

USC Suzanne Dworak-Peck  
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School of Social Work

**SOWK 593 Applied Learning in Practicum Education II**

**Section: #67078**

3 Units

Spring 2025

Class Day: Saturday

Time 8:00 AM-9:15 AM PST

Location: VAC

**SYLLABUS**

**Instructor** Cynthia Soria, LCSW  
**E-Mail:** soriacm@usc.edu  
**Cell Phone:** 310-291-9997 (Text or Voicemail)  
**Office Phone:** 310-291-9997 (Text or Voicemail)  
  
\*Replies can be expected within 2 business days

**Office Location & Hours:** VAC/Zoom – By appointment only

**Zoom Meeting Link:** <https://usc.zoom.us/j/98803712627>

**Course Lead:** Rafael C. Angulo (UPC/VAC)

**Email:** [angulo@usc.edu](mailto:angulo@usc.edu)

**IT Help Hours of Service:** 24 hours, 7 days/week

**IT Help Contact Information:**

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**Course Prerequisites and/or Co-Requisites**

This is the second generalist master's level Practicum Education course. Students must successfully complete SOWK 591, SOWK 506, and SOWK 523 to participate in this course.

**I. Catalog Description**

Supervised generalist master's level practicum seminar and practicum placement to develop practice skills collaborating with individuals, families, groups, communities, and/or organizations. Graded CR/IP/NC.

**II. Course Description**

In this course, students will build upon the foundational skills developed in SOWK 591, further strengthening their professional competencies as emerging social workers. As part of their ongoing professional development, students will engage in activities designed to enhance critical thinking and deepen their understanding of implicit bias and its effects on themselves, their clients, and society. The instructor, also serving as the practicum Faculty Liaison, will provide continued support as an educator, consultant, and coach throughout the practicum experience, working closely with agency representatives and practicum instructors. **Practicum Instructors, who are seasoned master-level social workers**, will guide students in applying social work practices, values, and ethics within a professional environment. They will also collaborate with students and preceptors (if applicable) to develop and approve learning agreements, offer feedback on Reflective Learning Tools, complete end-of-semester evaluations, and ensure all necessary paperwork is submitted on time.

This graduate-level course offers an integrative exploration of **relational cultural theory (RCT), liberation psychology, cognitive behavioral therapy (CBT), and expressive arts** within the context of social work practicum education. Designed to deepen students' understanding of these powerful therapeutic frameworks, this course emphasizes their application in real-world social work practice, with a focus on individual and community-based interventions.

Students will examine **RCT's** focus on the power of relationships and empathy in fostering growth, healing, and social justice, while also exploring the principles of **liberation psychology**, which advocates for the empowerment of marginalized communities through an understanding of socio-political context and systemic oppression. In parallel, students will learn to apply **CBT** techniques to help clients

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identify and challenge unhelpful thought patterns, building practical skills for emotional regulation and behavior change.

The course also introduces **expressive arts** as a transformative tool for healing and self-expression. Using creative mediums such as art, music, and movement, students will learn how to incorporate these techniques into therapy to enhance communication, emotional exploration, and resilience.

Through lectures, experiential exercises, case studies, and collaborative discussions, students will gain the skills to integrate these theoretical approaches into their practicum settings. They will reflect on their personal and professional development, understanding how their own identities and experiences shape their practice and their relationships with clients.

In their practicum placements, **students will be guided in the application of RCT, liberation psychology, CBT, and expressive arts, allowing them to build their clinical competencies while addressing the diverse needs of their clients.** By the end of the course, students will be prepared to engage in therapeutic work that is culturally responsive, empathetic, and socially just.

At the end of the semester, the practicum Faculty Liaison/Instructor will confirm the successful completion of all practicum assignments and the satisfactory development of the Council on Social Work Education (CSWE) competencies. In addition, the practicum Faculty Liaison will be responsible for assigning students a grade of Credit or No Credit.

### III. Course Objectives

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

1. Develop an understanding of relational cultural theory, liberation psychology, cognitive behavioral therapy, and expressive arts as complementary approaches to social work practice.
2. Students will engage in critical self-reflection to explore how power, privilege, and oppression impact their personal social work practice, as well as the impacts to the social work profession.
3. Apply these frameworks in a practicum setting, integrating theory with practice to address the mental health and social justice needs of clients.

4. Reflect on the role of personal and cultural identity in shaping therapeutic practice and client relationships.
5. Enhance clinical skills, including empathy, active listening, cognitive restructuring, and the use of creative modalities in therapeutic interventions.
6. Engage in critical thinking about systemic oppression, privilege, and power dynamics, using a strength-based approach to empower clients and communities.

#### **IV. CSWE Core Competencies Addressed in this Course**

The following table lists the nine Social Work core competencies, as defined by the Council on Social Work Education's **2022** Educational Policy and Accreditation Standards, which are the basis of the student learning outcomes in the MSW program. This course requires development in all nine of the competencies.

##### **Competency 1. Demonstrate Ethical and Professional Behavior**

1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

1b. Demonstrate professional behavior, appearance, and oral, written, and electronic communication.

1c. Use technology ethically and appropriately to facilitate practice outcomes; and

1d. Use supervision and consultation to guide professional judgment and behavior.

##### **Competency 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

2a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

4a. Apply research findings to inform and improve practice, policy, and programs; and

4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

**Competency 5: Engage in Policy Practice**

5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

**Competency 6: Engage Individuals, Families, Groups, Organizations, and Communities**

6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

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; and

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

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

9a. Select and use culturally responsive methods for evaluation of outcomes; and

9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

**V. Course Format & Instructional Methods**

This is a credit/no credit course offered in-person as well as online in the Virtual Academic Center (VAC). Practicum Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (Brooks, 2010). These competencies are articulated in the CSWE EPAs and make up the end-of-semester evaluation for practicum education internship. Students are prepared to successfully achieve the competencies using various instructional methods by both the practicum Faculty Liaison and Agency practicum Instructors.

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

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Instructional methods consist of seminar instruction and guidance combined with community agency activities under the supervision of a designated practicum Instructor. These activities include hands-on interactions with clients, shadowing opportunities, training, individual and group supervision, guidance on proper documentation, crisis management responses, didactic instruction, and experiential exercises.

Reflective Learning Tools are used to describe students' client interactions, improve critical thinking skills, provide an opportunity for instructor input, and provide a formal opportunity for self-reflection. A teaching plan known as the Learning Agreement will be developed and/or revisited collaboratively between the student and their agency practicum Instructors. At the end of the semester, the Practicum Instructors will complete the student evaluation and recommend a grade to the Practicum Faculty Liaison. The Faculty Practicum Liaisons oversee the student's progress in their practicum placements, including consultation for students' practicum education internship assignments.

The Faculty Practicum Liaisons meet with students as needed to support the practicum experiences and schedule at least one practicum visit meeting a semester between the student and agency practicum Instructor to ensure the quality of students' learning opportunities and progress. The Faculty Practicum Liaisons will also clarify the School expectations and serve as consultants and mediators for student and internship-related conflicts. During weekly practicum seminars, students will process social work theory and instruction with their practicum experiences.

**\*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.

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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 lead, students should contact **Prof. Rafael Angulo (angulo@usc.edu)**. If their concerns remain unresolved, then students can contact the **MSW Program Director, Dr. Lewis at lewi573@usc.edu** for further assistance.

**VI. Technology Proficiency & Hardware/Software Required**

This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students](#), [Blackboard help for students](#), [Software available to USC Campus](#). VAC students are using Canvas. Canvas tech support can be reached at 833-713-1200 or use the “Help” button in Canvas

**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	Due Date	Grading
<b>SEMINAR-BASED ASSIGNMENTS</b>		
<b>Assignment 1</b> Critical Reflection on Power, Privilege, & Oppression	<b>Units 2-15 (1/25/25-5/3/25)</b>	Credit/No Credit (CR/NC)  <i>See assignment instructions for detailed grading criteria.</i>
<b>Assignment 2</b> Creative Expression as Reflection Presentation	<b>Presentations during Units 12-14 (4/12/25-4/26/25)</b>	CR/NC  <i>See assignment instructions for detailed grading criteria.</i>
<b>Assignment 3</b> Seminar Participation and Self-Evaluation	Units 1-8  <b style="background-color: yellow;">Mid-semester self-evaluation due Unit 8 (3/8/25)</b>	CR/NC  <i>Student will complete a self-evaluation relating to participation in seminar</i>



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Assignment	Due Date	Grading
<b>PRACTICUM-BASED ASSIGNMENTS</b>		
<b>Assignment 4</b> Reflective Learning Tools (RLTs) – 4 total	2 RLTs completed by Unit 8 (3/8/25), remaining 2 due by Unit 15 (5/3/25)	CR/NC <i>All 4 RLTs required for Credit</i>
<b>Assignment 5</b> Completion/Review of Learning Agreement	Learning Agreement due by Unit 5 (2/14/25)	CR/NC <i>Completed Learning Agreement required for Credit</i>
<b>Assignment 6</b> Development of Competencies reflected via Final Evaluation	Development of Competencies as evidenced in Evaluation due by Unit 15 (5/3/25)	CR/NC <i>Completed Competency Evaluation required for Credit</i>
<b>Assignment 7</b> Completion of Practicum Hours	Unit 15 (min of 50% due by Unit 8 (3/8/25), 100% due by Unit 15 (5/3/25))	CR/NC <i>minimum number of hours indicated in the practicum calendar must be completed for Credit</i>

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

### Descriptions of Assignments

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

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**Assignment 1 – Critical Reflection on Power, Privilege, & Oppression**

Students will read and engage in critical reflection, through a Liberation Psychology, Relational Cultural Therapy, and Expressive Arts lens, each week using the following text:

**Afuape, T. (2011). *Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken*. Routledge.**

Each week, pre-appointed student(s) will facilitate a discussion about the assigned reading. All students will engage in critical reflections/dialogues to reflect on the concepts related to power, privilege, and oppression. A discussion, using a **decolonial framework**, is defined as an open dialogue between students to critically reflect on their thoughts, feelings, and applications of the concepts to the practicum experience. Prior to all discussions, agreements (or norms) of engagement should be expressed to ensure a safe and respectful space for all to share bravely.

**Due:** Units 2-14; Student must facilitate one discussion and complete 12 out of 14 discussions for Credit

*This assignment relates to course objectives 1, 2, & 4.*

**Assignment 2 – Creative Expression as Reflection**

Expressive arts therapy, also known as creative arts therapy, is the use of the creative arts (dance, photography, art, poetry, music, drama, creative writing, etc.) as a form of therapy, teaching, mediation, social action, and group facilitation, and/or to awaken personal growth and creativity. Unlike traditional art expression, the creation process is emphasized rather than the final product. Students will explore expressive art through process and content and share experiential learning, theory, and practice with the class. Students will be provided with an assignment description and checklist for successful completion (must meet 6 out of 7 criteria to receive credit).

**Due:** Students will present their work in class during Units 12-14

*This assignment relates to learning objective 3.*

**Assignment 3 – Seminar Participation and Self-Evaluation**

Class participation should consist of thoughtful, respectful, and meaningful contributions based on relevant practicum experience or instructional themes of the week, required readings, and assignments prior to class. Class participation is defined as being actively engaged in your learning, demonstrated by participating in class discussions, corresponding with the instructor and classmates, asking questions, sharing thoughts/feelings/experiences, and other curiosities related to how to apply these concepts to your professional practicum education settings. Students will be provided a self-evaluation to reflect on their active and proactive learning & meaningful seminar participation.

***Active and Proactive Learning, & Meaningful Participation***

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

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

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

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

Due: Consultation occurs Units 1-15; Mid-semester evaluation due Unit 8.

*This assignment relates to learning objectives 1, 2, 3, & 4*

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**Assignment 4 – Reflective Learning Tools (RLTs)**

Four RLTs are due continuously to the agency practicum Instructor and as identified in the Learning Agreement. Students will come to class prepared to share their practicum experiences and provide feedback using the Relational Cultural Theory (RCT) model and the application of the required readings. In addition, students will utilize the content of their RLTs in sharing their reflections on their practicum work.

There are multiple Reflective Learning Tool forms to choose from based on the setting type:

- *Individual (Micro)* – may include direct clinical practice with assigned clients and shadowing other social workers.
- *Group (Mezzo)* – may include conducting or observing group work, such as psychoeducation or community focus groups.
- *Community (Macro)* – may include analyzing data, developing policies and resources, coordinating community events, meetings, assigned projects, activities, and trainings.

**Due:** Two of the RLTs are to be completed by Unit 8; the remaining two due by Unit 15.

All four RLTs must be completed and reviewed by the Practicum Instructor to receive Credit for this assignment and successful completion of this course (no partial credit). RLTs are uploaded to BrightSpace.

*This assignment relates to course objectives 1, 2, & 4.*

**Assignment 5 – Completion or Review of Learning Agreement**

- Complete or review Learning Agreement with practicum goals.
- Ensure that the completed Learning Agreement is signed by the Intern, Practicum Instructor, and Practicum Liaison.

**Due:** Learning Agreement due by Unit 5. The Learning Agreement must be completed for the successful completion of this course and to receive credit for this assignment (no partial credit).

*This assignment relates to learning objectives 1, 2, & 4*

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**Assignment 6: Development of Competencies reflected via Final Evaluation**

- Demonstrate second-semester generalist skills in the CSWE Core Competencies as listed in the end-of-semester evaluation.
- Complete a self-assessment by rating themselves on the end-of-semester evaluation.
- Review and discuss the end-of-semester evaluation completed by the practicum Instructor, who makes the grade recommendation. If satisfied that the content accurately reflects progress, the student and Practicum Instructor sign as instructed.
- Ensure that the completed evaluation is received and signed by the practicum Liaison.

**Due:** Development of Competencies as evidenced in the Evaluation due by Unit 15. The Evaluation must be completed for successful completion of this course and to receive credit for this assignment (no partial credit).

*This assignment relates to learning objectives 1, 2, & 4*

**Assignment 7: Completion of Practicum Hours**

- Complete the required number of practicum placement hours as identified in the Practicum Manual and practicum calendar.

**Due:** See practicum calendar. Minimum of 50% of hours completed by Unit 8, 100% of hours completed by Unit 15. All required hours must be completed for successful completion of this course and to receive credit for this assignment (no partial credit). Practicum hours should be logged weekly into InPlace and approved by the Practicum Instructor.

*This assignment relates to learning objectives 1, 2, & 4*

**Additional Information about practicum:**

*If there are unresolved practicum-related issues, discuss them with your Practicum Instructor and, if needed, contact your Practicum Liaison.*

All University Holidays are sanctioned time off. If a University Holiday falls on one of the student's regularly scheduled days at the agency, students are not required to attend the internship. If students observe the University Holiday, they do not earn credit for practicum hours that day and are required to make up any missed practicum hours.

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Students are also required to make up any practicum hours missed due to agency holidays that fall on their scheduled placement day and are not University Holidays. Students should consult with their Practicum Instructor and/or Preceptor to ensure their absence would not adversely affect the agency and/or client care. Students are allowed eight hours each semester to take time off for religious holidays or illness, which must be discussed in advance and arranged with the practicum Instructor/Preceptor. This time counts in the practicum Internship hours, and the student does not have to make up this time. Make-up hours for additional time missed must be discussed with and approved by the Practicum Instructor/Preceptor.

If agreed upon prior to the start of the practicum placement, some students may be expected to complete additional practicum hours and/or other requirements to fulfill their professional commitment to the agency. The On Campus Program (OCP) practicum Calendar is available at: <https://dworakpeck.usc.edu/msw-on-campus/practicum-education/students-forms>. VAC students will find the VFP practicum Calendar in the Toolbox located on the Digital Learning Platform. Please note the calendars are different for OCP and VAC.

**Please note:** Course readings and classroom discussions 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. Course content, class discussions, and self-reflection might cause 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

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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 Nun Letter Grade	Corresponding Credit or No Credit
3.85 – 4.00      A	93 – 100      A	Credit
3.60 – 3.84      A-	90 – 92      A-	Credit
3.25 – 3.59      B+	87 – 89      B+	Credit
2.90 – 3.24      B	83 – 86      B	Credit
2.60 – 2.87      B-	80 – 82      B-	No Credit
2.25 – 2.50      C+	77 – 79      C+	No Credit

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1.90 – 2.24	C	73 – 76	C	No Credit
1.89 & below	C-	70 – 72	C-	No Credit

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

**VII. Assignment Submissions, Extensions & Extra Credit Policy**

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

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

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

**VIII. Grading Timeline**

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

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

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

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



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**X. Attendance**

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

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination, due to holy days observance.

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

**XI. Classroom Norms**

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

**XII. Zoom Etiquette and Use of Technology in the Classroom**

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

**XIII. Academic Integrity**

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional,

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and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the [Office of Academic Integrity \(OAI\)](#).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

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

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

#### **Special Note on the Use of AI Generators**

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

#### **XIV. Course Content Distribution and Synchronous Session Recordings**

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the

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future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: [The USC Student Handbook](#), page 13).

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

#### **XV. Course Evaluations**

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

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

**Afuape, T. (2011). *Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken*. Routledge.**

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

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

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

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

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USC guide to avoiding plagiarism:

<https://libguides.usc.edu/writingguide/plagiarism>

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

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

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

Institute for the Advancement of Social Work Research.

Available at <http://www.iaswresearch.org>

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

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

### **XVII. 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.**

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Unit/Week #	Topics	Readings
1  1/18/25	<ul style="list-style-type: none"> <li>● Review integration of MI, PST, and CBT in practicum</li> <li>● RCT review and expectations</li> <li>● Introduction to Critical Reflections on Liberation Psychology through Afuape textbook</li> <li>● Placement consultation: Beginning or returning to your practicum placement</li> </ul>	<p>Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 1-15). Routledge.</p> <p>Elchert, D. (Host). (2021, August 25). What is Liberation Psychology? [Audio podcast episode]. In The clinical consultant. The National Register of Health Service Psychologist.  <a href="https://www.nationalregister.org/multimedia/what-is-liberation-psychology/">https://www.nationalregister.org/multimedia/what-is-liberation-psychology/</a></p> <p>PopPsych. (2019, July 14). Relational-cultural theory [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=ge6xFW9BZrl">https://www.youtube.com/watch?v=ge6xFW9BZrl</a></p>
2  1/25/25	<ul style="list-style-type: none"> <li>● Critical Reflections on Liberation Psychology through Afuape textbook.</li> <li>● Placement consultation: Relational Cultural Theory (RCT) as a Framework</li> </ul>	<p>Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 19-35). Routledge.</p> <p>Hammer, T. R., Crethar, H. C., &amp; Cannon, K. (2016) Convergence of identities through the lens of relational-cultural theory. <i>Journal of Creativity in Mental Health</i>, 11(2), 126-141.  <a href="https://doi.org/10.1080/15401383.2016.1181596">https://doi.org/10.1080/15401383.2016.1181596</a></p> <p>Jordan, J. V. (2017). Relational-cultural theory: The power of connection to transform our lives. <i>The Journal of Humanistic Counseling</i>, 56(3), 228-243. <a href="https://doi.org/10.1002/johc.12055">https://doi.org/10.1002/johc.12055</a></p>
3  2/1/25	<ul style="list-style-type: none"> <li>● Critical Reflections on Liberation Psychology through Afuape textbook</li> <li>● Expressive Arts Therapy</li> </ul>	<p>Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 36-54). Routledge.</p> <p>Bowers, N. R., &amp; Darewych, O. H. (2019). Expressive arts: Instruments for individual and community change. In P. Dunn (Ed.), <i>Holistic</i></p>

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	<ul style="list-style-type: none"> <li>● Placement consultation: Expressive Arts in Practicum</li> </ul>	<p>healing: Theories, practices, and social change (pp. 181-197). Canadian Scholars.</p> <p>Huss, E., &amp; Sela-Amit, M. (2019). Art in social work: Do we really need it? <i>Research on Social Work Practice</i>, 29(6), 731-736.  <a href="http://doi.10.1177/1049731517745995">http://doi.10.1177/1049731517745995</a></p> <p>Malchiodi, C. (2020, September 23). Expressive arts therapy and trauma: Movement, sound, image, performance [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=SutB72QBvZs">https://www.youtube.com/watch?v=SutB72QBvZs</a></p> <p>Regev, D., &amp; Cohen-Yatziv, L. (2018). Effectiveness of art therapy with adult clients in 2018—what progress has been made? <i>Frontiers in Psychology</i>, 9, 1-19. <a href="https://doi.org/10.3389/fpsyg.2018.01531">https://doi.org/10.3389/fpsyg.2018.01531</a></p>
<p style="text-align: center;">4</p> <p style="text-align: center;">2/8/25</p>	<ul style="list-style-type: none"> <li>● Critical Reflections on Liberation Psychology through Afuape textbook</li> <li>● Placement consultation: Resistance</li> </ul>	<p>Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 57-67). Routledge.</p> <p>Gray, A., (2019, June 4). The bias of “professional” standards. <i>Stanford Social Innovation Review</i>.  <a href="https://ssir.org/articles/entry/the_bias_of_professionalism_standards">https://ssir.org/articles/entry/the_bias_of_professionalism_standards</a></p> <p>Okun, T. (2021). White supremacy culture.  <a href="https://www.whitesupremacyculture.info/">https://www.whitesupremacyculture.info/</a></p>
<p style="text-align: center;">5</p> <p style="text-align: center;">2/15/25</p>	<ul style="list-style-type: none"> <li>● Critical Reflections on Liberation Psychology through Afuape textbook</li> <li>● Placement consultation: Trauma</li> </ul>	<p>Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 68-77). Routledge.</p> <p>Kress, V. E., Haiyasoso, M., Zoldan, C. A., Headley, J. A., &amp; Trepal, H. (2018). The use of relational-cultural theory in counseling clients</p>

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		<p>who have traumatic stress disorders. <i>Journal of Counseling &amp; Development</i>, 96(1), 106–114.  <a href="https://doi.org/10.1002/jcad.12182">https://doi.org/10.1002/jcad.12182</a></p>
<p>6 2/22/25</p>	<ul style="list-style-type: none"> <li>● Critical Reflections on Liberation Psychology through Afuape textbook</li> <li>● Placement consultation: Liberation Psychology and practicum</li> </ul>	<p>Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 78-95). Routledge.</p> <p>Scragg, T. (2019). Reflective practice on placement. In A. Mantell &amp; T. Scragg (Eds.), <i>Reflective practice in social work</i> (5th ed., pp. 139-154). Learning Matters.</p>
<p>7 3/1/25</p>	<ul style="list-style-type: none"> <li>● Critical Reflections on Liberation Psychology through Afuape textbook</li> <li>● Placement consultation: What Does Critical Reflection Mean to You?</li> </ul>	<p>Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 96-105). Routledge.</p> <p>Curry, A., &amp; Epley, P. (2021). Toward a reflection-centered model of graduate social work education: Implications for enhanced practice. <i>Journal of Teaching in Social Work</i>, 41(1), 57-76.  <a href="https://doi.org/10.1080/08841233.2020.1855617">https://doi.org/10.1080/08841233.2020.1855617</a></p> <p>Rankine, M. (2021). Thinking critically: A four-layered practice model in supervision. In K. O'Donoghue &amp; L. Engelbrecht (Eds.), <i>The Routledge international handbook of social work supervision</i> (pp. 345-357). Routledge.</p> <p>Taiwo, A. (2021). Social workers' use of critical reflection. <i>Journal of Social Work</i>, 0(0), 1-18.  <a href="https://doi.org/10.1177/14680173211010239">https://doi.org/10.1177/14680173211010239</a></p>
<p>8 3/8/25</p>	<ul style="list-style-type: none"> <li>● Critical Reflections on Liberation Psychology through Afuape textbook</li> </ul>	<p>Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 109-130). Routledge.</p> <p>Ackerman, C. E. (2021, August 12). 19 narrative therapy techniques, interventions &amp; worksheets.</p>

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	<ul style="list-style-type: none"> <li>● Placement consultation: Narrative Approaches at Practicum Placement</li> </ul>	<p>Positive Psychology.  <a href="https://positivepsychology.com/narrative-therapy/">https://positivepsychology.com/narrative-therapy/</a></p> <p>Birdsey, N., &amp; Kustner, C. (2021). Reviewing the social GRACES: What do they add and limit in systemic thinking and practice? <i>The American Journal of Family Therapy</i>, 49(5), 429-442.  <a href="https://doi.org/10.1080/01926187.2020.1830731">https://doi.org/10.1080/01926187.2020.1830731</a></p> <p>TED. (2009, October 7). Chimamanda Ngozi Adichie: The danger of a single story [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=D9lhs241zeg">https://www.youtube.com/watch?v=D9lhs241zeg</a></p>
9 3/15/25	<ul style="list-style-type: none"> <li>● Critical Reflections on Liberation Psychology through Afuape textbook</li> <li>● Placement consultation: Exploring the Levels of Context at Practicum</li> </ul>	<p>Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 131-144). Routledge.</p> <p>Avruch, D. O., &amp; Shaia, W. E. (2022). Macro MI: Using Motivational Interviewing to Address Socially-engineered Trauma. <i>Journal of Progressive Human Services</i>, 33(2), 176–204.  <a href="https://doi.org/10.1080/10428232.2022.2063622">https://doi.org/10.1080/10428232.2022.2063622</a></p>
10 3/29/25	<ul style="list-style-type: none"> <li>● Critical Reflections on Liberation Psychology through Afuape textbook</li> <li>● Placement consultation: Daisy Model and Your Practicum</li> </ul>	<p>Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 145-166). Routledge.</p> <p>Imran, M., Chen, Y., Wei, X. W., &amp; Akhtar, S. (2019). A critical study of coordinated management of meaning theory: A theory in practitioners' hands. <i>International Journal of English Linguistics</i>, 9(5), 301-306.  <a href="https://doi.org/10.5539/ijel.v9n5p301">https://doi.org/10.5539/ijel.v9n5p301</a></p>
11 4/5/25	<ul style="list-style-type: none"> <li>● Critical Reflections on Liberation Psychology through Afuape textbook</li> <li>● Placement consultation: Power and Collaborative Practice</li> </ul>	<p>Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 167-185). Routledge.</p> <p>Singer, J. (Host). (2021, December 17). Feedback informed treatment: Interview with Scott D. Miller, Ph.D. [Audio podcast episode]. <i>Social Work</i></p>



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		Podcast. <a href="https://socialworkpodcast.blogspot.com/2021/12/FIT.html">https://socialworkpodcast.blogspot.com/2021/12/FIT.html</a>
12  4/12/25	<ul style="list-style-type: none"> <li>● Critical reflections on Liberation Psychology through Afuape textbook</li> <li>● Expressive Arts Presentations I</li> <li>● Placement consultation: Memory</li> </ul>	Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 186-191). Routledge. Hirschberger, G. (2018). Collective trauma and the social construction of meaning. <i>Frontiers in Psychology</i> , 9, 1441-1441. <a href="https://doi.org/10.3389/fpsyg.2018.01441">https://doi.org/10.3389/fpsyg.2018.01441</a>  Norcross, J. C., Zimmerman, B. E., Greenberg, R. P., & Swift, J. K. (2017). Do all therapists do that when saying goodbye? A study of commonalities in termination behaviors. <i>Psychotherapy</i> , 54(1), 66-75. <a href="https://doi.org/10.1037/pst000097">https://doi.org/10.1037/pst000097</a>
13  4/19/25	<ul style="list-style-type: none"> <li>● Critical reflections on Liberation Psychology through Afuape textbook</li> <li>● Expressive Arts Presentations II</li> <li>● Placement consultation: Naming Oppression</li> </ul>	Afuape, T. (2011). Power, resistance, and liberation in therapy with survivors of trauma: To have our hearts broken (pp. 195-204). Routledge.  Tascón, S. M., & Ife, J. (2019). Decolonising social work vocabulary. In S. M. Tascón & J. Ife (Eds.), <i>Disrupting whiteness in social work</i> (1st ed., pp. 185-193). Taylor & Francis. <a href="https://doi-org.libproxy2.usc.edu/10.4324/9780429284182">https://doi-org.libproxy2.usc.edu/10.4324/9780429284182</a>
14  4/26/25	<ul style="list-style-type: none"> <li>● Expressive Arts Presentations III</li> <li>● Placement consultation: Community</li> </ul>	Gottlieb, M. (2021). The case for a cultural humility framework in social work practice. <i>Journal of Ethnic &amp; Cultural Diversity in Social Work</i> , 30(6), 463-481. <a href="https://doi.org/10.1080/1533204.2020.1753615">https://doi.org/10.1080/1533204.2020.1753615</a>
15  5/3/25	<ul style="list-style-type: none"> <li>● Placement consultation: End of Semester Seminar and Practicum Reflection</li> </ul>	Bhatia, A., & Gelso, C. J. (2017). The termination phase: Therapists' perspective on the therapeutic relationship and outcome. <i>Psychotherapy</i> , 54(1), 76-87. <a href="https://doi.org/10.1037/pst0000100">https://doi.org/10.1037/pst0000100</a>  Goode, J., Park, J., Parkin, S., Tompkins, K. A., Swift, J. K., Hilsenroth, M. J. (2017). A collaborative approach to psychotherapy termination. <i>Psychotherapy</i> , 54(1), 10. <a href="https://doi.org/10.1037/pst0000085">https://doi.org/10.1037/pst0000085</a>

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### **XVIII. University Statement on Academic Conduct And Support Systems**

#### **Academic Integrity**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

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

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

#### **Students and Disability Accommodations**

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

#### **Support Systems**

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

### Counseling and Mental Health Services:

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

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

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

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

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

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

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

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

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

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

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

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

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

The Kortschak Center offers academic coaching and resources.

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

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

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

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

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

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

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

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

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

Non-emergency assistance or information.

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

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

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

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

## 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

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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.

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- ✓ 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!