Course ID and Title: SOWK 790b Research
Units: 3
Term—Day—Time: Fall 2024, Thursday, 5pm – 7pm PT

"We believe the one who has the power. He is the one who gets to write the story. So when you study history, you must always ask yourself, Whose story am I missing? Whose voice was suppressed so that this voice could come forth?" Author Yaa Gyasi

Location: Zoom via Canvas

Instructor: Cassandra Fatouros, MBA, LCSW
Office: https://usc.zoom.us/my/cassandrafatouros
Office Hours: After class and by appointment via calendly.com/usc_fatouros
Contact Info:
      Email: fatouros@usc.edu
      Cell: 202-494-4972
      Will respond to emails / calls within 48 hours

IT Help
Hours of Service: 24 hours, 7 days per week
Contact Info:
      Canvas Support Hotline: +1-833-713-1200
      Contact USC Online: Email your questions or problems to USC Online - support@online.usc.edu
      Contact USC ITS: Call 24/7 to USC Information Technology Services 213-740-5555

Course Description
This course will prepare students to complete Part 1 of the DSW Capstone Project Standards and Guidelines (Areas 1 and 2). In this course, students will add to their understanding of existing information (academic and nonacademic) by considering whose voice is missing from what has been written about the problem area of focus. Students will go into the field and collect data in a variety of ways, building their expertise and understanding of the problem and solution landscape for the specific social problem they are interested in solving. In learning pods (teams), students will deeply explore and analyze a social problem and existing solutions within the context of a Grand Challenge area.

Learning Objectives
By the completion of this course, students will be able to:
1. Apply theoretical frameworks and methodological perspectives to Grand Challenges to increase understanding of the problem and solution landscape.
2. Collaborate with other students, using a team approach, to build a knowledge network.
3. Consider a variety of ways to increase their understanding of the problem and solution landscape, incorporating a transdisciplinary approach and diverse points of view.
4. Consider whose voice is missing from the literature and engage in community-based participatory research and use design thinking methodologies to add to their knowledge base.

Prerequisite(s): SOWK 790a
Co-Requisite(s): n/a

Concurrent Enrollment: SOWK 714
Recommended Preparation: prior DSW courses such as SOWK 704, 706, 711, 705, 721, 723, 713, 707

Course Notes

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.

Technological Proficiency and 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. Additional information may include how to access free versions of the products if available. Link information for the USC Computing Center Laptop Loaner Program. USC Technology Support Links USC Online, Zoom information for students, Brightspace help for students, Software available to USC Campus.

Required Readings and Supplementary Materials

In addition to the required and recommended readings below, students will be required to do significant research throughout the semester on their problem of interest. Students will be required to read about the problem and solution landscape each week.

- Friedman, B. (2021). *Community-Based Participation 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 Project 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.

Optional Readings and Supplementary Materials

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/

Description and Assessment 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 – Information Gathering Plan, Interview Schedule, and Questions
Due: Week 3 by 11:59pm PT

Students will develop a plan to collect information from the field. This can include a variety of sources and methods for collecting information. A template will be provided for students and should detail how, where and when they will collect information.

Students will submit individual assignments on the VAC using template provided by faculty.

Assignments must adhere to APA guidelines as needed (7th edition).

Assignment 2 – Final Assignment (Paper), Capstone Part 1: Problem and Solution Landscape
Due: Week 14 by 11:59pm PT

Students will produce a paper of publishable quality that combines their knowledge of academic and nonacademic literature from 790a with knowledge learned through Information Gathering in 790b. Students will update and expand the draft from 790a to include the sections, detailed below. The primary goal of work in Capstone Part 1 is to develop a deep understanding of issues surrounding a particular social problem, existing solution approaches, and to identify opportunities to enhance or improve upon 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. Sections include:

- Abstract
- Section 1: Grand Challenge
- Section 2: Methods for understanding the problem
- Section 3: Wicked Problem & Problem Analysis
- Section 4: Analysis of existing solutions to the problem and their effectiveness
- Section 5: Stakeholder Analysis
- Section 6: Opportunities for new solutions
- Section 7: Next steps for 725 series
- Appendices:
    - Note-taking matrix (optional)
    - Information gathering tools (Assignment 2)
    - Stakeholder Map
    - Design Criteria Template
    - Solution Landscape Analysis Template
    - Final Visual Depiction of the Problem

Assignments should be no more than 35 pages excluding abstract, title page, reference page and appendices. Papers must comply with APA (7th edition) guidelines. Faculty will utilize the DSW Capstone Project Standards and Guidelines to assess whether students have met expectations for completion of 790b with a passing grade. In order to receive course credit, students must score a minimum of 83 out of 100 on this paper.

Assignment 3 – Final Assignment (Presentation)
Due: During Live Session on Weeks 14 & 15, as assigned by instruction

Students will provide a compelling and concise presentation that details their understanding of the problem and solution landscape in one of the live sessions. Using the proposal outline for 725a, students will also introduce their initial ideas for an opportunity for a solution. Students will give and receive feedback to others in the class.

Details on presentation length and format will be provided by faculty.

Participation

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

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.

Grading Scale

SOWK 790b 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 Analysis Paper.** Students who score 82 or below, will receive a NC in this course.

Table 1 Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Assignment 1: Information Gathering Plan with Interview Schedule and Questions	CR/NC	0%
Assignment 2: Capstone Part 1: Problem and Solution Landscape Analysis	CR/NC	100%
Assignment 3: Final Presentation	CR/NC	0%
TOTAL		100%

Assignment Submission 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.

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.

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."

Course Specific Policies

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.

Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.
University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination, due to holy days observance.

Please refer to the USC Student Handbook and to the USC School of Social Work Student Handbook for additional information on attendance policies.

Classroom Norms

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

Zoom Etiquette

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.

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. You 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.

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 or 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.

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.

Course Content Distribution and Synchronous Session Recordings Policies

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. 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. 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 relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, page 13).

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.

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>

Table 3 Course schedule

	Topics/Daily Activities	Readings/Preparation	Deliverables
Week 1 8/29/24	*Preparing for CBPR* • Introductions • Syllabus overview, course goals and objectives • Preparing for CBPR • Learning pods re-formed and team interviews • Reconsider problem statement	**Required** • Flanagan, N. (2020). Considering a participatory approach to social work – service user research. *Qualitative Research, 19*(5-6), 1078-1094. doi: 10.11771/1473325019894636. • Read syllabus / prepare questions	
Week 2 9/5/24	**Information Gathering Plan Part I** • Human Centered Design • Incorporating Diverse Perspectives • Users as Experts • Learning pods discuss ways to leverage networks • Develop information gathering plan and get / give feedback from learning pod	**Required** • Ciesielska, M., Bostrom, K.W., & Ohlander, M. (2018). Chapter 2: Observation methods in Ciesielska, M. & Jemielniak, D. (eds), *Qualitative Methodologies in Organization Studies* • Driscoll, D.L. Introduction to primary research: Observations, surveys and interviews. *Writing Spaces: Readings on Writings,* Volume 2 • Erete, S., Israni, A., & Dillahunt, T. (2018). An intersectional approach to designing in the margins. *Interactions* (May-June 2018). Doi: 10.1145/3194349	

Week 3 9/12/24	**Information Gathering Plan Part II** • Human Centered Design, Design Thinking, CBPR • Authentic Community Engagement • The Community Engagement Continuum • Develop Your Digital Persona • Mock Interviews, testing of questions / surveys with Learning Pods	**Required** • Chen, E., Leos, C., Kowitt, S.D., & Moracco, K.E. (2020). Enhancing community-based participatory research through human-centered design strategies. *Health Promotion Practice, 21*(1), 37-48. doi: 10.1177/1524839919850557. • Dagenhardt, D.M.R. (2020). Observing gender and race discourses in probation review hearings. *Feminist Criminology, 15*(4), 492-515. doi: 10.1177/1557085120940383 • Stubbs-Richardson, M., Rader, N.E., & Cosby, A.G. (2018). Tweeting rape culture: Examining portrayals of victim blaming in discussions of sexual assault cases on Twitter. *Feminism & Psychology, 28*(1), 90-108. doi: 10.1177/0959353517715874. • Van der Pijl, M.S.G., et al (2020). Left powerless: A qualitative social media content analysis of the Dutch #breakthesilence campaign on negative and traumatic experiences of labour and birth. Plos One, doi: 10.1371/journal.pone.0233114.	Assignment #1 – Due by 11:59pm PT
Week 4 9/19/24	**Information Gathering I** • Information Gathering • How Social Problems Have a Political Frame	**Required** • Allen, H., Garfinkel, I.G., & Waldfogel, J. (2018). Social policy research in the twenty-first century: The state of scholarship and the profession; What is promising, and what needs to be done. *Social Service Review* • Barretti, M.A. (2019). Same problem, different policies: A framework for examining social problem constructions over time. *Advances in Social Work, 19*(1), 39-61. doi: 10.18060/22603. • Head, B.W. (2019). Forty years of wicked problems literature: forging closer links to policy studies. *Policy and Society, 38*(2), 180-197. doi: 10.1080/14494035.2018.1488797.	

Week 5 9/26/24	**Information Gathering II** • Information Gathering • Consider Alternative Sources for Information Gathering Paper Tigers Screening	**Required** • Burns, V., Kwan, C., & Walsh, C.A. (2020). Co-producing knowledge through documentary film: A community-based participatory study with older adults with homeless histories. *Journal of Social Work Education, 56*(51), S119-S130. doi: 10/1080/10437797.2020/1723763 • Gorman, A. (2021). The Hill We Climb • https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043374911103731 • https://osg.ca.gov/aces-and-toxic-stress/	
Week 6 10/3/24	**Information Gathering III** • Information Gathering • Troubleshooting • What to do when your problem changes	**Required** None	
Week 7 (Fall Recess – no class)	**Information Gathering IV** • Information Gathering • Stakeholders: The Funder Perspective	**Required** • https://independentsector.org/ • https://pacscenter.stanford.edu/ • https://www.philanthropy.com/	
Week 8 10/17/24	**Information Gathering V** • Information Gathering • Community Perspectives • Person-in-environment	**Required** • Frerichs, L., Hassmiller Lich, K., Dave, G., & Corbie-Smith, G. (2016). Integrating systems science and community-based participatory research to achieve health equity. *American Journal of Public Health, 106,* 215-222. doi: 10.2105/AJPH.2015.302944.	
Week 9 10/24/24	**Analysis of Information Gathered** • Analyzing Information • Consideration of discrepancies • Process barriers in information gathering	**Required** • Maguire, M. & Delahunt, B. (2017). Doing a thematic analysis: A practical step-by-step guide for learning and teaching scholars. *All Ireland Journal of Teaching and Learning in HigherEducation, 3 (Autumn 2017).* • Mathias, J., Doering-White, J., Smith, Y., & Hardesty, M. (2021). Situated causality: What ethnography can contribute to causal inquiry in social work. *Social Work Research, 45*(1), 7-19. doi: 10/1093/swr/svaa027.	
Week 10 10/31/24	**Individual Consultations** **No class**	**Required** None	

Week 11 11/7/24	**Individual Consultations** **No class**	**Required** None	
Week 12 11/14/24	**Literature Review Progress** **Update** • Writing Your Capstone Feedback on writing from learning pods	**Required** • Review DSW Capstone Program Standards & Guidelines	
Week 13 11/21/24	**Theoretical Frameworks for** **Organizing Information** • Discussion in learning pods of 3-4 relevant theoretical frameworks • Feedback on writing from learning pods	**Required** • Brooks, J.S., & Watson, T.N. (2018). School leadership and racism: An ecological perspective. *Urban Education, 0*(00), doi: 10.11770042085918783821. • Hanna Daftary, A-M. (2020). Critical race theory: An effective framework for social work research. *Journal of ethnic &* *cultural diversity in social work.* *29*(6), 439-454. doi: 10.1080/15313204.2018.1534223. • Hereth, J. & Bouris, A. (2020). Queering smart decarceration: Centering the experiences of LGBTQ+ young people to imagine a world without prisons. *Affilia:* *Journal of Women and Social* *Work, 35*(3), 358-375. doi: 10.1177.0886109919871268.	
Week 14 Holiday – no class	**Presentations: Telling the** **Story**	**Required** None	Assignment #3 - Due by 11:59pm PT on 12/1/24
Week 15 12/5/24	**Presentations: Telling the** **Story**	**Required** None	Assignment #4 – In Class

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. 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. The LOA must be given to each course 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. You 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:
Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

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 consists 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 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.

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!