

SOWK 725c: DSW Preparatory Scholarship for Capstone

Section #67721D

2 Units

Spring 2024, Monday, 5pm-7pm PT

Location: VAC

SYLLABUS

(Subject to change)

“We spend a lot time designing the bridge, but not enough time thinking about the people who are crossing it.”

– Dr. Prabhjot Singh, Director of Systems Design at the Earth Institute

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I. Course Prerequisites and/or Co-Requisites

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

II. Catalogue Description

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

III. Course Description

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

IV. Course Objectives

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

1. Provide a supportive learning community for experiential learning, problem-solving, design thinking, constructive feedback, and group discussions.
2. Enhance students' understanding that good writing and problem solving are iterative processes that require continuous reflection and revision.

* "Fully Implementable" is measured by: completion of high fidelity prototype that has been tested with at least two stakeholder groups. The final Capstone Project must be able to be piloted and/or implemented upon graduation.

3. Encourages the refinement of a theoretical/conceptual framework and logic model that connect capstone project designs to specific intended outcomes.
4. Actualize the student's capstone plan as an opportunity for iteration of a prototype of a solution to an intractable social problem.

V. Course Format & Instructional Methods

Online (VAC), grade type- CR/NC, LMS -Canvas

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

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

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

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

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.

VI. 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.

VII. Course Deliverables, Due Dates & Percent of Final Grade

The table below presents all course assignments, due dates, and the final grade for each deliverable.

Deliverables	Unit Due ^[1]	Grade
Deliverable 1 Capstone Project Abstract and Positionality Statement	Unit 2 11:59 pm PST on 1/19/2024	CR/NC
Deliverable 2 High Fidelity Prototype and Testing Narrative	Unit 5 11:59 pm PST on 2/5/2024	CR/NC
Deliverable 3 Capstone Paper and Final Prototype	Unit 8 11:59 pm PST on 2/26/2024	CR/NC
Deliverable 4 Capstone Oral Defense	Units 12-15	CR/NC

^[1] Please note that in some instances a deliverable due date 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 Deliverables

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

Deliverable 1 – Capstone Project Abstract and Positionality Statement (CR/NC) Due: Unit 2

Students will submit an abstract of their Capstone Project. Abstracts must follow [APA 7th edition format](#) and should not exceed 250 words.

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

Deliverable 2 – Revised High Fidelity Prototype and Testing Narrative (CR/NC)
Due: Unit 5

Note: High Fidelity Prototypes must be approved by 725c Instructor:

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

- Technology:
 - Click through wireframes
 - Website design (unpublished is fine)
 - Algorithm feasibility, including logic
- Products:
 - Physical mock-up of product
 - Working model (limited or proxy materials are acceptable)
 - Blueprints
- Program or Service:
 - Curriculum modules (e.g., trainings) with learning objectives, learning activities, and assessment
 - Detailed UX Journey Map of the teaching and learning process (interactive preferred)
 - Detailed manual (e.g., service offerings, processes, standards and guidelines)
- Media:
 - Media samples (e.g., podcasts, videos, scripts)
 - Campaign deck with social media assets
 - Influencer marketing plan with examples and feasibility
- Policy:
 - Written policy change (e.g., legislation)

- Digital platform to test policy ideas/feedback
- Implementation/adoption of journey map

High Fidelity Prototype Testing

Once students have developed their high fidelity prototype, they must test it to determine it's viability and clarity of proof of concept. Students are encouraged to test with at least two stakeholder groups, with at least one that includes intended users (or proxy). They may use the Design Lab format that they learned in SOWK 723 or other formats for testing that may be more relevant to their project. If students have not been able to test their high fidelity prototype by the due date of this deliverable, they may include a detailed plan for testing and a timeline for when testing will occur.

Prototype and Testing Narrative

Students will write up a narrative that should not exceed 500 words (not including citations, bibliography, or title page), is written in 3rd person, double spaced, 12-point Times New Roman font, 1-inch margins, APA 7th edition format. Narratives should include:

- Description of High Fidelity Prototype including how does the prototype work
- Objectives of High Fidelity Prototype: this may be objectives that are being developed or further refined? What is being tested?
- Description of testing including:
 - What methods were used to test the prototype?
 - How did the testing occur?
 - What stakeholders (and why) participated in the testing?
 - Results: What insights and feedback are incorporated into the design and development of the prototype?
- Identified challenges due to testing results and how you plan to address them. Pay special attention to any design justice issues that may come up during the testing and analysis process.

NOTE: If students have not had the opportunity to test, this section should be a description of their plan for testing that addresses the above items (excluding the discussion on results).

Deliverable 3 – Capstone Project Paper & Final High Fidelity Prototype (CR/NC) Due: Unit 8

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

Students will also submit the final version of their High Fidelity Prototype. Students should confirm with instructor on the form of the High Fidelity Prototype to be submitted if different from the prototype submitted Unit 5.

NOTE: Students **must** meet all expectations outlined in the DSW Capstone Standards and Guidelines as well as deliver a well-written, evidence supported, stakeholder informed academic paper. Once their paper is accepted, and students will be invited to schedule and present their Capstone Oral Defense. If there are major revisions needed for their Capstone Paper, students will experience a delay in presenting their Capstone Oral Defense.

For details of the Capstone Project Paper, students may refer to the Capstone Paper Outline distributed by their Capstone Review Committee Chair and the DSW Capstone Standards and Guidelines.

Deliverable 4 – Capstone Oral Defense (CR/NC)

Due: Units 12 to 15

If Deliverable 3: Capstone Paper and Final High Fidelity Prototype meets expectations of the DSW program, then students will be invited to give a formal presentation and Oral Defense of their Capstone Project. The Capstone Oral Defense will be attended by the student's approved Capstone Review Committee (composed of a their SOWK 725abc instructor of record who serves as the committee Chair, a second faculty reviewer, and their External Design Partner). It is mandatory that all Capstone Review Committee members are present for the Capstone Oral Defense.

Capstone Oral Defenses will be 20-minutes, followed by questions and comments from the review panel. Students will be evaluated on the content and delivery of their presentation, as well as their ability to address questions and comments from the Capstone Review Committee.

The Capstone Oral Defense will be evaluated by the entire Capstone Review Committee and the student will learn the outcome after their presentation. To pass the Capstone Oral Defense, a student may receive no more than one dissenting vote from their Capstone Project Review Committee. Students who pass may Pass with Minor Revisions or Pass with Major Revisions. Revisions will be outlined by the Capstone Review Committee Chair and must be addressed before the end of the semester or the student will have to retake the course or request an Incomplete. If the Capstone Oral Defense is not accepted, students will have the opportunity to re-defend the following semester.

For details of the Capstone Oral Defense, students may refer to the Capstone Oral Defense guide distributed by their Capstone Review Committee Chair and the DSW Capstone Standards and Guidelines.

Assignment and course grades will be based on the following:

This course is Credit/No Credit. Credit is the passing mark for non-letter-graded courses. Equivalent to B quality or better for graduate courses There is no effect on a student's GPA.

A No Credit grade for graduate course work, is work that is less than the equivalent of B quality work. There is no effect on GPA. However, if students receive a No Credit, they may not continue to the next part of the series (for example: if a student's Capstone Proposal is not accepted, then they cannot continue onto SOWK 725b). If students receive a No Credit in 725c, they must retake the course.

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.

VIII. 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.

IX. 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.

X. 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 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 Contract Completion Form."

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

XI. 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.

XII. 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

Students on zoom should have cameras on, unless there are extenuating circumstances shared with the instructor. As much as possible, students are requested to be mindful of appropriate classroom behavior and professionalism (for example, students are encouraged to refrain from smoking, drinking alcohol, or multi-tasking). Also, as much as possible, students should have a dedicated workspace where they can attend synchronous sessions where they will not be disturbed by other people.

The use of laptops, tablets, smart phones during class generally is recommended to contribute to their learning and engagement in class activities. The use of technology should not be distracting to student engagement in the learning process.

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

Grand Challenge and Problem of Practice Specific Bibliographies. Students are encouraged to continue building an active bibliography related to their Capstone Project. This is expected to be a diversity of content including peer reviewed books and articles, professional reports, policy analysis, podcasts, reputable blogs, institutional websites, periodicals, etc.

Students may also reference books and articles used in previous coursework, especially as it relates to design thinking, design justice, and the Grand Challenges of Social Work.

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.

XVIII. Recommended Materials & Resources

Costanza-Chock, S. (2020). *Design justice: Community-led practices to build the worlds we need*. The MIT Press.

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 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	Milestone	Deliverable Due Dates
1 1/8/2024	Introduction to 725C: Capstone Project and Oral Defense Writing the Capstone Paper <ul style="list-style-type: none"> • Capstone Paper Outline • Writing Support and Expectations • Time Management • Uploading the Capstone Project to USC's archives Deliverables <ul style="list-style-type: none"> • Abstract • Positionality Statement 	Review application of design justice principles	
2 1/15/2024 NO CLASS	Synthesizing Learning: Capstone Project Description including High Fidelity Prototype	Review application of design thinking	Deliverable 1 Due 11:59 p.m. PST on 1/19/2024
3 1/22/2024	Synthesizing Learning: Design Thinking Methodology <ul style="list-style-type: none"> • What Is? • What If? • What Wows? • What Works? • Professional Significance • Innovation Argument • Design Justice • Review of Design Tools 	All testing related to High Fidelity Prototype should be completed by this week	
4 1/29/2024	Synthesizing Learning: Capstone Project Implementation		

Unit	Topic	Milestone	Deliverable Due Dates
	<ul style="list-style-type: none"> • Project Structure • Project implementation plan • Logic Model • Financial plan • Measuring social change and assessing impact • Communication products, strategies and plans for stakeholders • Limitations and risks 		
5 2/5/2024	Individual Capstone Mentoring (by appointment) and Capstone Paper Development		Deliverable 2 Due
6 2/12/2024	Individual Capstone Mentoring (by appointment) and Capstone Paper Development		
7 2/19/2024 NO CLASS	Individual Capstone Mentoring (by appointment) and Capstone Paper Development		
8 2/26/2024	Individual Capstone Mentoring (by appointment) and Capstone Paper Development		Deliverable 3 Due
9 3/4/2024	Capstone Oral Defense Preparation (synchronous class session) <ul style="list-style-type: none"> • Guidelines for Capstone Oral Defense • Using the Lean Canvas template • Critical Review of Design Criteria • Capstone Project Pitch Exercise • Providing Significant Feedback 		
10 3/11/2024 NO CLASS	Capstone Oral Defense Preparation Capstone Peer Team Meeting with Capstone Chair (by appointment)	Schedule Capstone Oral Defense with Capstone	

Unit	Topic	Milestone	Deliverable Due Dates
		Review Committee	
11 3/18/2024	Capstone Oral Defense Preparation Capstone Peer Team Meeting with Capstone Chair (by appointment)	Executive Summary and Capstone Oral Defense Deck sent to Capstone Review Committee	
12 3/25/2024	Oral Defense		Deliverable 4 Due
13 4/1/2024	Oral Defense		Deliverable 4 Due
14 4/8/2024	Oral Defense		Deliverable 4 Due
15 4/15/2024	725-C Cohort Wide Celebration		

XX. 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.

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!