

I. Course Prerequisites and/or Co-Requisites

Foundations of Integrative Social Work Practice with II (SOWK 525) is built upon Foundations of Integrative Social Work Practice with I (SOWK 523). First-year students are expected to have, and be able to draw upon, basic knowledge and theory found in various social science disciplines including psychology, sociology, anthropology, public health, policy, and biology.

II. Catalogue Description

Principles underlying integrative social work practice with emphasis on interventions with individuals, families, and groups through a framework of social justice.

III. Course Description

Given the complex and diverse environments in which social workers practice and the diverse situations in which they intervene, a generalist social work education offers the best foundation for effective social work practice. Social Work Practice I and II are designed to educate and prepare social workers with the knowledge and skills needed to assess the person-in-environment (PIE) configuration and decide which system(s)—individuals, families, groups, communities, and/or organizations—are most appropriate for the focus of work and service provision.

Foundations of Integrative Social Work Practice I (SOWK 525) introduces social work principles emphasizing a systems perspective, the continuum of service delivery levels and modalities, and a commitment to underserved and vulnerable populations. In addition, knowledge of professional identity, the profession's ethical standards, and the ethical dilemmas that occur as social work values and professional ethics are operationalized in practice. Culturally responsive decision-making and a commitment to social justice encourages students to integrate theory, history, ethics, skills, and rights to respond to the complex terrain of the 21st-century social work.

Foundations of Integrative Social Work Practice II (SOWK 525) takes a sequenced approach (i.e. Nursequential Model of Therapeutics) to teaching basic practice skills; students are exposed simultaneously to the theory, research, and necessary skills required to intervene, evaluate, and terminate with individuals, families, and groups. The person-in-environment and systems approach to practice are emphasized, highlighting the necessity for multilevel intervention. The importance of research to social work practice is introduced as it applies to the understanding of client problems and the culturally responsive choice and effectiveness of interventions.

IV. Course Objectives

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

1. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
2. Critically choose and implement interventions to achieve practice goals and enhances capacities of clients and constituencies.
3. Facilitate effective transitions and endings that advance mutually agreed-on goals

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 highlighted and evaluated in this course.

CSWE Core Competencies Highlighted in this Course:

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities

8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

VI. Course Format & Instructional Methods

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

***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 Dorothy Nieto Manzer, nietoman@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 help for students](#)
- **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 or USC Online support@online.usc.edu

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 Quizzes	1, 2	3	10%
		8	10%
		12	15%
Assignment 2 Evidence-Based Intervention/ Adaptation	1, 2, 3	9	25%
Assignment 3 Demonstration of Intervention Skills	1, 2, 3	14	30%
Active and Proactive Learning, & Meaningful Participation	1, 2, 3	On-going	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

Assignment 1: Quizzes (Weeks 3, 8, and 12)

Students will be quizzed on concepts related to the engagement process, diagnosis and case conceptualization, treatment planning, and the interventions taught in the integrated practice course to date. Interventions include clinical case management, psychoeducation, crisis intervention, somatic and mindfulness therapies, and interpersonal psychotherapy (IPT). Student will be given cases, which include ethical challenges, to deconstruct in the form of true, false, multiple-choice, and short answer. 1-point reduction in the grade for each day the assignment is late.

Assignment 2: Evidence-Based Intervention/Adaptation (Due Week #9)

Based on the case conceptualization of a client in the field or case study, students will apply concepts related to the evidence-based practice process. Considering the needs of the client, the student will define an appropriate intervention based on the research evidence, describe the intervention, and apply it to the case, providing examples. The students must explain and provide a rationale for adaptations based on the evidence-based practice process. **See full assignment guidelines and rubric provided by instructor.**

Assignment Content Requirements

- A. **Identifying information and reason for referral:** Identify a client you have worked with who has a history of developmental trauma and clearly discuss the developmental trauma. In addition, provide basic demographic information (age, sex, gender identity, race, marital status etc.). Share the presenting issue(s) and reason(s) for coming to therapy. (~1 paragraph)
- B. **Assessment:** Provide a concise biopsychosocial assessment (relevant aspects of the biological, psychological, social, and spiritual domains). Include a brief discussion of symptoms and problem behaviors. Be sure to include a provisional diagnosis using the DSM V-TR with symptom criteria which supports the diagnosis, and include information about other presenting risk factors (at a minimum suicide, homicide, and substance use issues). Be sure to use a strength's-based perspective in your assessment of the client (being explicit and leading with client strengths). (~1.5 pages)
- C. **Define, Describe and apply the Neurosequential Model of Therapeutics framework** (NMT; Perry, 2013) to understand the client's symptoms using references to support your writing. **Define and describe** the NMT Model for understanding individuals with developmental trauma. Using the NMT model **assess, discuss and apply** for understanding the clients' symptoms and behaviors. In essence, consider the client's symptoms and response using the NMT neurobiological framework of the brain. What part or parts of the brain is the client functioning from? What areas of the brain are under functioning? Using an NMT lens, what is the driver of the symptoms (ex. Reasoning, Relating, Reacting) (~1.5 page)

D. **Identify, Define, Describe and Apply** a somatic intervention (also referred to as Bottom-up) that would be effective for this client based on your understanding of symptoms using the NMT model. (1) **Identify, Define and Describe** the intervention and provide evidence for its use with the client challenge. (2) **Apply** the somatic intervention (discuss and reference steps and stages and how the client responded to the treatment or might have responded based on your best guess). (3) **Discuss** how the intervention will/would benefit the client's symptomology. (4) **Adapt** the intervention as needed based on the evidence-based practice process (including client preference, ethics, and cultural responsiveness). Displayed critical thinking in writing and utilized references to support your writing. (~3-4 pages)

Administrative and Writing Requirements

- 6-8 pages (not including title or reference pages)
- Minimum 6 references scholarly and academic sources within past 10 years: 3 from within the syllabus and 3 from outside syllabus
- APA 7th Edition, 12-point Times New Roman Font, 1" margins
- Class lectures and PowerPoints should not be referenced
- Writing style includes proper grammar, syntax, sentence structure, and spelling
- Writing includes clarity of concepts and ideas (articulation), as well as integration of the assigned readings and/or recommended readings and/or independent research
- -5 point for each day late without an approved extension
- Paper will not be accepted after 5 days without an extension

Assignment 3: Demonstration of Intervention-Related Clinical Skill(s)—Group Video (Due Week #14)

Students will submit a video demonstration with **Part A**: Description of the project and client and **Part B**: role play of basic interviewing skills. Students must work in groups of 2-4 people. Students will work together to research the client issue, write the script, prepare slides, engage in the role play [taking turns being the clinician], and edit the video.

The demonstration should include:

Part A. Description of Project and Client (NOTE: use presentation slides here) (5 minutes):

1. Identify each student by name.
2. Summarize each person's contributions to completing the assignment (research, script writing, narration, slide preparation, role play, video editing).
3. Provide a brief explanation of the presenting problem and diagnosis of the client, couple or family and which modality will be role played (whether individual, couple, family, or group therapy). If this is based on an actual client, please use a pseudonym for anonymity.

4. Identify the intervention (ex. DBT, EFT, TF-CBT...) that matches the client need and the skill(s) you will be demonstrating. Discuss the evidenced-based practice process (well-research intervention, client preferences, clinician experience, ethical considerations, and culture) to inform the clinical reasoning for the intervention choice. Cite references/sources used.
5. Identify and define four basic clinical interviewing skills/techniques that will be role played in the demonstration and cite references/sources. More than four skills can be used in the role play, but only four need to be defined here. Examples might include but are not limited to: empathic responses (surface, reciprocal, and/or additive), reflection, clarification/concreteness responses, summarizing, open-ended questions, closed-ended question, furthering responses (non-verbal prompts, verbal minimal prompts), providing and maintaining focus, and authenticity responses.
6. Include a description of an accountable evaluation plan to measure client outcomes, be specific. Cite references/sources used.

Part B. Role-Play of Interviewing Skills (5 minutes per student):

1. Role play as clinician and client (if the group has 2 members) or a child/caregiver or couple (if group has 2-3 members) or a group or family (if group has 3-4 members) a scripted demonstration of the basic interviewing skills while applying the steps from the middle phase of the therapy model. DO NOT demonstrate assessment, engagement, or termination phase skills
2. Each student will demonstrate the four basic interviewing skills during their 5 minutes as clinician.
3. Using text overlay, narration voice over, or other method, highlight the basic interviewing skills as they are being applied throughout the role play.
4. Overall video length is determined by group size (2 people = 15 minutes, 3 people = 20 minutes, 4 people = 25 minutes)
5. Submit the video with the last names of all group members in the file name.

One grade is assigned for all group members.

You and your partner(s) are responsible for ensuring you fully meet all the assignment requirements.

100 points (This assignment accounts for 30% of the overall grade) (There will be a 5-point reduction in the grade for each day the assignment is late)

Rubrics for Assignments #2 and #3 will be provided by the professor.

Active and Proactive Learning, & Meaningful Participation (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.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [Student Handbook](#), the [Office of Academic Integrity's website](#), and [university policies on Research and Scholarship Misconduct](#).

Special Note on the Use of AI Generators

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

XVI. Course Content Distribution and Synchronous Session Recordings

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

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

XVII. Course Evaluations

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

XVIII. Required Textbooks

We will be using the Finn and Hepworth textbooks from SOWK 523 (see below). 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 (**Nieto Manzer**).

Finn, J. L. (2020). *Just practice: A social justice approach to social work, 4th edition*. Oxford University Press.

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). *Direct social work practice: Theory and skills*, 11th ed. Belmont, CA: Brooks/Cole, Cengage Learning. (Ebook available for rent here: <https://www.cengage.com/c/empowerment-series-direct-social-work-practice-11e-hepworth/9780357630594/>).

DSM-5-TR: The DSM-5-TR is available online through the library's subscription using the link below.

URL: <https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/>

XIX. Recommended Materials & Resources

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. Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.

Unit	Topic	Readings	Assignment Due Dates
1	Why Therapy Works & Introduction to The Neurosequential Model of Therapeutics	<p><u>Required Readings</u></p> <p>Cozolino, L. (2016). The thinking brain: Consciousness and self-awareness. In <i>Why therapy works: Using our minds to change our brains</i>, (pp. 3–68). Norton.</p> <p>Finn, J. L. (2021). Just thinking: The concept of historical trauma and tribal critical race theory. In <i>Just practice: A social justice approach to social work</i>, (pp. 172–182). Oxford University Press.</p> <p>Perry, B. D. (2020). The neurosequential model. In J. Mitchell, J. Tucci, & E. Tronick (eds.), <i>The handbook of therapeutic care for children: Evidence-informed approaches to working with traumatized children and adolescents in foster, kinship, and adoptive care</i> (pp. 137–155). Jessica Kingsley Publishers.</p> <p style="text-align: center;">NMT Podcast: Dr. Bruce Perry https://podcasts.apple.com/us/podcast/reliece-trauma-the-brain-with-dr-bruce-perry/id1146941306?i=1000479767332</p> <p><u>Supplemental Reading</u></p> <p>Cozolino, L. (2016). The social brain: Embodied and embedded. In <i>Why therapy works: Using our minds to change our brains</i> (pp. 85–156). Norton.</p> <p>Webb, N. B. (2005). Applying Principles of Neurodevelopment to Clinical Work with Maltreated and Traumatized Children. In <i>Working with Traumatized Youth in Child Welfare</i>. Guilford Publications.</p>	
2	The Neurosequential Model of Therapeutics (continued) & The Evidence-Based Practice Process	<p><u>Required Readings</u></p> <p>Davis, S. D., & Hsieh, A. L. (2019). What does it mean to be a common factor informed family therapist? <i>Family Process</i>, 58(3), 629–640.</p>	Quiz #1 opens

Unit	Topic	Readings	Assignment Due Dates
		<p>Drisko, J. W., & Grady, M. D. (2019). What is evidence-based practice and how it influences clinical work: Introduction and overview. In J. W. Drisko & M. D. Grady, <i>Evidence-based practice in clinical social work</i>, (pp. 3–18). Springer. https://link.springer.com/content/pdf/10.1007/978-3-030-15224-6.pdf</p> <p>Ford, J. D., & Courtois, C. A. (2013). The Neurosequential Model of Therapeutics. In <i>Treating Complex Traumatic Stress Disorders in Children and Adolescents: Scientific Foundations and Therapeutic Models</i> (1st ed.). Guilford Publications.</p> <p>Hepworth, D. H., Vang, P. D., Blakey, J. M., Schwalbe, C., Evans, C. B. R., Rooney, R. H., Rooney, G. D., & Strom, K. (2023). Chapter 6-Verbal following, Exploring, and Focusing Skills. In <i>Direct social work practice: Theory and skills, 11th ed.</i>, (pp. 105–125). Cengage Learning Inc.</p> <p>Helpful resource: https://www.socialworkers.org/News/Research-Data/Social-Work-Policy-Research/Evidence-Based-Practice</p>	
3	Manualized Treatment	<p>Required Readings</p> <p>Drisko, J. W., & Grady, M. D. (2019). Continuing issues regarding evidence-based practice in practice. In J. W. Drisko, M. D. Grady, <i>Evidence-based practice in clinical social work</i>, (pp. 297–309). Springer. https://link.springer.com/content/pdf/10.1007/978-3-030-15224-6.pdf</p> <p>Keegan, L., Cartmel, J., & Harris, P. (2020). I've changed, I'm smarter: Empowering youth to thrive Neurosequential approach to employment, education and training outcomes for youth. <i>Children and Teenagers</i>, 3(1), 16–32.</p> <p>Kimber, M., Barac, R., & Barwick, M. (2019). Monitoring fidelity to an evidence-based treatment: practitioner perspectives. <i>Clinical Social Work Journal</i>, 47(2), 207–221.</p>	Quiz #1 closes

Unit	Topic	Readings	Assignment Due Dates
4	Measurement and Evaluation	<p>Required Readings Boswell, J. F., Hepner, K. A., Lysell, K., Rothrock, N. E., Bott, N., Childs, A. W., Douglas, S., Owings-Fonner, N., Wright, C. V., Stephens, K. A., Bard, D. E., Ajmain, S., & Bobbitt, B. L. (2023). The need for a measurement-based care professional practice guideline. <i>Psychotherapy, 60</i> (1), 1-16. http://dx.doi.org/10.1037/pst0000439</p> <p>Brown, M. A., & Di Lallo, S. (2020). Talking circles: A culturally responsive evaluation practice. <i>American Journal of Evaluation, 41</i>(3), 367–383.</p> <p>Finn, J. (2021). Evaluating, reflecting on, and celebrating our effort. In <i>Just practice: A social justice approach to social work</i>, (pp. 305–339). Oxford University Press.</p> <p>Osborne, V. A. & Marmo, S. (2023). Evaluation. In B. Corss-Denny (Ed.) <i>Integrative social work practice: Bridging micro, mezzo, and macro-level practice</i>, (pp. 241-255). Cognella.</p> <p>Supplemental Reading Orchard, F., Pass, L., Cocks, L., Chessell, C., & Reynolds, S. (2019). Examining parent and child agreement in the diagnosis of adolescent depression. <i>Child and Adolescent Mental Health, 24</i>(4), 338–344.</p> <p>She, Z., Xu, H., Cormier, G., Drapeau, M. & Duncan, B. L. (2023). Culture matters: Chinese mental health professionals' fear of losing face in routine outcome monitoring, <i>Psychotherapy Research</i>. https://doi.org/10.1080/10503307.2023.2240949</p>	
5	Case Management & Crisis Intervention	<p>Required Readings Cavaiola, A. A., & Colford, J. E. (2018). Essential Crisis Intervention Skills. In <i>Crisis Intervention: A Practical Guide</i>, (pp. 35–60). SAGE Publications, Inc. https://doi.org/10.4135/9781544327457.n5</p> <p>Lukersmith, M. S., Millington, M., & Salvador-Carulla, L. (2016). What is case management? A scoping and mapping review. <i>International Journal of Integrated Care, 16</i>(4). doi:10.5334/ijic.2477</p>	

Unit	Topic	Readings	Assignment Due Dates
		<p>Rosa-Dávila, E., & Lozada, V. (2021). Wraparound as a community mental health service philosophy for children and adolescents. <i>Journal of Mental Health and Social Behavior</i>, 3(2), 147. https://gexinonline.com/uploads/articles/article-jmhsb-147.pdf</p> <p>Supplemental Reading</p> <p>Carr, A. (2019). Family therapy and systemic interventions for child-focused problems: The current evidence base. <i>Journal of Family Therapy</i>, 41(2), 153–213.</p> <p>Sherman, M. D., & Larsen, J. L. (2018). Family-focused interventions and resources for veterans and their families. <i>Psychological Services</i>, 15(2), 146.</p> <p>Yu, R., Haddock, A., & Womack, T. (2020). Integrating supports for students with wraparound. <i>Contemporary School Psychology</i>, 1–9.</p>	
6	Mindfulness and Somatic Interventions	<p>Required Readings</p> <p>Schuman-Olivier, Z., Trombka, M., Lovas, D. A., Brewer, J. A., Vago, D. R., Gawande, R., Dunne, J. P., Lazar, S. W., Loucks, E. B., & Fulwiler, C. (2020). Mindfulness and behavior change. <i>Harvard Review of Psychiatry</i>, 28(6), 371–394.</p> <p>Singh, N. N., & Joy, S. D. S. (2021). Teaching mindfulness to adolescents. In N. N. Singh & S. D. Singh Joy (Eds.), <i>Mindfulness-based interventions with children and adolescents: Research and practice</i>, (pp. 162–178). Routledge/Taylor & Francis Group. https://doi.org/10.4324/9781315563862-12</p> <p>Vinci, C., Sawyer, L., & Yang, M. J. (2021). Minding the gap: Leveraging mindfulness to inform cue exposure treatment for substance use disorders. <i>Frontiers in Psychology</i>, 12, 651. https://doi.org/10.3389/fpsyg.2021.649409</p>	
7	Trauma Informed Treatment	<p>Required Readings</p> <p>Finn, J. L. (2021). Action and accompaniment. In <i>Just practice: A social justice approach to social work</i>, (pp. 274–278). Oxford University Press.</p>	Quiz# 2 opens

Unit	Topic	Readings	Assignment Due Dates
		<p>Levenson, J. (2020). Translating trauma-informed principles into social work practice. <i>Social Work, 65</i>(3), 288–298.</p> <p>Shonkoff, J. P., Slopen, N., & Williams, D. R. (2021). Early childhood adversity, toxic stress, and the impacts of racism on the foundations of health. <i>Annual Review of Public Health, 42</i>, 115–134.</p> <p>Takahashi, L. M., Tobin, K., Li, F. Y., Proff, A., & Candelario, J. (2022). Healing transgender women of color in Los Angeles: A transgender-centric delivery of seeking safety. <i>International Journal of Transgender Health, 23</i>(1–2), 232–242.</p> <p>Cohen, J. A., & Mannarino, A. P. (2015). Trauma-Focused Cognitive Behavioral Therapy for Traumatized Children and Families. <i>Child and Adolescent Psychiatric Clinics of North America, 24</i>(3), (pp. 557–570). https://doi.org/10.1016/j.chc.2015.02.005</p> <p>Seeking Safety: https://www.treatment-innovations.org/ss-description.html</p> <p>Suggested Readings</p> <p>Griffin, G. (2020). Defining trauma and a trauma informed COVID-19 response. <i>Psychological Trauma: Theory, Research, Practice, and Policy, 12</i>(S1), S279.</p> <p>Najavits, L. M., Krinsley, K., Waring, M. E., Gallagher, M. W., & Skidmore, C. (2018). A randomized controlled trial for veterans with PTSD and substance use disorder: Creating change versus seeking safety. <i>Substance Use & Misuse, 53</i>(11), 1788-1800.</p>	
8	Group Interventions and Facilitation Skills	<p>Required Readings</p> <p>Brown, N. W. (2018). The group. In <i>Psychoeducational groups: Process and practice</i>, (pp. 124–141). Routledge.</p> <p>Lopez, A., Rothberg, B., Reaser, E., Schwenk, S., & Griffin, R. (2020). Therapeutic groups via video teleconferencing and the impact on group cohesion. <i>Mhealth, 6</i>. doi:10.21037/mhealth.2019.11.04</p>	Quiz #2 closes

Unit	Topic	Readings	Assignment Due Dates
		<p>McDermott, F. (2020). It's a bit of a risk ... you just don't know what will happen. In <i>Inside group work: A guide to reflective practice</i> (pp.). Routledge.</p> <p>Miles, J. R., Anders, C., Kivlighan III, D. M., & Belcher Platt, A. A. (2021). Cultural ruptures: Addressing microaggressions in group therapy. <i>Group Dynamics: Theory, Research, and Practice</i>, 25(1), (pp. 74–88).</p>	
9	Psychoeducation and Support Groups	<p>Required Readings</p> <p>Brown, N. W. (2018). Planning. <i>Psychoeducational groups: Process and practice</i>. Routledge.</p> <p>Hepworth, D. H., Vang, P. D., Blakey, J. M., Schwalbe, C., Evans, C. B. R., Rooney, R. H., Rooney, G. D., & Strom, K. (2023). Facilitating Social Work Groups. In <i>Direct social work practice: Theory and skills, 11th ed.</i> , (pp. 366–384). Cengage Learning Inc.</p> <p>Finn, J. L. (2021). Addressing conflict—challenges and possibilities. In <i>Just practice: A social justice approach to social work</i>, (pp. 283–285). Oxford University Press.</p> <p>Supplemental Reading</p> <p>Cabiati, E. (2021). Social workers helping each other during the COVID-19 pandemic: Online mutual support groups. <i>International Social Work</i>, 0020872820975447.</p> <p>Gibson, A., Wladkowski, S. P., Wallace, C. L., & Anderson, K. A. (2020). Considerations for developing online bereavement support groups. <i>Journal of Social Work in End-of-Life & Palliative Care</i>, 16(2), 99–115.</p> <p>Havlik, S., Malott, K., Diaz Davila, J., Stanislaus, D., & Stiglianese, S. (2020). Small groups and first-generation college goers: An intervention with African American high school seniors. <i>The Journal for Specialists in Group Work</i>, 45(1), 22–39.</p>	Assignment #2 - Evidence-Based Intervention/Adaptation paper due
10	Interpersonal Psychotherapy	<p>Required Readings</p> <p>Bernecker, S. L., Coyne, A. E., Constantino, M. J., & Ravitz, P. (2017). For whom does interpersonal psychotherapy work? A systematic review. <i>Clinical Psychology Review</i>, 56, 82–93.</p>	

Unit	Topic	Readings	Assignment Due Dates
		<p>Brave Heart, M. Y. H., Chase, J., Myers, O., Elkins, J., Skipper, B., Schmitt, C., & Waldorf, V. (2020). Iwankapiya American Indian pilot clinical trial: Historical trauma and group interpersonal psychotherapy. <i>Psychotherapy, 57</i>(2), 184.</p> <p>Law, R., Ravitz, P., Pain, C., & Fonagy, P. (2022). Interpersonal psychotherapy and mentalizing—synergies in clinical practice. <i>American Journal of Psychotherapy, 75</i>(1), 44-50.</p> <p>Weissman, M. M., Markowitz, J. C., & Klerman, G. L. (2017). What is IPT? In <i>The guide to interpersonal psychotherapy: updated and expanded edition</i>, (pp. 21–29). Oxford University Press.</p> <p>Supplemental Reading Lemmens, L. H., Galindo-Garre, F., Arntz, A., Peeters, F., Hollon, S. D., DeRubeis, R. J., & Huibers, M. J. (2017). Exploring mechanisms of change in cognitive therapy and interpersonal psychotherapy for adult depression. <i>Behaviour Research and Therapy, 94</i>, 81–92.</p>	
11	Interventions with Couples	<p>Required Readings Eldridge, K., Mason, J., & Christensen, A. (2022). Client perceptions of the most and least helpful aspects of couple therapy. <i>Journal of Couple & Relationship Therapy, 21</i>(3), 277-303.</p> <p>Johnson, S. (2019). Attachment in action—changing the face of 21st-century couple therapy. <i>Current Opinion in Psychology, 25</i>, 101–104.</p> <p>Rajaei, A., & Sahebi, B. (2021). Re-visioning immigrant couple therapy: Immigrant couples in the United States and telebehavioral health. <i>The Family Journal, 10664807211000070</i>.</p>	Quiz #3 opens
12	Cognitive-Based Individual and Family Interventions	<p>Required Readings Leahy, R. L. (2018). Cognitive Behavior Family Therapy. In <i>Science and Practice in Cognitive Therapy: Foundations, Mechanisms, and Applications</i>, (pp. 214-232). The Guilford Press.</p> <p>Hayes, S. C., & Hofmann, S. G. (2021). “Third-wave” cognitive and behavioral therapies and the</p>	Quiz #3 closes

Unit	Topic	Readings	Assignment Due Dates
		<p>emergence of a process-based approach to intervention in psychiatry. <i>World Psychiatry</i>, 20(3), 363–375.</p> <p>Hepworth, D. H., Vang, P. D., Blakey, J. M., Schwalbe, C., Evans, C. B. R., Rooney, R. H., Rooney, G. D., & Strom, K. (2023). Enhancing family functioning and relationships. In <i>Direct social work practice: Theory and skills, 11th ed.</i>, (pp. 339–365). Cengage Learning Inc.</p> <p>Norris, L. A., & Kendall, P. C. (2020). A close look into Coping Cat: Strategies within an empirically supported treatment for anxiety in youth. <i>Journal of Cognitive Psychotherapy</i>, 34(1), 4–20.</p>	
13	Solution-Focused Brief Therapy	<p>Required Readings</p> <p>Bannink, F. P. (2007). Solution-focused brief therapy. <i>Journal of Contemporary Psychotherapy</i>, 37, 87-94.</p> <p>Magaña, V., & Tadros, E. (2022). Solution-Focused Brief Therapy with Hispanic Families. <i>Journal of Solution Focused Practices</i>, 6(2), 7.</p> <p>Takagi G, Sakamoto K, Nihonmatsu N, Hagidai M (2022) The impact of clarifying the long-term solution picture through solution-focused interventions on positive attitude towards life. <i>PLoS ONE</i> 17(5), pp. 1-13: e0267107.</p> <p>Zhang, A. (2022). Solution-focused brief therapy for depression among adolescents and young adults diagnosed with cancer: An open pilot trial. <i>Research on Social Work Practice</i>, 32(4), 388-401.</p>	
14	Termination	<p>Required Readings</p> <p>Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2023). The final phase: Evaluation and termination. In <i>Direct social work practice: Theory and skills, 11th ed.</i>, (pp. 431-448). Brooks/Cole, Cengage Learning.</p> <p>Patterson, J., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2018). Termination. In <i>Essential skills in family therapy: From the first interview to termination</i>. (pp. 262–274). Guilford Publications.</p>	<p>Assign. #3 - Demonstration of Interviewing Skills—Group Video Project due before class.</p>

Unit	Topic	Readings	Assignment Due Dates
		Osborne, V. A. & Marmo, S. (2023). Termination. In B. Corss-Denny (Ed.) <i>Integrative social work practice: Bridging micro, mezzo, and macro-level practice</i> (pp. 257-275). Cognella.	
15	Mezzo and Macro Practice – Putting it All Together	<p>Required Readings</p> <p>Manderscheid, R. (March 22, 2023). Biden administration's FY24 budget proposal reaffirms urgency of addressing nation's behavioral health needs. https://www.hmpgloballearningnetwork.com/site/bhe/biden-administrations-fy24-budget-proposal-reaffirms-urgency-addressing-nations-behavioral</p> <p>Manderscheid, R. (Feb 9, 2023). President Biden's plans to address our mental health and substance use crises https://www.nyaprs.org/e-news-bulletins/2023/2/9/bidens-plans-to-address-our-mental-health-and-substance-use-crises-manderscheid</p> <p>Wiener, J. (2022). Newsom's 'new strategy' would force some homeless, mentally ill Californians into treatment. https://calmatters.org/health/2022/03/newsom-california-mental-illness-treatment/</p> <p>Wiley, H. & Luna T. (n.d.). Newsom pitches mental health reforms http://enewspaper.latimes.com/infinity/article_share.a.spx?guid=667d11be-ed58-42b0-9bed-20d6dd70f6ea</p> <p>Supplemental Reading</p> <p>Manohar, V. (Jun 2, 2015). Here are ten things that need to happen to fix the broken mental health system https://www.linkedin.com/pulse/here-ten-things-need-happen-fix-broken-mental-health-system-manohar?utm_source=share&utm_medium=member_ios&utm_campaign=share_via</p>	

**XXI. University Statement on Academic Conduct And Support Systems
Academic Integrity**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in

the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university. For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: <https://dworakpeck.usc.edu/student-life/we-care-student->

wellness-initiative or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

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

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

VAC Students: Uwill Counseling Services

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

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

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

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

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

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

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

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

Kortschak Center for Learning and Creativity - 213-740-7884, kortschakcenter@usc.edu

The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, writing@usc.edu

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

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

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

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

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

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

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

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

Non-emergency assistance or information.

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

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

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

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

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

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

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!