USC Suzanne Dworak-Peck
School of Social Work

SOWK 510 Professional Self-Care in Integrative Social Work Practice

Section # 60805
3 Units
Fall 2024
Class Day: Thursday, Time 8:00 am -10:50 am PDT
Location: UPC, MRF 303

SYLLABUS

(Subject to change)

"Rest and self-care are so important. When you take time to replenish your spirit, it allows you to serve others from the overflow. You cannot serve from an empty vessel."

— Eleanor Brown

Instructor Photo	**Instructor:** Dr. Michal Sela-Amit **E-Mail:** mselaami@usc.edu	
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		*Replies can be expected within 2 business days
	Office Location: SWC 201	
	Office Hours Days & Times: Thursdays from 11:00 am - 12:50 pm **Zoom Meeting Link:**	
	Course Lead:	Kim Goodman, LCSW
	Email:	kwgoodma@usc.edu
	IT Help Hours of Service:	24 hours, 7 days/week

IT Help Contact Information:	Please contact your course instructor for course-specific issues (e.g., accessing live sessions, submitting assignments).

- VAC Canvas support: (833) 713-1200 or "Help" button in Canvas.
- On Campus/Hybrid Brightspace support: (888) 895-2812 or usc@d2l.com
- NETID/password issues: USC ITS (213) 740-5555 or consult@usc.edu
- For other tech questions, please email the School's learning support team, SDP.LTS@usc.edu, review the onboarding module in the platform, or review a list of helpful resources: Platform Information, User Guidelines, and Technical Standards for On-Ground, Hybrid, and Virtual Online Platforms* for Students

I.   Course Prerequisites and/or Co-Requisites
None

II.   Catalogue Description
SOWK 510 focuses on the value, examination, and integration of professional self-care, wellness and resilience strategies into ethical and professional integrative social work practice.

III.   Course Description
This course is a required foundation course for Master of Social Work (MSW) students. The course introduces students to the profession of social work and lays the groundwork for competent and ethical integrative social work practice. The course establishes the historical and current underpinnings of self-care in the social work profession and the ethical and professional behaviors expected of social workers, including those who graduate from the USC Suzanne Dworak-Peck School of Social Work MSW program. Along the way, the course considers the joys and contributions of the social work profession and of professional social workers. It also addresses the challenges of the profession and common negative consequences of caring and helping, such as professional stress, distress, compassion fatigue, secondary traumatic stress, vicarious trauma, shared trauma, and burnout. The course examines the different ways that stress can impact the mind, body, and spirit, as well as professional experiences and outcomes. Finally, the course introduces students to professional self-care strategies, that is, strategies that social workers are expected to engage in intentionally and regularly. Professional self-care is a practice that can help social work professionals manage personal and professional stressors that can negatively impact their professional wellness and resilience. Worth noting is that professional self-care is not simply about preventing, minimizing or managing professional stressors. It is also about enhancing overall satisfaction, efficacy and impact as a professional social worker.

The course's focus on professional self-care, wellness and resilience aligns with the National Association of Social Workers (NASW) Code of Ethics standards (see https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English). Additionally, the focus aligns with the Council on Social Work Education's (CSWE) accreditation competency related to ethical and professional behavior (Competency #1). This competency requires social workers to "take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice." (p. 8, CSWE, 2022).

IV. Course Objectives

By the completion of this course, students will be able to:
1. Elucidate the role and value of self-care for the profession of social work and for competent and ethical integrative social work practice.
2. Self-reflect and critically examine the importance of self-care for their own professional wellness, resiliency, and efficacy.
3. Demonstrate an understanding of self-care theory, domains, research, and strategies in relation to themselves and their efforts as professional social workers engaging in integrative social work practice.
4. Assess their risk of positive and negative experiences and outcomes associated with professional wellness, resiliency, and efficacy, including but not limited to professional stress, burnout, compassion fatigue, secondary traumatic stress, and vicarious trauma.
5. Engage in professional self-care planning AND appropriately utilize culturally relevant, practical, and empirically-informed professional self-care strategies.

V. CSWE Core Competencies Addressed in this Course

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

CSWE Core Competencies Highlighted in this Course:
Competency 1. Demonstrate Ethical and Professional Behavior
1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
1b. Demonstrate professional behavior, appearance, and oral, written, and electronic communication.

VI. Course Format & Instructional Methods

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

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

Instructor's Oath

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

If at any time students feel the instructor has not honored this oath, they should contact the instructor with their concerns, so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (Kim Goodman, kwgoodma@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, Software available to USC Campus.

For campus-based students, USC is using **Brightspace**. To access Brightspace go to https://brightspace.usc.edu/d2l/login to login and find your courses. You also can find

Brightspace on myUSC. The mobile app, Brightspace Pulse, also is available in both the Apple App Store and Google Play. Training and resources are available at Brightspace Student Tutorials. The following are technical support resources:

- **Student Guides:** Brightspace Student Guides
- **Brightspace Technical Support Line:** 888-895-2812
- **Brightspace Email Support:** usc@d2l.com

VAC students are using **Canvas**. Canvas tech support can be reached at 833-713-1200 or use the "Help" button in Canvas.

VIII. Course Assignments, Due Dates & Percent of Final Grade
The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed by Assignment	Unit Due[1]	% of Grade
Assignment 1 Professional Wellness & Resilience Self-Assessments	4 & 5	Unit 2 Unit 13	20%
Assignment 2 Social Worker Interviews & Reflection	1	Unit 5	20%
Assignment 3 Preliminary Self-Care Plan and Critical Analysis	2, 3	Unit 8	25%
Assignment 4 Wellness and Resilience Critical Analysis and Reflection	2, 3, 4, 5	Unit 14	25%
Active and Proactive Learning, & Meaningful Participation	1,2,3,4,5	Units 1-15	10%

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

Descriptions of Assignments

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

**Assignment 1 – Professional Wellness & Resilience Self-Assessments (20% of course grade)
Due: Units 2 &13**

Students will complete two identical and confidential self-assessments of their current level of professional wellness and resilience. The initial self-assessment will be completed prior to the second week of the semester to obtain baseline data. The second assessment will be completed toward the end of the semester. Students will be able to examine their pre– and post–self-assessment results to inform and guide their focus of their ethical and professional development for the semester and to determine the impact of their efforts in the course. Please note that this assessment is not a diagnostic tool and is intended to serve only as an opportunity for self-reflection. The self-assessment will include standardized and non-standardized surveys and reflection tools designed to address various domains relevant to professional wellness and resilience such as, but not limited to, imposter fears, depression, anxiety, burnout, stress, compassion fatigue, and coping. Students will use the results of the initial self-assessment to help inform an individualized self-care plan. The second assessment will be used to evaluate the impact of their self-care plan. At the conclusion of the survey, students will receive personalized feedback on their scores, learn whether they are "at risk" in any of the respective categories, be able to identify some of their strengths and be provided with resources. This survey is completely anonymous, private, and confidential.

At the end of the survey, you will be instructed to take a screenshot confirming that you have completed the survey and reviewed your results. This will serve as evidence that you have completed the survey and will be submitted to your professor, along with a 1-page, double-spaced journal entry.

***Assignment 2 –* Social Worker Interviews & Reflection** *(20% of course grade) Due: Unit 5*
Students will be required to interview a minimum of one social worker each. Students may interview any of the following: Your practicum instructor, other social workers at your practicum site, professors of social work, social workers in work settings, or a social worker in your community (excluding close friends or family). If you are having difficulty identifying a social worker to interview, please contact your professor for support. The purpose of this interview is to inquire about social workers' understanding and use of professional self-care, including the domains of 1) individual self-care, 2) organizational care, 3) community care, and 4) societal care. After completing the interview, students will be placed in small groups of no more than four students to discuss the findings and to synthesize key points into a PowerPoint presentation of 12–20 slides to be submitted to the professor for review. This does not include the title page or reference page. At least five class readings or discussions should be referenced in the PowerPoint presentation. This assignment will help inform your preliminary self-care plan and critical analysis (Assignment 3).

Assignment 3 – Preliminary Self-Care Plan and Critical Analysis (25% of course grade) Due: Unit 8
After students complete their Initial Professional Wellness and Resilience Self-Assessment (Assignment 1) and the Social Worker Interview and Reflection

(Assignment 2), they will identify personal and professional themes of wellness and resilience that are of particular relevance or concern to them (i.e., risk and protective factors for specified outcomes). Students will use the first two assignments, as well as class discussions, activities, readings, and personal reflections, to develop a preliminary professional self-care plan that is customized, culturally relevant, practical, and empirically informed. The self-care plan will address the eight domains of wellness (social, environmental, physical, emotional, spiritual, occupational, intellectual, and financial) identified by the Substance Abuse and Mental Health Service Administration
(https://store.samhsa.gov/sites/default/files/d7/priv/sma16-4958.pdf) and will focus on the domains most relevant to the student's specified wellness and resiliency goals. For each identified domain, students will reflect on their current level of self-care practice and propose new practices that they will commit to over the semester. These commitments will be documented as goals and objectives that can be observed, measured, and evaluated using the SMART goal format. The self-care plan will also require students to identify barriers to participating in self-care and to propose strategies to address those barriers. Students will be expected to identify how external factors (e.g., organizations, educational institutions, communities, and/or society) serve as a protective factor and/or risk factor to their health and well-being. Students will submit this portion of the assignment by utilizing the template provided.

Students will also prepare a 2- to 3-page critical analysis of their plan and rationale for major components, supported by course readings, discussions, best practices, and empirical research.

Assignment 4 – Wellness and Resilience Critical Analysis and Reflection (25% of course grade) Due: Unit 14

The final assignment for the course is a paper consisting of students' critical reflections on the Professional Wellness and Resilience Self-Assessments (Assignment 1), the
Social Worker Interview and Reflection (Assignment 2), and the Preliminary Self-Care Plan and Critical Analysis (Assignment 3). Students will submit a 5- to 6-page, double-spaced reflection paper describing their knowledge of empathic distress and evaluating their knowledge, skills, and values with regard to professional self-care and wellness.
Students will include documentation of self-care activities completed; a reflection of the student's experience implementing their identified self-care plan; and a critical evaluation of the impact of engaging in professional self-care planning on their professional wellness, resilience, and efficacy. Finally, the paper will contain students' reflections of the usefulness of the self-care strategies they used as a student and for their future as professional social workers.

Active and Proactive Learning & Meaningful Participation (10% of course grade)
Due: Units 1 – 15

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

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

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

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

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

Furthermore, it is each student's responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed

in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

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

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student's participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

Grading Scale
Assignment and course grades will be based on the following:

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

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

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

IX.   Assignment Submissions, Extensions & Extra Credit Policy

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

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

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

X.   Grading Timeline

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

XI.   Statement about Incompletes and In Progress Grades

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

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.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Special Note on the Use of AI Generators

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

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

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

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

XVIII.   Required Textbooks

Smullens, S. (2021). Burnout and self-care in social work: A guidebook for students and those in mental health and related professions. 2nd edition. Washington, DC: NASW Press.

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

XIX.   Recommended Materials & Resources

Cox, K., & Steiner, S. (2013). Self-care in social work: A guide for practitioners, supervisors, and administrators. Washington, DC: NASW Press.
Guides for Academic Integrity, APA Style Formatting, Writing & Research
Davis, M., Eshelman, E. R., & McKay, M. (2008). The relaxation and stress reduction workbook. New Harbinger Publications.

Frankl, V. (2006). Man's search for meaning. Beacon Press.

Grise-Owens, G., Miller, J., & Eaves, M. (Eds.). (2016). The A-to-Z self-care handbook for social workers and other helping professionals. The New Social Worker Press.
Sapolsky, R. M. (2004). Why zebras don't get ulcers: The acclaimed guide to stress, stress-related diseases, and coping. Holt paperbacks.

Hinz, L.D. (2018). Beyond Self-Care for Helping Professionals: The Expressive Therapies Continuum and the Life Enrichment Model. 1st Edition. New York, NY: Routledge

Introduction to Resilience: Building Our Internal Resources (Downloadable Interactive PDF): https://sdppublishingsolutions.com/product/introduction-to-resilience-building-our-internal-resources-downloadable-interactive-pdf/

Mathieu, F. (2012). The compassion fatigue workbook: Creative tools for transforming compassion fatigue and vicarious traumatization. Routledge.

Skovholt, T., & Trotter-Mathison, M. (2016). The resilient practitioner: burnout and compassion fatigue prevention and self-care strategies for helping professionals. New York, NY: Allyn & Bacon.

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/

XX. Course Schedule

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

Unit	Topic	Readings	Assignment Due Dates
1	**Overview of Integrative Social Work Practice** • Welcome and Introductions • Review of Syllabus and Class Expectations • Core Values of the Profession, Integrative Social Work Practice, and Professional Self-Care • NASW Code of Ethics and Professional Self-Care	**Required** Albero, A. & Kennedy, T. (2023). Self-care and well-being. In Cross-Denny, B. (Ed.), Integrated social work practice: Bridging micro, mezzo, and macro level practice (pp. 133-160). Cognella Berkowitz, A, (2022). We need to talk about self-care (but not in the way you think). Aotearoa New Zealand Social Work Review, 34(3), p130-135. Jackson, K. (2014, May/June). Social worker self-care—The overlooked core competency. Social Work Today, 14(3), 14. Social Worker Self-Care — The Overlooked Core Competency (socialworktoday.com) Josal Diebold, Wooksoo Kim & Diane Elze (2018) Perceptions of Self-Care Among MSW Students: Implications for Social Work Education, Journal of Social Work Education, 54:4, 657-667, DOI: 10.1080/10437797.2018.1486255. National Association of Social Workers. (2017). Code of ethics. https://www.socialworkers.org/About/Ethics/Code-of- Ethics/ **Recommended** Anleu-Hernández, C. M. & Puig-Cruells, C. (2022). Teaching about self care to social work students. A necessary action. Social Work Education, DOI: 10.1080/02615479.2022.2146086	

Unit	Topic	Readings	Assignment Due Dates
		Newell, J. M. & Nelson-Gardell, D. (2014). A competency-based approach to teaching professional self-care: An ethical consideration for social work educators. Journal of Social Work Education, 50, 427-439. Willis, N. G. & Molina, V. (2019). Self-care and the social worker: taking our place in the code. Social Work, 64(1), 83-8	
2	**Introduction to Stress, Health, and Wellness for Social Work Practice** • Stress and Coping Frameworks • The Stress Response / Relaxation Response • Social Determinants of Health and Well-being • Wellness Model	**Required** Alegría, M., NeMoyer, A., Falgàs Bagué, I., Wang, Y., & Alvarez, K. (2018). Social Determinants of Mental Health: Where We Are and Where We Need to Go. Current psychiatry reports, 20(11), 95. https://doi.org/10.1007/s11920-018-0969-9 Apgar, D., & Parada, M. (2022). Missing the Mark? Reframing NASW's Ethical Mandate for Self-Care as a Social Justice Issue. Advances in Social Work, 22(3), 876-899. Davis, M., Eshelman, E. R., & McKay, M. (2019). How you react to stress. In The relaxation and stress reduction workbook (pp. 1-18). New Harbinger Publications. https://www.proquest.com/legacydocview/EBC/5730486?accountid=14749. Gamby, K., Burns, D., & Forristal, K. (2021). Wellness decolonized: The history of wellness and recommendations for the counseling field. Journal of Mental Health Counseling, 43(3), 228-245. doi:10.l7744/mehc.43.3.05 Miller, J. J., & Grise-Owens, E. (2020). Self-care: An imperative. Social Work, 65(1), 5-9. Oliver, M. D., Baldwin, D. R., & Datta, S. (2018). Health to wellness: A review of wellness models and transitioning back to	**Assignment 1a due**

Unit	Topic	Readings	Assignment Due Dates
		health. The International Journal of Health, Wellness and Society, 9(1), 41.	
		Recommended Biggs, A., Brough, P., & Drummond, S. (2017). Lazarus and Folkman's psychological stress and coping theory. The handbook of stress and health: A guide to research and practice, 349-364.	
		Miller, J. J., Lianekhammy, J., & Grise-Owens, E. (2018). Examining self-care among individuals employed in social work capacities: Implications for the profession. Advances in Social Work, 18(4), 1250-1266.	
		Williams, D. (2017). How racism is making us sick. (video: TedMed https://www.youtube.com/watch?v=VzyjDR_AWzE&t=4s)	
		How Stress Affects Brain and Body https://farms.extension.wisc.edu/farmstress/how-stress-affects-brain-and-body/	
		"Why Zebras Don't Get Ulcers: Stress and Health" by Dr. Robert Sapolsky https://www.youtube.com/watch?v=D9H9qTdserM	
3	**Potential Costs of Caring and Helping** • Burnout • Compassion Fatigue • Secondary Traumatic Stress Vicarious and Trauma and professional impairment in the workplace	**Required** Butler, L., Carello, J., & Maguin, E. (2017). Trauma, stress, and self-care in clinical training: Predictors of burnout, decline in health status, secondary traumatic stress symptoms, and compassion satisfaction. Psychological Trauma: Theory, Research, Practice, and Policy, 9(4), 416–424. Smullens, S. (2021). Chapter 1: Burnout: Backdrop, definition, and the four attendant syndromes. In Burnout and self-care in social work (pp 7-26). NASW Press.	

Unit	Topic	Readings	Assignment Due Dates
		Smullens, S. (2021). Chapter 2: Arenas of burnout. In Burnout and self-care in social work (pp 27-46). NASW Press. Wagaman, M. A., Geiger, J. M., Shockley, C., & Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. Social Work, 60, 201–209	
4	**Professional Wellness, Resilience, and Efficacy in Integrative Social Work Practice** • Professional Efficacy • Professional Wellness and Resilience Frameworks and Key Concepts Compassion Satisfaction	**Required** Edelkott, N.N., Engstrom, D.W., Hernandez-Wolfe, P., & Gangsei, D. (2016). Vicarious resilience: Complexities and variations. American Journal of Orthopsychiatry, 86 (6), 713-724. Newall, J. (2020). An ecological systems framework for professional resilience in social work practice. Social Work, 65(1), 65–73. Smullens, S. (2021). Chapter 3: From Compassion Fatigue to Compassion Satisfaction. In Burnout and self-care in social work (pp 47-62). NASW Press. Smullens, S. (2021). Chapter 4: Introducing Self-Care: An Overview. In Burnout and self-care in social work (pp 27-46). NASW Press. **Recommended** Han, M., Lee, S., & Lee, P. (2012). Burnout among entering MSW students: Exploring the role of personal attributes. Journal of Social Work Education, 48(3), 439–457. Grant, L., & Kinman, G. (2013). 'Bouncing back?' Personal representations of resilience of students and experienced social workers. Practice, 25(5), 349-366. Nicotera, N., Han, T. M., Sedivy, J., & Andelora, J. (2022). A qualitative study of MSW student self-care and wellness:	

Unit	Topic	Readings	Assignment Due Dates
		implications for social work education. Journal of Social Work Education, 1-17.	
5	**Professional Self-Care** • Introduction to Professional Self-Care and Ethical Considerations for Social Workers • History of Professional Self-Care • Supervision, Self-Reflection and Self-Care • Types of Professional Self-Care	**Required** Bloomquist, K. R., Wood, L., Friedmeyer-Trainor, K., & Kim, H. W. (2015). Self-care and professional quality of life: Predictive factors among MSW practitioners. Advances in Social Work, 16(2), 292-311. Lee, J., & Miller, S. (2013). A self-care framework for social workers: Building a strong foundation for practice. Families in Society: The Journal of Contemporary Social Services, 94(2), 96–103. Smullens, S. (2021). Chapter 5: Professional Self-Care Introducing Self-Care: In Burnout and self-care in social work (pp 81-95). NASW Press	**Assignment 2 Due**
6	**Moving from Professional Self-Care to Community Care** • Community Resilience • Community care • Community care in Practice	**Required** Chamberlain, L. (2020). From Self-care to Collective Care. Sur International Journal on Human Rights, 17(30), 215-225 Martino J, Pegg J, Frates EP. The Connection Prescription: Using the Power of Social Interactions and the Deep Desire for Connectedness to Empower Health and Wellness. American Journal of Lifestyle Medicine. 2017;11(6):466-475. Smullens, S. (2021). Chapter 6: Burnout: Backdrop, definition, and the four attendant syndromes. In Burnout and self-care in social work (pp 97-119). NASW Press. Wyatt JP, Ampadu GG. Reclaiming Self-care: Self-care as a Social Justice Tool for Black Wellness. Community mental health journal. 2022;58(2):213-221.	
7	**The Roles of Self-Awareness and**	**Required** Fiodorova, & Farb, N. (2022). Brief daily self-care reflection for undergraduate well-	

Unit	Topic	Readings	Assignment Due Dates
	Reflection in Professional Self-Care • Historical Perspectives and Benefits of Self-Awareness • Self-Reflection as a Strategy for Enhancing Self-Awareness	being: a randomized control trial of an online intervention. Anxiety, Stress, and Coping, 35(2), 158–170. https://doi.org/10.1080/10615806.2021.1949000 Grant, A. M., Franklin, J., & Langford, P. (2002). Self-Reflection and Insight Scale (SRIS) [Database record]. APA PsycTests. https://doi.org/10.1037/t44364-000 Leyla Feize, L. & Faver, C. (2019). Teaching self-awareness: social work educators' endeavors and struggles, Social Work Education, 38(2), 159-176.	
8	**Cognitive Appraisal, Mindsets, and Professional self-care** • Cognitive wellbeing: Understanding cognitive distortions, cognitive restructuring, and mindful awareness. • Recognizing Imposter Fears, Factors that Contribute to the imposter phenomenon, & Nurturing a Growth Mindset • Setting Healthy Boundaries-Learning the Art of Saying "No"	**Required** Clark, P., Holden, C., Russell, M., & Downs, H. (2022). The impostor phenomenon in mental health professionals: relationships among compassion fatigue, burnout, and compassion satisfaction. Contemporary Family Therapy, 44(2), 185-197. Dweck, C. S., & Yeager, D. S. (2019). Mindsets: A View From Two Eras. Perspectives on psychological science : a journal of the Association for Psychological Science, 14(3), 481–496. https://doi.org/10.1177/1745691618804166 National Association of Social Workers (2011). Setting and maintaining professional boundaries. https://careers.socialworkers.org/documents/Professional%20Boundaries.pdf Toubassi, D., Schenker, C., Roberts, M., & Forte, M. (2023). Professional identity formation: Linking meaning to well-being. Advances in Health Sciences Education, 28(1), 305-318. doi:https://doi.org/10.1007/s10459-022-10146-2	**Assignment 3 Due**

Unit	Topic	Readings	Assignment Due Dates
9	**Professional Self-Care and Mindfulness** • Mindfulness Training as Social Work Pedagogy • The Nature of Mindful Listening • Mindfulness as a Cultivation of Therapeutic Skill	**Required** Annemarie Gockel & Xiaolei Deng (2016) Mindfulness training as social work pedagogy: Exploring benefits, challenges, and issues for consideration in integrating mindfulness into social work education, Journal of Religion & Spirituality in Social Work: Social Thought, 35(3), 222-244. Beck, D. (2016). Mindfulness: 10 lessons in self-care for social workers. The New Social Worker. http://www.socialworker.com/feature-articles/practice/mindfulness-10-lessons-in-self-care-for-social-workers/ Gockel, A., Burton, D., James, S., & Bryer, E. (2013). Introducing mindfulness as a self-care and clinical training strategy for beginning social work students. Mindfulness, 4, 343–35	
10	**Mindfulness-Based Interventions with Social Workers** • Mindfulness Group Work • Mindfulness-Based Stress Reduction (MBSR) • BIPOC Mindfulness Practitioners	**Required** Crowder, R., & Sears, A. (2017). Building resilience in social workers: An exploratory study on the impacts of a mindfulness-based intervention. Australian Social Work, 70(1), 17–29. King, R. (2018). Ch. 13: The wake-up call: Racial affinity groups. In Mindful of Race: Transforming Racism from the Inside Out. Sounds True: Bolder, CO Newsome, S., Waldo, M., & Gruszka, C. (2012). Mindfulness group work: Preventing stress and increasing self-compassion among helping professionals in training. The Journal for Specialists in Group Work, 37, 297–311. Yang, L. (2016). Directing the mind toward eight practices in diversity. Kosmos: Journal for Global Transformation. https://www.kosmosjournal.org/news/directing-the-mind-toward-eight-practices-in-diversity/	

Unit	Topic	Readings	Assignment Due Dates
11	**Mind-Body-Spirit Strategies** • Science and Practice of Mind-Body-Spirit practice and medicine • Spiritual Self-Care	**Required** Dombo, E. A., & Gray, C. (2013). Engaging spirituality in addressing vicarious trauma in clinical social workers: A self-care model. Social Work & Christianity, 40(1), 89–104. Hodge, D.R., (2018). Spiritual competence: What it is, why it is necessary, and how to develop it. Journal of Ethnic & Cultural Diversity in Social Work, 27(2), 124-139. National Association of Social Workers (NASW) (2015). Standards and indicators for cultural competence in social work practice. Retrieved from https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3D&portalid=0 Raheim, S., & Lu, J. J. (2014). Preparing MSW students for integrative mind–body-spirit practice. Clinical Social Work Journal, 42, 288–301. Sharma, M. (2014). Yoga as an alternative and complementary approach for stress management: A systematic review. Journal of Evidence-Based Complementary & Alternative Medicine, 19(1), 59–67.	
12	**Professional Self-Care and Technology** • The potential benefits of technology in promoting health and wellness. • The benefits of technology in forming community • The potential negative impact of technology on health and wellness	**Required** Cappello, G. (2021). Bridging the gaps: literacy, media literacy education, and critical digital social work. Journal of Sociology & Social Welfare, 48(3), 99-116. Hou, Y., Xiong, D., Jiang, T., Song, L., & Wang, Q. (2019). Social media addiction: Its impact, mediation, and intervention. Cyberpsychology: Journal of Psychosocial Research on Cyberspace, 13(1), article 4. https://dx.doi.org/10.5817/CP2019-1-4 Kennedy, S. D. (2014). TechnoWellness: A New Wellness Construct in the 21st Century. Journal of Counselor Leadership	

Unit	Topic	Readings	Assignment Due Dates
		and Advocacy. 1:2, 113-127, DOI: 10.1080/2326716X.2014.902759 Turcios, Y. (2023, March 22). Digital Access: A Super Determinant of Health. Substance Abuse and Mental Health Services Administration. https://www.samhsa.gov/blog/digital-access-super-determinant-health?utm_source=SAMHSA&utm_campaign=9228c9e99d-EMAIL_CAMPAIGN_2023_03_20_04_25&utm_medium=email&utm_term=0_-9228c9e99d-%5BLIST_EMAIL_ID%5D	
13	**Movement, Nutrition, and Rest** • Impact of movement on the mind and body • Nutrient focused eating • Rest and Recovery	**Required** de Lira, Akutsu, R. de C. C. de A., Coelho, L. G., Zandonadi, R. P., & Costa, P. R. de F. (2023). Dietary Patterns, Occupational Stressors and Body Composition of Hospital Workers: A Longitudinal Study Comparing before and during the COVID-19 Pandemic. International Journal of Environmental Research and Public Health, 20(3), 2166–. https://doi.org/10.3390/ijerph20032166 Hemiö, Lindström, J., Peltonen, M., Härmä, M., Viitasalo, K., & Puttonen, S. (2021). High need for recovery from work and sleep problems are associated with workers' unhealthy dietary habits. Public Health Nutrition, 24(8), 2185–2194. https://doi.org/10.1017/S1368980020000063 Lentz, & Brown, C. (2019). Mindfulness and health behaviors in college students: The moderating role of sleep. Journal of American College Health, 67(6), 505–514. https://doi.org/10.1080/07448481.2018.1497638	**Assignment 1b Due**
14	**Artistic and Expressive Practices, Therapeutic writing, and Social Support**	**Required** Beck, B. D., Hansen, Å. M., & Gold, C. (2015). Coping with work-related stress through guided imagery and music (GIM):	**Assignment 4 Due**

Unit	Topic	Readings	Assignment Due Dates
	• Expressive Practices • Therapeutic Writing • Peer and Social Support	Randomized controlled trial. Journal of music therapy, 52(3), 323-352. Boggies, A., et. al. (2020). Systematic review of gratitude interventions: Effects on physical health and health behaviors. Journal of Psychosomatic Research, 135. Huss, E., & Hafford-Letchfield, T. (2019). Using art to illuminate social workers' stress. Journal of Social Work, 19(6), 751-768. Huss, E., Sarid, O., & Cwikel, J. (2010). Using art as a self-regulating tool in a war situation: A model for social workers. Health & Social Work, 35, 201–209	
15	**Professional Wellness & Wrap-Up** • Toxic Positivity • Course Summary • Engaging in Lifelong Professional Self-Care	**Required** Connor, L. (2021, Mar 22). Warning over 'toxic positivity': 'Always putting happy spin on things could do us more harm than good'. Aberdeen Evening Express Retrieved from http://libproxy.usc.edu/login?url=https://www.proquest.com/newspapers/warning-over-toxic-positivity/docview/2503373092/se-2 Wise, E. H., & Reuman, L. (2019). Promoting competent and flourishing life-long practice for psychologists: A communitarian perspective. Professional Psychology: Research and Practice, 50(2), 129-135. doi:https://doi.org/10.1037/pro0000226	
	Exam Week – NO CLASS		

XXI. Statement on University Academic and Support Systems

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.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

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 Services:
USC offers a variety of mental health services and resources. Students who have opted to pay the student health fee (SHF) can access short-term counseling services, as well as other mental health services, through the USC Counseling & Mental Health Center by calling 213-740-9355 (WELL) 24/7 or visiting the website at https://sites.usc.edu/counselingandmentalhealth/.

Students who elected not to pay the student health fee, or who live out-of-state, can visit https://studenthealth.usc.edu/for-online-students/ for mental health information and resources or contact the Student Wellness Coordinator at sdp.adc@usc.edu for additional support with access to services.

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.

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) 740-2500
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.

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.

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.

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