USC Suzanne Dworak-Peck
School of Social Work

SOWK 706: Leading and Managing Systems and Organizations within a DEI and Global Context

Section 67724
3 Units
Spring 2024
Class Day: Tuesdays
Time 5:00-7:00 PM PST
Location: VAC
Instructor: **Michàlle E. Mor Barak,** PhD, Professor

SYLLABUS
(Subject to change)

"Our ability to reach unity in diversity will be the beauty and the test of our civilization."
        ~ Mahatma Gandhi

Instructor E-Mail:	morbarak@usc.edu*
	*Replies can be expected within 2 business days
Office Location:	UPC/VAC
Office Hours Days & Times:	Tuesdays after class and by appointment
Zoom Meeting Link:	Available via digital campus site
Course Lead:	Michàlle E. Mor Barak
Course Lead Email:	morbarak@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
Concurrent enrollment in SOWK 704-Strategic Innovations for the Grand Challenges.

II. Catalogue Description
Examining large scale national, state, and local intervention programs as well as modeling potential organizational redesign to improve service delivery strategies.

III. Course Description
DSW students will investigate and synthesize frameworks for the development of a social program, organization, or system to include planning, outcome measurement, funding, budget, organization, personnel, staffing, leadership, and implementation. Of particular importance is leadership and management of large systems focusing on diversity, equity and inclusion in a local, national and international contexts. Based upon existing large-scale social programs, organizations, or systems, coupled with creative and critical thinking, candidates will design or redesign innovative and responsive programs for the future. Students will examine how large systems can interact more productively with each other to better produce targeted social outcomes. The final assignment for this course is to analyze, a large-scale organization in the context of a Grand Challenge applying the analytic systems of the STAR model and the Inclusive Workplace Model.

IV. Course Objectives

By the completion of this course, students will be able to:
1. Develop an understanding of the factors that influence the development, implementation, and evaluation of large-scale programs, organizations, and systems in a DEI context; [DSW #1, 2, 3, 4, 5, 6, 7, 9]
2. Develop a comprehensive understanding of the impact of governments, corporations, non-governmental agencies, and the for-benefit sector in the development and interaction of large-scale programs, organizations, and systems; [DSW #1, 2, 3, 4, 5, 6, 7, 9]
3. Understand leadership and how to apply management skills in large scale programs, organizations, and systems development and design, toward creating inclusive organizations; [DSW #1, 2, 3, 4, 5, 6, 7, 9]
4. Develop the skills to analyze, and create large-scale programs, organizations, and systems to advance a Grand Challenge. [DSW #1, 2, 3, 4, 5, 6, 7, 9]

V. Student Learning Outcomes:

Objective #	Objectives
1	Understand the large-scale systems in which a Grand Challenges exists and their DEI context [SLO #1,2,3,4,5,6,7]
2	Demonstrate a comprehensive understanding of the factors that influence the development, implementation, and evaluation of large-scale programs, organizations, and systems and their interaction in trans-organizational collaboration; [SLO #1,2,3,4,5,6,7]
3	Demonstrate a comprehensive understanding of the impact of governments, corporations, non-governmental agencies, and the for-benefit sector in the development of an inclusive workplace; [SLO #1,2,3,4,5,6,7]
4	Demonstrate the skill to apply expert leadership and management skills in large- scale programs, organizations, and systems development and design, with an emphasis on inclusive leadership; [SLO #1,2,3,4,5,6,7]
5	Demonstrate the skill to analyze and design large-scale programs, organizations, and systems addressing the Grand Challenges of social work. [SLO#1,2,3,4,5,6, 7]

VI. Online Course Format & Instructional Methods

This is a letter graded course offered online in the Virtual Academic Center (VAC). Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

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

Instructor's Commitment

"As your instructor, to each of you, I pledge the following:
- *To appreciate you, your time and your effort;*
- *To be available and responsible;*
- *To be encouraging and supportive;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *To try to be an engaging and effective instructor; and*
- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook."*

If at any time students feel the instructor has not honored this commitment, 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 (Dr. Mor Barak, morbarak@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	Unit Due[1]	% of Grade
Assignment 1 **Multisystem Analysis Paper**	Week 5 (2/6)	30%
Assignment 2 **Roundtable: In-class Presentations to Classmates**	Weeks 9, 10, & 11 (3/5, 3/12, & 3/26)	25%
Assignment 3 **Analysis of An Organization Using the Galbraith STAR Model and Applying the Inclusive Workplace Model**	Week 14 (4/19)	35%
Assignment 4 **Collegial Contributions and Completion of Weekly Asynch**	Throughout Semester	10%

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

Descriptions of Assignments

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

Assignment 1:
Multisystem Analysis Paper (30% of course grade)
Due-Week 5 (February 6th)

For Assignment 1, students will identify an intractable social "wicked" problem related to one of the 13 Grand Challenges of Social Work (GCSW). Students will evaluate current literature from the social work field and related disciplines on the causes and effects of the intractable social "wicked" problem.

Students will identify and discuss the causes and effects at all four levels: individual, family, organizational/workplace, and community/national, *in the context of diversity, equity, and inclusion.*

Sources including primarily peer-reviewed scholarly journals should inform this paper. They can be supplemented by trade journals and popular magazines (New Yorker, The Economist, Harvard Business review, etc.). A minimum of 15 current sources (at least half from peer-reviewed journal articles within the last 5 years if available). The length of the paper is between 8 and 10 -pages, not including title page and reference pages. All submissions should be provided in Word doc format (not pdf). The instructor will provide an assignment guideline.

Assignment 2:
Roundtable: In-class Presentations to Classmates *(25% of course grade)*
Due-Weeks 9 (March 9th), 10 (March 12th), & 11 (March 26th)

Doctoral students will present their ***large complex system and analysis of extant causes and effects of the social 'wicked" problem*** to the class. This assignment gives doctoral students the opportunity to develop their professional speaking skills related to their understanding and integration of large complex systems as well as the social "wicked" problem to address their selected GCSW. The presentation needs to include a focus on DEI in addressing the GCSW. Each student's roundtable presentation will be analyzed by their classmates, who will provide formal feedback during class time. This talk should not exceed 5 minutes. No PowerPoints will be allowed.

Assignment 3:
Analysis of An Organization Using the Galbraith STAR Model and Applying the Inclusive Workplace Model (Paper) *(35% of course grade)*
Due- Week 14 (April 19th)

Assignment 3 focuses on an analysis of an organization that you are familiar with, using Galbraith's Star model and the Inclusive Workplace Model. Your analysis of the organization is based on the five elements of the STAR model -- Strategy, Structure, Processes, Rewards and People and the five levels of the Inclusive Workplace model – Organization, Community, State/National, International and Environmental. Upon completion of your analysis, please provide your commentary as to whether the organization meets its mission statement (and vision statement, if available) and is effective in meeting its clients/customers' individual, family, community and environmental needs.

The paper must be a minimum of 12 pages and no more than 15 (excluding cover page, references, charts, diagrams) and contain a minimum of 15 current sources (at least half from peer-reviewed articles preferable from the last 5 years). All submissions should be provided in Word doc format (not pdf). The instructor will provide an assignment guideline.

Assignment 4:
Collegial Contributions and Completion of Weekly Asynch *(10% of course grade)*
Due-Throughout Semester

Students are expected to engage in collegial contributions by providing answers to questions embedded in the asynchronous sessions and by asking questions and providing commentary that reflect on the readings and the asynch content during the synchronous sessions. For VAC, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and

activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, may result in a lowered grade.

Active and Proactive Learning, & Meaningful Participation
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 have a political context and/or be 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 20 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 their 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 the work left to be completed is due to a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official "Incomplete Completion Form."

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

XII.   Attendance

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

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students'

observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination, due to holy days observance.

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

XIII. Classroom Norms

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

XIV. Zoom Etiquette and Use of Technology in the Classroom

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

XV. Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct 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.

XVI. Course Content Distribution and Synchronous Session Recordings

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

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: The USC Student Handbook, page 13).

XVII. Course Evaluations

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

XVIII. Required Textbooks

Galbraith, J.R. (2014). *Designing organizations: Strategy, structure & process at the business unit & enterprise levels* (3rd ed.).   Jossey-Bass. ISBN: 978-1-118-40995-*4*

Mor Barak, M.E. (2022). *Managing diversity: Toward a globally inclusive workplace* (5th ed.). SAGE Publications. ISBN: 978-1544333076

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. The assigned readings, other than the recommended textbooks, can be obtained through our Library ARES system listed under Dr. Michalle Mor Barak.

XIX. Recommended Materials & Resources

Optional textbooks (worth consulting):

Page, S.E. 2017. *The Diversity Bonus*. Princeton. (A valuable book that makes the connection between diversity and systems)

Hasenfeld, Y. (2010). Human Services as Complex Organization (second edition). Sage

Recommended Textbooks:

Allen, P., Maguire, S. & McKelvey, B. (2011). *The Sage Handbook of Complexity & Management.* Sage

Brody, R, & Nair, M. (2014) (4th Ed). *Effectively Leading and Managing Human Service Organizations.* Sage.

Mounk, Y. (2023). *The Identity Trap: A Story of Ideas and Power in Our Time.* Penguin Press.

<u>Required Articles and Readings:</u>

Harvard Business Review books and articles can be accessed through the USC library.

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/

<p style="text-align:center;">**Course Schedule: Detailed Description**</p>

Unit 1 (January 9): Introduction to Leading and Managing Systems and Organizations in a DEI Context

Topics:

- **Introductions**

- **Explanation of Syllabus and Required Assignments**

- **Systems Theory**

- **DEI as an important organizational focus and introduction to Inclusive Workplace**

Required Readings:

Mor Barak, M.E. (2020). The Practice and Science of Social Good: Emerging paths to positive social impact. *Research on Social Work Practice*, pp.1-12.

https://journals.sagepub.com/doi/full/10.1177/1049731517745600

Mor Barak, M.E. (2022). *Managing Diversity: Toward a Globally Inclusive Workplace* (5th ed.). Ch. 1: Introduction and conceptual framework. SAGE

Anderson, R.E. Carter, I., & Lowe, G.R. (2011). *Human Behavior in the Social Environment: A Social Systems Approach*. Aldine De Gruyter. Chapters: 1 & 2

https://drive.google.com/file/d/1Jyibl3iYNesBKzjH2fLderkq0aKSZKQp/view?usp=sharing

https://drive.google.com/file/d/1MnqwWvH6J0Xb-pKTxzdqYvGlzooPYJcb/view?usp=sharing

Recommended Readings:

Hasenfeld, Y. (2010). Human Services as Complex Organizations. Chapter 1 (this book is a classic for understanding human service organizations).

Unit 2 (January 16): Sectors of Society; Social Entrepreneurship, and Intrapreneurship

Topics:

- **Leadership and Management**

- **Conceptual Frameworks**

- **Collaboration and Partnerships**

- **Entrepreneurship and Intrapreneurship**

Required Readings:

Blurring of the Sectors.

http://archive.skoll.org/2008/03/25/the-blurring-of-sectors-social-entrepreneurship-emerges-at-the-nexus/

How Philanthropy Fuels American Success. Excellence in Philanthropy. The Philanthropy Roundtable. https://www.philanthropyroundtable.org/philanthropy-magazine/article/how-philanthropy-fuels-american-success

Brimhall, K.C., Mor Barak, M.E., Hurburt, M. McArdle J.J., Palinkas, L., and Henwood, B., 2016. Increasing workplace inclusion: The promise of leader-member Exchange. *Journal of Human Service Organizations: Management, Leadership and Governance*, 1-18. DOI: 10.1080/23303131.2016.1251522.

https://drive.google.com/file/d/1-Bd41jYAYRZCwWTJThjg3tfeJT6d8wII/view?usp=sharing

The Fourth Sector (For Benefit Sector) http://www.fourthsector.net

Kanter, R.M. (2009). How to strike effective alliances & partnerships. *Harvard Business Review,* April, 20-24. https://hbr.org/2009/04/how-to-strike-effective-allian.html

Recommended Readings:

Holzer, M. & Schwesler, R.W. (2016). *Public Administration: An Introduction*. (2nd Ed). Routledge: Taylor & Frances. Chapter 1, 1-43.

LeRoux, K. & Feeney, K. (2015). *Nonprofit Organizations and Civil Society in the United States.* Routledge. Chapters 1 & 2, 1-78.

Unit 3 (January 23): Complexity and Diversity: Thinking Outside the Box

Topics:

- **Complexity Theory and Diversity**
- **Behavioral Economics**
- **Game Theory**
- **Diversity in Complex Organizations – the Role of the Diversity Officer**

Required Readings:

Incrementalism (2016)

Incrementalism | Beyond Intractability

Eppel, E.A. & Rhodes, M.L. (2018) *Complexity theory and public management: a 'becoming' field, Public Management Review*, 20:7, 949-959, DOI: 10.1080/14719037.2017.1364414

https://www.tandfonline.com/doi/pdf/10.1080/14719037.2017.1364414?needAccess=true

Page, S. (2017). Diversity bonuses: The idea. In Page, S., *The diversity bonus: How great teams payoff in the knowledge economy* (pp. 13-51). Princeton University Press. [located in ARES under Dr. Michalle Mor Barak] https://libguides.usc.edu/reserves/ares-help

Recommended Readings:

Holzer, M. & Schwesler, R.W. (2016). *Public Administration: An Introduction*. (2nd Ed). Routledge: Taylor & Frances. Chapter 2, 44-76

Mansfield, J. (2010). *The Nature of Change or the Law of Unintended Consequences: An Introductory Text to Design Complex Systems and Managing Change*. Imperial. Chapters: 5 & 6, 41-66.

Unit 4 (January 30): Change in Organizations and Society: Diversity, Equity and Innovation

Topics:

- **Change in Organizations and Society**
- **Diversity Equity and Innovation**
- **Inclusion and the (false) paradox of diversity**

Required Readings:

Brimhall, K. C. and Mor Barak, M.E. 2018. The critical role of workplace inclusion in fostering innovation, job satisfaction, and quality of care in a diverse healthcare environment. *Human Service Organizations*, 5(42): 474-492. https://doi.org/10.1080/23303131.2018.1526151

https://drive.google.com/file/d/1tdxt69rurbWnDGTjtClUCHgzL_gUQGg2/view?usp=sharing

Mor Barak, M.B. 2019. Erecting Walls Versus Tearing Them Down: Inclusion and the (False) Paradox of Diversity in Times of Economic Upheaval. *European Management Review*, 16(4): 937-955. https://doi.org/10.1111/emre.12302

https://drive.google.com/file/d/1hW02z62gZ8bQuRMXToWhjGastetDDXCf/view?usp=sharing

Mor Barak, M.E. (2022). *Managing Diversity: Toward a Globally Inclusive Workplace*

 (5th ed.). Ch. 4: Global demographic trends: Impact on workforce diversity. SAGE.

McGarth, R.G. (April 2011). Failure by Design. *Harvard Business Review*, 12-20. https://hbr.org/2011/04/failing-by-design

Recommended Readings:

On Change Management (2011). Harvard Business Review's 10 Best Reads. *Harvard Business Review*, 1-197. (Optional: Available through Amazon).

Eisner, H. (2005). *Managing Complex Systems: Thinking Outside the Box*. Wiley. Chapter 10, 110-126.

Birkinshaw, J. & Haas, M. (2016). Increase your return on failure. *Harvard Business Review*. May. 88-93

Mansfield, J. (2010). *The Nature of Change or the Law of Unintended Consequences: An Introductory Text to Design Complex Systems and Managing Change*. Imperial Press. Chapter. 3, 21-27.

<div style="background-color:red; color:white; padding:5px;">

Unit 5 (February 6): Strategy and The Grand Challenges

</div>

Topics:

🟫 **Strategy and the Grand Challenges**

🟫 **Organizational Leadership and Diversity Management**

🟫 **Team leadership**

Required Readings;

Van Knippenberg, D., Nishii, L.H., & Dwertmann, D.J.G. (2020). Synergy from diversity: Managing team diversity to enhance performance. *Behavioral Science & Policy*, *6*(1), 75-92. https://doi.org/10.1177/237946152000600108

https://behavioralpolicy.org/wp-content/uploads/2020/08/Synergy-from-diversity-Managing-team-diversity-to-enhance-performance-1.pdf

Brody, R. & Nair, M. (2014). *Leading the Organization in Effectively Leading Human Service Organizations* (4th Edition). Thousand Oaks, CA: Sage. 3 – 18.

[located in ARES under Dr. Michalle Mor Barak] https://libguides.usc.edu/reserves/ares-help

Harvard Business Review (2010). HBR's 10 Must Reads. *On Strategy*. Boston, Mass. Harvard Business Review Press. Chapters**:** 1, 2, 5, 6, & 9

[located in ARES under Dr. Michalle Mor Barak] https://libguides.usc.edu/reserves/ares-help

Recommended Readings:

Drucker, P.F., Goleman, D. & George, W.W. (2011). *On Leadership*. Harvard Business Review Press.

Gladwell, M. (2013). *David & Goliath: Underdogs, Misfits & the Art of Battling Giants*. Little, Brown, & Co.

Unit 6 (February 13):   Leading System Implementation

Topics:

- **Introduction to Galbraith's Star Model**
- **Organizational Leadership and Inclusion**
- **Designing dynamic organizations (Galbraith model)**

Required Readings:

Galbraith, J.R. (2014). *Designing Organizations: Strategy, Structure & Process* (3rd Ed) Jossey-Bass. Chapters: 1 & 2.

Shore, L. M., & Chung, B. G. (2021). Inclusive Leadership: How Leaders Sustain or Discourage Work Group Inclusion. *Group & Organization Management*. https://doi.org/10.1177/1059601121999580

https://drive.google.com/file/d/1CuVpzH9a36K339Cd6Nibcwc5ak2-gsd-/view?usp=sharing

Wrigley C, Nusem E, Straker K. Implementing Design Thinking: Understanding Organizational Conditions. *California Management Review*. 2020;62(2):125-143. doi:10.1177/0008125619897606

https://drive.google.com/file/d/14BJGSi0rs2iJ4wQyBoA7j3qCB63vkTpE/view?usp=sharing

Recommended Readings:

Hudson, C.G. (2010). *Complex Systems & Human Behavior*. Lyceum. Chapter: 14.

Galbraith, J.R., Downey, D. & Kales, A. (2002). *Designing Dynamic Organizations: A Hands On Guide for Leaders at all Levels*. Amacom. 1- 270.

Unit 7 (February 20): Managing Yourself

Topics;

- **Managing Yourself**
- **Balancing Work, Family, Life**
- **Avoiding Burnout**

Required Readings:

Travis, D.J., Lizano, E.L., Mor Barak, M.E. (2016). 'I'm So Stressed!': A Longitudinal Model of Stress, Burnout and Engagement among Social Workers in Child Welfare Settings, *The British Journal of Social Work*, Volume 46, Issue 4, Pages 1076–1095, https://doi.org/10.1093/bjsw/bct205

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4986087/

Morris, A. Ely, R.J. &Frei, F.X. 2019. Managing Yourself: Stop Holding Yourself Back. *Harvard Business Review*. https://www.neccf.org/whitepapers/HBR_Managing_Yoursellf.pdf

Kossek, E. E., Perrigino, M., & Rock, A. G. (2020). From ideal workers to ideal work for all: A 50-year review integrating careers and work-family research with a future research agenda. *Journal of Vocational Behavior*, 103504.

https://www.sciencedirect.com/science/article/pii/S0001879120301299

Kossek, E.E., & Lautsch, B.A. (2008). Are you the CEO of your work life? In Kossek, E.E., & Lautsch, B.A. (2nd edition). CEO of me: Creating a life that works in the flexible job age (pp. 1-16). Pearson Education, Inc.

[located in ARES under Dr. Michalle Mor Barak] https://libguides.usc.edu/reserves/ares-help

Leigh, A., & Melwani, S. (2022). "Am I Next?" The spillover effects of mega-threats on avoidant behaviors at work. *Academy of Management Journal*, *65*(3), 720-748. https://doi.org/10.5465/amj.2020.1657

Recommended Readings:

Lizano, E. L., Hsiao, H., Mor Barak, M. E. & Casper, L.M. (2014) Support in the Workplace: Buffering the Deleterious Effects of Work–Family Conflict on Child Welfare Workers' Well-Being and Job Burnout, *Journal of Social Service Research*, 40:2, 178-188, DOI: 10.1080/01488376.2013.875093

https://drive.google.com/file/d/1HrDSLXtGou3_9OG7wO_hdUJZrusQERRu/view?usp=sharing

On Managing Yourself. (2010). HBR's 10 Best Must Reads. Harvard Business Review Press.   1-18. (Optional: Available through Amazon).

Chopyak, C. (2013). Picture Your Business Strategy: Transform Decisions With the Power of Visuals. McGraw Hill. Chapters: 3 & 4.

Kaplan, R.S. (2007). What to Ask the Person in the Mirror. *Harvard Business Review,* 147-167.

Unit 8 (February 27): Managing People

Topics:

- **Motivating People**
- **What Great Managers Do**
- **Guest Expert**

Required Readings:

Bishop, W. (2013). "Defining the Authenticity in Authentic Leadership". *The Journal of Values*

   Based Leadership, 6 (1), 71- 78.

   [located in ARES under Dr. Michalle Mor Barak] https://libguides.usc.edu/reserves/ares-help

Buckingham, M. (2005). What Great Managers Do. *Harvard Business Review*, 91-110.

   [located in ARES under Dr. Michalle Mor Barak] https://libguides.usc.edu/reserves/ares-help

Mor Barak, M.E. 2015. Inclusion is the Key to Diversity Management, but What *is* Inclusion?", (Guest Editorial) *Human Service Organizations: Management Leadership and Governance*, 39:83-88, DOI: 10.1080/23303131.2015.1035599

   https://www.tandfonline.com/doi/pdf/10.1080/23303131.2015.1035599?needAccess=true

Recommended Readings:

Eisner, H. (2005). *Managing Complex Systems: Thinking Outside the Box*. Wiley (Review)

Harvard Business Review's 10 Must Reads: *On Managing People* (2011). Boston: Harvard Business Review Press. 1 – 212. **(**Optional: Available through Amazon)

Unit 9 (March 5): Organizational Equilibrium; Complex Partnerships, Building and Planning for Change

Topics:

- **Organizational Equilibrium and Complex Partnerships**

- **Inclusive Leadership and Management**

- **Roundtable: In-class Presentations to Classmates**

Required Readings:

Mor Barak ME, Luria G, Brimhall KC. (2021). What Leaders Say versus What They Do: Inclusive Leadership, Policy-Practice Decoupling, and the Anomaly of Climate for Inclusion. *Group & Organization Management*. doi:10.1177/10596011211005916

https://drive.google.com/file/d/17RNnSv2kTwXNKR-UtRvy034A9P41WToa/view?usp=sharing

Harvard Business Review Staff (2015). The best performing CEO's in the world. *Harvard Business Review*, November

https://hbr.org/2015/11/the-best-performing-ceos-in-the-world

Gino, F., Staats, B. (2015). Why organizations don't learn. *Harvard Business Review,* November, 110-118.

[located in ARES under Dr. Michalle Mor Barak] https://libguides.usc.edu/reserves/ares-help

Simon, H.A. (1945, 1997). *Administrative Behavior* (4th Ed). Free Press. 140-176. (A "classic")

[located in ARES under Dr. Michalle Mor Barak] https://libguides.usc.edu/reserves/ares-help

Recommended Reading:

Barnard, C.I. (1938, 1968). *Functions of the Executive*. Harvard University Press. 96-103. (A "classic")

Selsky, J.W., Goes, J., & Baburoglu, O.N. (2007). Contrasting perspectives of strategy making: Application to 'hyper' environments. *Organization Studies*, 28(1), 71-94

Weiss, J. & Hughes, J. (2007). Simple rules for Making Alliances Work. *Harvard Business Review, November*, 12-20.

Spring Break March 10-17

Unit 10 (March 19): Interpersonal Relationships and Management in Different Contexts – Cultural Schemas and Naïve Realism

Topics:

- 🟫 **Naïve realism**
- 🟫 **Theoretical perspectives on interpersonal cross-cultural communication**
- 🟫 **Organizational leadership and diversity management**
- 🟫 **Managing work and life**
- 🟫 **Us vs Them discussion**
- 🟫 **Roundtable: In-class Presentations to Classmates**

Required Readings:

Mor Barak, M.E. (2022). *Managing Diversity: Toward a Globally Inclusive Workplace* (5th ed.). Chapters 7 & 10.
    SAGE.

Mor Barak, M.E., Lizano, E. L., Kim, A., Duan, L., Hsiao, H. Y., & Rhee, M. K. Brimhall, K. A. 2016.
    The Promise of Diversity Management for Climate of Inclusion: A State-of-the-Art Review and Meta-Analysis,
    Human Service Organizations: Management, Leadership and Governance 4(40), 305-333.
    DOI: 10.1080/23303131.2016.1138915
    https://marypendergreene.com/wp-content/uploads/2020/01/The_Promise_of_Diversity_Management_for_Climate_of_Inclusion_A_State_of_the

Haq, R., Klarsfeld, A., Kornau, A., & Ngunjiri, F. W. (2020). Diversity in India: Addressing caste, disability, and gender.
    Equality, Diversity and Inclusion: An International Journal.
    https://drive.google.com/file/d/1sXYqLY7t8qcloKuyNqMwMoacrRQ4tMl9/view?usp=sharing

Ventur, H.J. (2012). Maslow's self-transcendence: How it can enrich organizational culture & leadership.
    International Journal of Business, Humanities, & Technology Vol 2 (7), 64-71.
    https://www.ijbhtnet.com/journals/Vol_2_No_7_December_2012/7.pdf

Unit 11 (March 26): Management and The Inclusive Workplace Model Level I

Topics:

- 🟫 The Inclusive Workplace Model
- 🟫 Level I: the value and practice model
- 🟫 **Roundtable: In-class Presentations to Classmates**

Required Readings:

Mor Barak, M.E. (2022). *Managing Diversity: Toward a Globally Inclusive Workplace* (5th ed.). Chapter 12.
    SAGE.

Mergen, A., & Ozbilgin, M. F. (2021). Understanding the followers of toxic leaders: Toxic

illusion and personal uncertainty. *International Journal of Management Reviews*, *23*(1), 45-63.

https://onlinelibrary.wiley.com/doi/epdf/10.1111/ijmr.12240

Goncalves, Marcus (2013). Leadership Styles: The Power to Influence Others. *International Journal of*

Business and Social Science, Vol. 4 No. 4; April 2013, 12-20.

https://www.researchgate.net/profile/Marcus-Goncalves/publication/292748803_Leadership_Styles_The_Power_to_Influence_Others/links/56b0f63a08ae5 Styles-The-Power-to-Influence-Others.pdf

Heimans, J. & Timms, H. (2014). Understanding new power. *Harvard Business Review*. December, 1-17.
https://hbr.org/2014/12/understanding-new-power

Unit 12 (April 2): Management and the Inclusive Workplace Model Levels II & III

Topics:

- Implementing organizational change
- The Inclusive Organization Level II: the value and practice-based model
- The Inclusive Organization Level III: the value and practice-based model
- Review Implementation Plans: https://www.google.com/search?q=implementation+plan+template

Roundtable: In-class Presentations to Classmates

Required Readings:

Mor Barak, M.E. (2022). *Managing Diversity: Toward a Globally Inclusive Workplace*

(5th ed.). Chapter 13. SAGE.

PROSCI. (2016). Four tips for building organizational change capacity:
https://www.prosci.com/resources/articles/4-tips-for-building-organizational-agility

Jones, J., Aguirre, D., & Calderone, M. (2004). Ten Principles of Change Management. Tools and
techniques to help companies transform quality. *Strategy + Business* http://www.strategy-business.com/article/rr00006?gko=643d0

US Department of Health & Human Services: Federal Occupational Health

(https://www.hhs.gov/about/agencies/asa/foh/index.html)

Recommended Reading:

Christensen, C.M.& Raynor, M.E. (2003). *The Innovation Solution: Creating & Sustaining*
Successful Growth. Harvard Business School. (Cursory review)

Unit 13 (April 9): Management and the Inclusive Workplace Model Levels IV & V

Topics:

🟫 **Management and Levels IV & V of the Inclusive Workplace Model**

🟫 **Leading Through Conflict in Organizations**

🟫 **Environmental Justice and Social Good**

Required Readings:

Mor Barak, M.E. (2022). *Managing Diversity: Toward a Globally Inclusive Workplace*

(5th ed*.)*. Chapter 14. SAGE.

Mor Barak, M.E. 2019. Social good practice and science: new directions for organizational management research in human services. *Human Service Organizations: Management, Leadership &Governance*, 43(3): 314-325.

https://drive.google.com/file/d/1AmeyMmgawuXfYcI2Lrskt-7ClsqjO8H3/view?usp=sharing

Hsiao, H. Y., Hsu, C. T., Chen, L., Wu, J., Chang, P. S., Lin, C. L., ... & Lin, T. K. (2020). Environmental volunteerism for social good: A longitudinal study of older adults' health. *Research on Social Work Practice*, *30*(2), 233-245.

https://drive.google.com/file/d/1ZN2obz7PY-ZaaLqH31az6Q7p6cMUn9lo/view?usp=sharing

Wan, H. K. (2007). Conflict management behaviors of welfare practitioners in individualistic and collectivist cultures. *Administration in Social Work*, *31*(1), 49-65.

[located in ARES under Dr. Michalle Mor Barak] https://libguides.usc.edu/reserves/ares-help

Recommended Readings:

Gerzon, M. (2006). Leading Through Conflict: How Successful Leaders Transform Differences Into Opportunities. *Harvard Business Review*, 1- 240.

Unit 14 (April 16): Putting the Pieces Together

Topics:

- 🟫 **The Inclusion-Exclusion Scale**

- 🟫 **The Diversity Perception Scale**

Required Readings:

Mor Barak, M.E. (2022). *Managing Diversity: Toward a Globally Inclusive Workplace*
(5ᵗʰ ed.). Chapter 15. SAGE

Okoro, E.A. & Washington, M.C. (2012). Workforce diversity and organizational

communication: Analysis of human capital performance and productivity,
Journal of Diversity Management, 7(1) 57-62.

https://clutejournals.com/index.php/JDM/article/view/6936/7011

Recommended Readings:

Peters, T. (1991). *Thriving on Chaos: Handbook for a management revolution.* Harper (available used
in paperback) Reading book is not necessary (a "classic")

Visit: https://tompeters.com/ to prepare for discussion.

Dolan, S.L., Garcia, S., & Auerbach, A. (2003). Understanding & managing chaos in organizations.
International Journal of Management, 20(1), 23-35.

Unit 15 (April 23): Social Responsibility and Social Good in Action – roles for AI

Topics:

- 🟫 **Social Responsibility and Social Good in Action**

- 🟫 **The Diversity and Artificial Intelligence**

- 🟫 **Final Course Reflections**

Recommended Reading:

Edmans, A. (2012). The link between job satisfaction and firm value, with implications for corporate
social responsibility. *Academy of Management Perspectives*, *26*(4), 1-19.
https://drive.google.com/file/d/1iDrXPbX7t_fUtXT2-eUWinSVcpOTujGj/view

Cachat-Rosset, G., & Klarsfeld, A. (2023). Diversity, Equity, and Inclusion in Artificial Intelligence: An
Evaluation of Guidelines. *Applied Artificial Intelligence*, *37*(1), 2176618.
https://www.tandfonline.com/doi/full/10.1080/08839514.2023.2176618

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	Asynchronous	Synchronous	Assignments
Week 1 *January 9*	Introductions: Explanation of syllabus and required assignments; Review of the Grand Challenges of Social Work; Systems theory; DEI as an important organizational focus; Introduction to the Inclusive Workplace Model	Student Introductions; Expectations; Instructor & Course Pedagogical Philosophy; Establish Learning Environment. Student Interests; Collaboration and Discussion	
Weeks 2 *January 16*	Leadership and management; Conceptual frameworks Collaboration and partnerships; Failure by design; Introduction to Galbraith Star Model	Collaborations, Partnerships and Alliances; Collaborative Brainstorming; Entrepreneurship and Intrapreneurship; Failure by design; Case study discussion	
Weeks 3 *January 23*	Diversity and complexity Theory; Behavioral economics; Game theory; Diversity in complex organizations	Diversity in complex systems; Applications of game theory to management of diverse complex systems	
Week 4 *January 30*	Change in organizations and society; Diversity, equity and innovation; Significant demographic trends affecting diversity	Leading change in organizations; Diversity, inclusion and innovation in human service organizations	
Week 5 *February 6*	Strategy and the Grand Challenges; Organizational leadership and diversity management	Building & Creating Strategy for the Grand Challenges; Diversity, inclusion, and innovation in human service organizations	**Assignment 1: Multisystem Analysis Paper** **(Due: Tuesday, February 6, 2024)**

Week 6 *February 13*	Introduction to Galbraith Star Model; Organizational leadership and diversity management	Applications of the Star model; Understanding your management style and inclusive leadership	
Weeks 7 *February 20*	Managing yourself; Balancing work, family, life; Avoiding burnout	Managing Yourself; Avoiding Burnout; Unique challenges of balancing work, family, and life	
Week 8 *February 27*	Motivating people; What great managers do	Managing People; Inclusive leadership; case discussion	
Week 9 *March 5*	Organizational equilibrium and complex partnership; Management and inclusive leadership	Student Presentations; Collaboration and Sharing; Management and inclusive leadership.	**Assignment 2: Presentation to Classmates**
Spring Break			
Week 10 *March 19*	Naïve realism; Theoretical perspectives on interpersonal cross-cultural communication; Organizational leadership and diversity management; Managing work and life; Organizational leadership and diversity management; Us vs Them discussion	Student Presentations; Interpersonal and cross-cultural communication and inclusive leadership; Organizational leadership and diversity management	**Assignment 2: Presentation to Classmates**
Week 11 *March 26*	The Inclusive Workplace Model; Level I: the value model; Level I: the practice model; Case example for diversity and inclusion programs	Student Presentations; Implementing the Inclusive Workplace model in Human Service Organizations; Discussion of Level I	**Assignment 2: Presentation to Classmates**

	in a global context; Exercise: Diversity programs	example for leadership and management	
Week 12 *April 2*	The Inclusive Organization Level II: the value and practice-based model; Case example Nestle; The Inclusive Organization Level III: the value and practice-based model	Student Presentations; Discussion of Levels II and III of the Inclusive Workplace – implications for managing Human Service Organizations	
Week 13 *April 9*	The Inclusive Workplace Model; Level IV: The value and practice model; Level V: The value and practice model	Discussion of Levels IV and V of the Inclusive Workplace - implications for managing Human Service Organizations	
Week 14 *April 16*	The Inclusion-Exclusion Scale; and The Diversity Perception Scale.	In class discussion: How Can You Use the Inclusion-Exclusion Scale (MBIE)or the Diversity Climate Scale to deal with the following Workforce Diversity challenges cited by Okoro & Washington (2012, p. 60)?	**Assignment 3: Analysis of An Organization Using the Galbraith STAR Model and Applying the Inclusive Workplace Model** **(Due: Friday, April 19th, 2024)**
Week 15 *April 23*	Social Responsibility and Social Good in Action Diversity and Artificial Intelligence Final Reflections	In class discussion: Harnessing AI for social good and managing AI for inclusion Synthesizing class learning	

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.

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!