

## Social Work 790a Research

### Section #67710

3 Units

Summer 2024, Wednesday, 5pm – 7pm PT

Location: VAC

## SYLLABUS

(Subject to change)

“It isn’t that they cannot find the solution.  
It is that they cannot see the problem.”—G. K. Chesterton

“If you are unable to understand the cause of a problem,  
it is impossible to solve it.”—Naoto Kan

<b><i>Instructor Photo</i></b>	<b>Instructor:</b>	Cassandra Fatouros, MBA, LCSW
	<b>E-Mail:</b>	fatouros@usc.edu*
	<b>Cell Phone:</b>	202-494-4972*
	<b>Office Phone:</b>	202-494-4972*
		*Replies can be expected within 2 business days
	<b>Office Location:</b>	Zoom
	<b>Office Hours Days &amp; Times:</b>	Wednesdays, 7pm – 7:30pm PT By Appointment - <a href="https://calendly.com/usc_fatouros">https://calendly.com/usc_fatouros</a>
	<b>Zoom Meeting Link:</b>	
	<b>Course Lead:</b>	Cassandra Fatouros, MBA, LCSW
	<b>Email:</b>	fatouros@usc.edu
	<b>IT Help Hours of Service:</b>	24 hours, 7 days/week
	<b>IT Help Contact Information:</b>	See contact information on Canvas under Help

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

Students will enter SOWK 790a having completed SOWK 704, 706, 711, 705, 721, and 723. Students in the Accelerated Track will have concurrent enrollment with SOWK 720 and 713. Students in the Standard Track will have concurrent enrollment with SOWK 713.

## II. Catalogue Description

Research leading to a doctorate.

## III. Course Description

This course will prepare students to meet Part 1 (Areas 1 and 2) in the DSW Capstone Project Standards and Guidelines. In 790a of this two series course, students will explore existing information (academic, nonacademic) to build a strong understanding of the problem and solution landscape for the specific social problem they are interested in solving. In learning pods (teams), individually and in larger groups, students will deeply explore and analyze a social problem and existing solutions within the context of a Grand Challenge area.

## IV. Course Objectives

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

1. Course will provide students with opportunities to apply theoretical frameworks and methodological perspectives to Grand Challenges to increase understanding of the problem and solution landscape.
2. Course will provide students with opportunities to collaborate with other students, using a team approach, to build a knowledge network.
3. Course will employ a team approach to examine social problems and solutions through various theoretical frameworks and methodologies.
4. Course will prepare students to produce products that could be of benefit to a variety of stakeholders within their knowledge network.
5. Course will ask students to consider whose voice is missing from the literature and prepare for community-based participatory and human centered design research in the following semester.

## V. Course Format & Instructional Methods

This is a CR/NC graded course offered online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course format will consist of class discussions derived from readings and asynchronous content, independent and group work, and collaboration. Because the exchange of ideas is an integral part of the learning process, students are required to come to class ready to discuss assigned readings and asynchronous content. Students will do considerable research outside of class, including review of academic research and other sources of information. Students will have opportunities to process and discuss this research during the live sessions.

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

### Instructor’s Oath

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

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

If at any time students feel the instructor has not honored this oath, they should contact the instructor with their concerns so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (Cassandra Fatouros, MBA, LCSW, [fatouros@usc.edu](mailto:fatouros@usc.edu)). If their concerns remain unresolved, then students can contact the DSW Program Director, Dr. Lewis at [j.lewis@usc.edu](mailto:j.lewis@usc.edu) for further assistance.

### 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, Excel) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students](#) and [Software available to USC Campus](#). VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, [techsupport@digitalcampus.2u.com](mailto:techsupport@digitalcampus.2u.com).

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

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

Assignment	Course Objectives Assessed by Assignment	Due <sup>[1]</sup>	% of Grade
<b>Assignment 1</b> Setting the Stage	#1-5	5/29/24	CR / NC
<b>Assignment 2</b> Draft of the Wicked Problem Description & Analysis	#1 and #3	6/12/24	CR / NC
<b>Assignment 3</b>	#1-5	7/24/24	CR / NC

Problem and Solution Landscape Paper (Version 1)			
<b>Assignment 4</b>	#2-4	7/24/24 & 7/31/24	CR / NC
Individual Presentations			

<sup>[1]</sup> 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 – Setting the Stage – Identify an Opportunity***

***Due: 5/29/24***

Having reviewed the DSW Capstone Standards and Guidelines and syllabi for the 790 and 725 series of courses, students will identify an opportunity for their Capstone work. Faculty will provide students with a format.

### ***Assignment 2 – Draft of the Wicked Problem Description and Analysis***

***Due: 6/12/24***

This assignment is due midway through the semester as a progress report on student's Problem and Solution landscape analyses. Students will define, describe and analyze the wicked problem on which they plan to focus their Capstone work. Students should consider the following and provide a critical analysis and synthesis of the information gathered from the literature:

- Wicked problem is clearly defined and described (what it is, what it looks like, how it is experienced by those impacted, etc.);
- Provides information on the prevalence and incidence of the problem;
- Considers given to the historical perspective; issues of diversity, equity and inclusion related to the wicked problem and what holds it in place; exploration of policies related to the wicked problem (if applicable);
- Identifies and describes of a specific target population that is impacted by the problem;
- Identifies and analyzes theories of causation related to the social problem, including the reasons why the problem exists, systems issues and norms that contribute to and maintain the problem;
- Defines and describes impacts of the problem at the micro, mezzo and macro levels, including what happens if the problem is left unaddressed;
- Provides clear evidence as to why this problem is important to solve.

Problem description and analysis should be 6-8 pages, excluding title and reference pages. Papers must comply with APA (7th edition) guidelines.

### ***Assignment 3 – Problem and Solution Landscape Paper***

***Due: 7/24/24***

Using their knowledge of academic and nonacademic literature reviewed thus far, students will develop a comprehensive analysis of the problem and existing solutions. Students should consider interdisciplinary perspectives of the problem as well as history, relevant theory, and potential policies that have played a role in perpetuating this problem.

Assignments will be 16–20 pages excluding title and reference page. Papers must comply with APA (7th edition) guidelines.

**In order to receive course credit, students must score a minimum of 83 out of 100 on this paper.**

### ***Assignment 4 – Individual Presentations***

***Due: In-class, 7/24/24 & 7/31/24***

Students will give a presentation on the work accomplished over the course of the semester and plans for 790B. Students should use this presentation as an opportunity to receive feedback from their colleagues in the class. Presentations should be 10-15 minutes and can include PowerPoint slides and/or other visuals. In addition to any visuals used, students should upload on the VAC any visuals and a complete reference page in accordance with APA (7<sup>th</sup> edition) guidelines prior to their presentation.

### **Grading Scale**

SOWK 790a is graded as a Credit (CR) / No-credit (NC) course. The final grade in this course will either be a Credit (CR) or No-credit (NC). Individual assignments will be based on the following:

- Students will receive credit for work that scores 83 out of 100.
- Students will receive no credit for work that scores 82 or below.

To receive a CR in this course, **students must score a minimum of 83 out of 100 on the Problem and Solution Landscape Paper (Version 1)**. Students who score 82 or below, will receive a NC in this course.

## **VII. 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.

### **VIII. 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.

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

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

### **X. 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.

### **XI. 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.

### **XII. 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.

### **XIII. 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](#).

#### **XIV. 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).

#### **XV. 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.

#### **XVI. Required Textbooks**

- Friedman, B. (2021). *Community-Based Participatory Action Research: It's all about the community*. Cognella Academic Publishing
- <https://grandchallengesforsocialwork.org/>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. (7th ed.). American Psychological Association.
- DSW Capstone Program Standards and Guidelines

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.

## **XVII. Recommended Materials & Resources**

Students are encouraged to read novels as part of learning more about the historical, political, and current context of social problems. Faculty will provide students with a recommended list of novels. Students are encouraged to add their recommendations to the list as well.

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

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

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

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

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

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

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

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

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

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

## XVIII. 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.

Week / Date	Topic (Module #)	Readings	Assignment Due Dates
#1 5/15/24	<b>Course Introduction and Learning Pod Formation (1)</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus overview, course goals and objectives</li> <li>• Overview of Capstone Standards and Guidelines, Part 1 (790a and 790b)</li> <li>• Introduction to research centers</li> <li>• Learning pods formed and team interviews</li> </ul>	<b>Required</b> <ul style="list-style-type: none"> <li>• Read syllabus; prepare questions</li> <li>• <a href="https://research.usc.edu/centers/">https://research.usc.edu/centers/</a></li> <li>• Gillies, R. M. (2019). Promoting academically productive student dialogue during collaborative learning. <i>International Journal of Educational Research</i>, 97, 200–209. Doi: 10.1016/j.ijer.2017.07.014</li> </ul>	
#1 5/15/24	<b>Narrow Focus of Inquiry (2)</b> <ul style="list-style-type: none"> <li>• Overview of Capstone Standards and Guidelines, Part 2 (725a, 725b, 725c)</li> <li>• Problem and solution landscape</li> <li>• Why is this important?</li> <li>• Perspectives from the field</li> <li>• Problem statements</li> <li>• Learning pods identify initial focal scope for their area of inquiry</li> </ul>	<b>Required</b> <ul style="list-style-type: none"> <li>• Social work library resources: <a href="https://libguides.usc.edu/c.php?g=234952&amp;p=1559385">https://libguides.usc.edu/c.php?g=234952&amp;p=1559385</a></li> <li>• Gehlert, S., Hall, K. L., &amp; Palinkas, L. A. (2017). Preparing our next-generation scientific workforce to address the grand challenges for social work. <i>Journal for the Society for Social Work and Research</i>, 8(1), 119–136.</li> <li>• Nurius et al. (2017). Preparing professional degree students to tackle grand challenges: A framework for aligning social work curricula. <i>Journal of the Society for Social Work and Research</i>, 8(1), 2234–2315.</li> </ul>	

Week / Date	Topic (Module #)	Readings	Assignment Due Dates
		<ul style="list-style-type: none"> <li>• Repenning, N., Kieffer, D., &amp; Astor, T. (2017). The most underrated skill in management. <i>MIT Sloan Management Review</i>. <a href="https://sloanreview.mit.edu/article/the-most-underrated-skill-in-management/">https://sloanreview.mit.edu/article/the-most-underrated-skill-in-management/</a></li> </ul>	
<b>#2</b> <b>5/22/24</b>	<b>Information Search Strategy, Part I (3)</b> <ul style="list-style-type: none"> <li>• Refresh on conducting literature reviews with social work librarian</li> <li>• Note-taking matrix</li> <li>• Students will begin / continue reviewing the literature using the note-taking matrix or other methods</li> </ul>	<b>Required</b> <ul style="list-style-type: none"> <li>• Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. <i>Journal of Business Research</i>, 104, 333–339.</li> <li>• <a href="https://libguides.usc.edu/writingguide/assignments/fieldreport">https://libguides.usc.edu/writingguide/assignments/fieldreport</a></li> </ul>	
<b>#2</b> <b>5/22/24</b>	<b>Information Search Strategy, Part II (4)</b> <ul style="list-style-type: none"> <li>• Development of a strategic information-gathering plan</li> <li>• Information search strategies</li> <li>• Interdisciplinary approach to knowledge-building</li> <li>• Perspectives from the field</li> <li>• Continue literature review</li> <li>• Information-gathering plan</li> </ul>	<b>Required</b> <ul style="list-style-type: none"> <li>• Two or three journal articles or other readings on area of interest.</li> <li>• Joo-Castro, L., &amp; Emerson, A. (2020). Understanding historical trauma for the holistic care of indigenous populations. <i>Journal of Holistic Nursing</i>.</li> <li>• <a href="https://libraries.usc.edu/article/library-tips-infographics">https://libraries.usc.edu/article/library-tips-infographics</a></li> </ul>	
<b>#3</b> <b>5/29/24</b>	<b>Community Based Participatory</b>	<b>Required</b>	<b>Assignment #1</b> <b>Due 5/29/24</b>

Week / Date	Topic (Module #)	Readings	Assignment Due Dates
	<b>Research (CBPR), Part 1 (5)</b> <ul style="list-style-type: none"> <li>• Community-based participatory research</li> <li>• Person-in-environment</li> <li>• Understanding community</li> <li>• Difference between community engagement and community outreach</li> <li>• Continue literature review</li> </ul>	<ul style="list-style-type: none"> <li>• Two or three journal articles or other readings on area of interest.</li> <li>• Friedman, B. D. (2021). <i>Community-based participatory action research: It's all about the community</i>. Cognella. Preface; Chapter 1: Participatory Action Research: It's All About Community; and Chapter 2 (pp. 1–7).</li> <li>• Akesson, B., Burns, V., &amp; Hordyk, S.-R. (2017). The place of place in social work: Rethinking the person-in-environment model in social work education and practice. <i>Social Work Education, 53</i>(3), 372–383.</li> </ul>	
<b>#4</b> <b>6/5/24</b>	<b>Initial Knowledge Network, Part I (6)</b> <ul style="list-style-type: none"> <li>• Building a knowledge network</li> <li>• Asking the right questions</li> <li>• Continue literature review</li> <li>• Begin writing on problem / solution landscape</li> </ul>	<b>Required</b> <ul style="list-style-type: none"> <li>• Two or three journal articles or other readings on area of interest.</li> <li>• Okech, D., Choi, Y. J., Elkinson, J., &amp; Burns, A. C. (2017). Seventeen years of human trafficking research in social work: A review of the literature. <i>Journal of Evidence-Informed social Work</i>. doi; 10.1080/23761407.2017.1415177</li> </ul>	
<b>#4</b> <b>6/5/24</b>	<b>Initial Knowledge Network, Part II (7)</b> <ul style="list-style-type: none"> <li>• Building a knowledge network: DSW alumni perspectives</li> </ul>	<b>Required</b> <ul style="list-style-type: none"> <li>• Two or three journal articles or other readings on area of interest.</li> </ul>	

Week / Date	Topic (Module #)	Readings	Assignment Due Dates
	<ul style="list-style-type: none"> <li>Learning pods present initial knowledge network in class for feedback</li> <li>Continue literature review and writing</li> </ul>		
<b>#5</b> <b>6/12/24</b>	<b>Stakeholder Mapping (8)</b> <ul style="list-style-type: none"> <li>How to identify key stakeholders?</li> <li>Recap on stakeholder mapping</li> <li>Design justice</li> <li>Perspectives from the field</li> <li>Continue literature review and writing</li> </ul>	<b>Required</b> <ul style="list-style-type: none"> <li>Two or three journal articles or other readings on area of interest.</li> <li>Elia, G., &amp; Alessandro, M. (2018). Can we solve wicked problems? A conceptual framework and collective intelligence system to support problem analysis and solution design for complex social issues. <i>Technological Forecasting and Social Change</i>, 133, 279–286.</li> <li>Author Talk: Sasha Costanza talking about the book, <i>Design Justice</i>.  <a href="https://mitpress.mit.edu/blog/watch-mit-press-live-author-talk-sasha-costanza-chock">https://mitpress.mit.edu/blog/watch-mit-press-live-author-talk-sasha-costanza-chock</a> </li> </ul>	
<b>#5</b> <b>6/12/24</b>	<b>Audience for Knowledge Dissemination (9)</b> <ul style="list-style-type: none"> <li>Turning capstone research into products</li> <li>Research and practice perspectives</li> <li>Finding common ground</li> <li>Learning pods identify audiences and products for</li> </ul>	<b>Required</b> <ul style="list-style-type: none"> <li>Two or three journal articles or other readings on area of interest.</li> <li><i>Progress and plans for the Grand Challenges: An impact report at year 5 of the 10-year initiative</i>.  <a href="https://grandchallengesforsocialwork.org/publications/grand-challenges-5-year-impact-report/">https://grandchallengesforsocialwork.org/publications/grand-challenges-5-year-impact-report/</a> </li> </ul>	<b>Assignment 2</b> <b>Due 6/12/24</b>

Week / Date	Topic (Module #)	Readings	Assignment Due Dates
	<p>knowledge dissemination</p> <ul style="list-style-type: none"> <li>Continue literature review and writing</li> </ul>	<p><b>Examples of Knowledge Dissemination</b></p> <ul style="list-style-type: none"> <li>The role of On the Move and Upvalley Family Centers in the local response to the 2017 Napa County wildfires: Lessons in disaster recovery.</li> <li>Reed, S., Kurlaender, M., &amp; Cooper, S. (March 2021). A portrait of student parents in the California community colleges. UC Davis Wheelhouse research brief, 6(2).</li> <li>The People Concern newsroom. <a href="https://www.thepeopleconcern.org/newsroom/">https://www.thepeopleconcern.org/newsroom/</a></li> <li>Public Sector Committee Report: A call to action: The precarious state of the board and care system serving residents living with mental illness in Los Angeles County. <a href="http://file.lacounty.gov/SDSInt/er/dmh/1036005_BoardandCareFacilitiesreport.pdf">http://file.lacounty.gov/SDSInt/er/dmh/1036005_BoardandCareFacilitiesreport.pdf</a></li> </ul>	
<p><b>#6</b> <b>No</b> <b>Class on</b> <b>6/19/24</b></p> <p><b>#7</b> <b>6/26/24</b></p>	<p><b>Community-Based Participatory Research (CBPR), Part II (10)</b></p> <ul style="list-style-type: none"> <li>CBPR in practice</li> <li>Benefits, weaknesses and ethical considerations</li> <li>Learning pods discuss key findings, gaps, and inconsistencies from the literature</li> </ul>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>Two or three journal articles or other readings on area of interest.</li> <li>Erete, S., Israni, A., &amp; Dillahunt, T. (2018). An intersectional approach to designing in the margins. <i>Interactions</i>, May–June.</li> <li>Friedman, B. D. (2021). <i>Community-based participatory action research: It's all about the community</i>. Cognella.</li> </ul>	

Week / Date	Topic (Module #)	Readings	Assignment Due Dates
	<ul style="list-style-type: none"> <li>Learning pods consider types of interview they may do next semester</li> <li>Continue literature review and writing</li> </ul>	Chapter 2, Historical Development of Community-Based Participatory Research (pp. 9–12); and Chapter 7, Ethical Considerations (p. 41).	
<b>#8</b> 7/3/24	<b>Connecting CBPR, Human-Centered Design and Stakeholder Mapping (11)</b> <ul style="list-style-type: none"> <li>Whose voice is missing?</li> <li>Strategies for incorporating other voices</li> <li>Qualitative inquiry—strategies for capturing missing voices</li> <li>Continue literature review and writing</li> <li>Consider perspectives and voices missing from current literature reviewed</li> </ul>	<b>Required</b> <ul style="list-style-type: none"> <li>Two or three journal articles or other readings on area of interest.</li> <li>Frerichs, L., Hassmiller, K., Gaurav, D., &amp; Corbie-Smith, G. (2016). Integrating systems science and community based participatory research to achieve health equity. <i>American Journal of Public Health, 106</i>, 215–222.</li> <li>Hunting, G. (2014). <i>Intersectionality-informed qualitative research: A primer</i>. The Institute for Intersectional Research and Policy, SFU.</li> </ul>	
<b>#9</b> 7/10/24	<b>Semester Recap (12)</b> <ul style="list-style-type: none"> <li>Recap key findings</li> <li>Continue literature review and writing</li> </ul>	<b>Required</b> <ul style="list-style-type: none"> <li>Two or three journal articles or other readings on area of interest</li> </ul>	
<b>#10</b> 7/17/24	<b>Preparing for Next Steps (13)</b> <ul style="list-style-type: none"> <li>Perspectives from the field</li> <li>Problem evolution</li> <li>Whose voice is missing? How to incorporate missing voices?</li> </ul>	<b>Required</b> <ul style="list-style-type: none"> <li>Explore the USC Shoah Foundation website and watch the overview video on the home page <a href="https://sfi.usc.edu">https://sfi.usc.edu</a></li> </ul>	

<b>Week / Date</b>	<b>Topic (Module #)</b>	<b>Readings</b>	<b>Assignment Due Dates</b>
	<ul style="list-style-type: none"> <li>Finalize writing</li> <li>Transition to 790b</li> </ul>		
<b>#11 7/24/24</b>	<b>Presentations, Part I (14)</b> <ul style="list-style-type: none"> <li>In-class presentations</li> </ul>	<b>Required</b> None	<b>Assignment 3 Due 7/24/24</b>  <b>Assignment 4, in class 7/24/24</b>
<b>#12 7/31/24</b>	<b>Presentations, Part II (15)</b> <ul style="list-style-type: none"> <li>In-class presentations</li> </ul>	<b>Required</b> None	<b>Assignment 4, in class 7/31/24</b>



## **XIX. 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](http://osas.usc.edu). Students may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## Support Systems

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

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

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

### VAC Students: Uwill Counseling Services

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

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

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

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

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

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

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

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

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

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

The Kortschak Center offers academic coaching and resources.

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

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

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

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

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

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

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

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

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

Non-emergency assistance or information.

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

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

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

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

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

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

## **XXII. List of Appendices**

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

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

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

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

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

#### **Preamble**

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

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

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

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

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