (Eds.), *The handbook of infant, child, and adolescent psychotherapy, Vol. 2. New directions in integrative treatment* (pp. 221–277). Jason Aronson. (Parts are reprinted from Journal of Psychotherapy Practice and Research, 4(2), 1995, pp. 93–122) Zaleski, K. L., Johnson, D. K., & Klein, J. T. (2016). Grounding Judith Herman's trauma theory within interpersonal neuroscience and evidence-based practice modalities for trauma treatment. *Smith College Studies in Social Work*, *86*(4), 377–393.	

Unit	Topic	Readings	Assignment Due Dates
		Recommended	
		Reyes, A. T., Kearney, C. A., Lee, H., Isla, K., & Estrada, J. (2018). Interventions for Posttraumatic Stress with Resilience as Outcome: An Integrative Review. *Issues in Mental Health Nursing*, 39(2), 166–178. https://doi.org/10.1080/0161284 0.2017.1390801	
		Van Der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma* (Chapter 15). Penguin. (Review)	
7	**Implicit (Bottom Up) Intervention: Mentalization-Based Therapy** ▪ Mentalization-Based Therapy ▪ Narrative Therapy ▪ Expressive Arts Therapy	**Required** Bateman A. & Fonagy P. (2010). Mentalization-based treatment for borderline personality disorder. *World Psychiatry,* 9(1), 11-15. doi: 10.1002/j.2051-5545.2010.tb00255.x Bateman A. & Fonagy P. (2013). Mentalization-based treatment. *Journal for Mental Health Professionals*, 33(6), 595-613. doi: 10.1080/07351690.2013.83 5170 Cloitre, M., Lovelund, A.A., Jackson, C., Edward, D., Baker, M., 2023. STAIR Narrative Therapy for complex posttraumatic stress disorder: Treating sexual and gender minority trauma. *Journal of Clinical Psychology*. https://doi.org/10.1002/jclp.2357 2 **Recommended** Bateman A and Fonagy P. (2008). 8-year follow-up of patients treated for borderline personality disorder: Mentalization-based	

Unit	Topic	Readings	Assignment Due Dates
		treatment versus treatment as usual. *American Journal of Psychiatry*, 165(5), 631-638. https://doi.org/10.1176/appi.ajp.2007.07040636 Bayes, C. (2023). Narrative therapy in trauma care. *International Journal of Narrative Therapy and Community Work*, (4), 62–67. https://search.informit.org/doi/10.3316/informit.017578171113924	
8	**Explicit (Top Down) Intervention: Cognitive Therapy for Trauma** ▪ Stimulus Discrimination ▪ Virtual Site Visit	**Required** Beierl, E. T., Böllinghaus, I., Clark, D. M., Glucksman, E., & Ehlers, A. (2020). Cognitive paths from trauma to posttraumatic stress disorder: a prospective study of Ehlers and Clark's model in survivors of assaults or road traffic collisions. *Psychological Medicine*, *50*(13), 2172–2181. https://doi.org/10.1017/S0033291719002253 Ehlers, A., & Clark, D. M. (2000). A cognitive model of posttraumatic stress disorder. *Behaviour Research and Therapy*, *38,* 319-345. Siegel, D. J. (1995). Memory, trauma and psychotherapy: a cognitive science view. *Journal of Psychotherapy Practice and Research*, 4(2) 93-122.	
9	**Explicit (Top Down) Intervention: Dialectical Behavioral Therapy**	**Required** Brewer-Smyth, K. (2022). *Adverse childhood experiences : the neuroscience of trauma, resilience and healing throughout the life course*. Springer. (Read Chapter 11 Overview of psychological and psychiatric interventions after	

Unit	Topic	Readings	Assignment Due Dates
		trauma: Counseling, psychotherapy and medications)	
		Linehan, M. M. (2015). *DBT skills training handouts and worksheets* (2nd ed.). Guilford Press. *DBT Manual is available on ARES *Student does not need to read entire manual.	
		Reutter, K. & DePasquale, D. (2019). *The dialectical behavior therapy skills workbook for PTSD : practical exercises for overcoming trauma and post-traumatic stress disorder*. New Harbinger Publications, Inc.	
		Recommended	
		Bein, A. M. (2013). *Dialectical behavior therapy for wellness and recovery: interventions and activities for diverse client needs*. Wiley.	
		Van Dijk, S. (2013). *DBT Made Simple: A Step-By-Step Guide to Dialectical Behavior Therapy.* (1st ed.). New Harbinger Publications.	
10	**Integrative (Explicit and Implicit) Intervention: Couples Therapy** ▪ Emotion-Focused Therapy (Review) ▪ Imago Relationship Therapy ▪ Couples Trauma-focused Assessment	**Required** Luquet, W., & Hannah, M. T. (1998). *Healing in the relational paradigm : the Imago Relationship Therapy casebook*. Brunner/Mazel. Upchurch, R. (2016). Imago Relationship Therapy. In *The SAGE Encyclopedia of Marriage, Family, and Couples Counseling* (pp. 827–832). **Recommended** Furrow, J. L., Johnson, S. M., & Bradley, B. A. (Eds.). (2011). *The emotionally focused*	

Unit	Topic	Readings	Assignment Due Dates
		casebook: New directions in treating couples. Routledge. (Review) Heiden-Rootes, K. M., Addison, S. M., & Pettinelli, J. D. (2020). Working with queer couples. In K. S. Wampler & A. J. Blow (Eds.), *The Handbook of Systemic Family Therapy* (pp. 123–154). Wiley. Knight, B. G., & Pachana, N. A. (2015). *Psychological assessment and therapy with older adults* (Chapter 1). Oxford University Press. Tadros, E., Fye, J. M., McCrone, C. L., & Finney, N. (2019). Incorporating multicultural couple and family therapy into incarcerated settings. *International Journal of Offender Therapy and Comparative Criminology*, 63(4), 641-658. https://video-alexanderstreet-com.libproxy1.usc.edu/watch/doing-imago-therapy-in-the-space-between?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver	
11	**Integrative (Explicit and Implicit) Intervention: Family-Centered Treatment for Trauma** ▪ Family-Centered Treatment	**Required** Brady, L. L. C., Hadley, R., & Kuhn, C. (2009). Creating a family centered wellness team: Lessons learned in creating an integrated continuum of care for families facing homelessness, addiction, and trauma recovery. *Journal of Social Distress and Homeless*, *19*(1-2), 83–106. https://doi.org/10.1179/105307809805365163	**ASSIGNMENT 2 DUE (3/28/24)**

Unit	Topic	Readings	Assignment Due Dates
		Bright, C. L., Farrell, J., Winters, A. M., Betsinger, S., & Lee, B. R. (2018). Family centered treatment, juvenile justice, and the grand challenge of smart decarceration. *Research on Social Work Practice*, *28*(5), 638–645. https://doi.org/10.1177/1049731 517730127	
		Pierce, B. J., Muzzey, F. K., Bloomquist, K. R., & Imburgia, T. M. (2022). Effectiveness of Family Centered Treatment on reunification and days in care: Propensity score matched sample from Indiana child welfare data. *Children and Youth Services Review*, *136*, 106395–. https://doi.org/10.1016/j.childyou th.2022.106395	
12	**Integrative (Explicit and Implicit) Intervention Group Therapy, Part I** ▪ Group Therapy for Complex Trauma ▪ SPARCS: Structured Psychotherapy for Adolescents Responding to Chronic Stress ▪ Bereavement Group Therapy	**Required** Chouliara, Z., Karatzias, T., Gullone, A., Ferguson, S., Cosgrove, K., & Burke Draucker, C. (2020). Therapeutic change in group therapy for interpersonal trauma: A relational framework for research and clinical practice. *Journal of Interpersonal Violence*, *35*(15-16), 2897–2916. https://doi.org/10.1177/0886260 517696860 Duffy, M., & Wild, J. (2017). A cognitive approach to persistent complex bereavement disorder (PCBD). *The Cognitive Behaviour Therapist*, *10*. https://doi.org/10.1017/S175447 0X17000034 Habib, M., Labruna, V., & Newman, J. (2013). Complex histories and complex presentations: Implementation of a manually-guided group treatment for	

Unit	Topic	Readings	Assignment Due Dates
		traumatized adolescents. *Journal of Family Violence*, 28(7), 717-728. https://doi.org/10.1007/s10896-013-9532-y **Recommended** Badenoch, B., & Gantt, S. P. (Eds.). (2013). *Interpersonal neurobiology of group psychotherapy and group process* (Chapters 1 and 2). Karnac Books. ***(FREE E-BOOK available online at USC's Library/ARES)*** Yalom, I. D., & Leszcz, M. (2005). *Theory and practice of group psychotherapy* (Chapters 1 and 6). Basic Books.	
13	**Integrative (Explicit and Implicit) Intervention- Group Therapy, Part II** • Eating Disorder Movement Therapy • Group Therapy for Suicide Prevention • Traumatic Brain Injury Dance Movement Therapy	**Required** Chalker, S. A., Martinez Ceren, C. S., Ehret, B. C., & Depp, C. A. (2022). Suicide-Focused Group Therapy: A scoping review. *Crisis : the Journal of Crisis Intervention and Suicide Prevention.* https://doi.org/10.1027/0227-5910/a000892 Heiderscheit, A. (2015). *Creative arts therapies and clients with eating disorders.* Kingsley. (Chapter 1) Payne, H., Koch, S. C., Tanti, J., & Fuchs, T. (Eds.). (2019). *The Routledge international handbook of embodied perspectives in psychotherapy : approaches from dance movement and body psychotherapies.* Routledge Taylor & Francis Group. (Chapter 12)	

Unit	Topic	Readings	Assignment Due Dates
		Recommended O'Connor, S. S., Johnson, L. L., Gutierrez, P. M., Singer, J., Marcum, J. K., Pierson, J. T., Brown, A., Muehler, T., Allen, C., & Jobes, D. A. (2023). Three-year follow-up of Suicide Prevention-Focused Group Therapy for veterans. *Psychological Services*, 20(1), 66-73. https://doi.org/10.1037/ser0000451	
14	**Trauma-Informed Organizational Assessment** • Trauma-Informed Organizational Assessment • Trauma-informed organizational practices • Termination and Evaluation	**Required** Brown, V. B., Harris, M., & Fallot, R. (2013). Moving toward trauma-informed practice in addiction treatment: A collaborative model of agency assessment. *Journal of Psychoactive Drugs*, *45*(5), 386–393. https://doi.org/10.1080/02791072.2013.844381 Champine, R. B., Lang, J. M., Nelson, A. M., Hanson, R. F., & Tebes, J. K. (2019). Systems measures of a trauma-informed approach: a systematic review. *American Journal of Community Psychology*, 64(3-4), 418–437. https://doi.org/10.1002/ajcp.12388. National Child Traumatic Stress Network (2008). *Creating trauma informed systems*. http://www.nctsn.org/resources/topics/creating-trauma-informed-systems. **Recommended** Hepworth, D. H., Rooney, R. H., Dewberry-Rooney, G., & Strom-Gottfried, K. (2018). The final phase evaluation and	

Unit	Topic	Readings	Assignment Due Dates
		termination. *Direct Social Work Practice: Theory and Skills* (10th ed.). Brooks/Cole.	
15	**Trauma-Informed Community Assessment and Interventions** • Trauma informed ADEI engagement • Trauma informed Community assessment and practice • Putting it all together : Wrap-Up to the Course	National Child Traumatic Stress Network (NCTSN) (n.d.). *Trauma-informed organizational assessment*. https://www.nctsn.org/trauma-informed-care/nctsn-trauma-informed-organizational-assessment	**ASSIGNMENT 3 DUE (4/25/24)**
	Exam Week – NO CLASS		

XXI. University Statement on Academic Conduct And Support Systems

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

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).
Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.
The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.
For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct. Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations

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

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
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, 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
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.

Syllabus continues on next page

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!