USC Suzanne Dworak-Peck
School of Social Work

SOWK 617: Substance Related and Behavioral Addictive Disorders and Recovery

Section #67134
3 Units
Spring 2025, Wednesday, 10:15am – 11:30am PT
Location: VAC

SYLLABUS
(Subject to change)

"It is often in the darkest skies that we see the brightest stars." Richard Paul Evans (author)

Instructor Photo	**Instructor:**	Cassandra Fatouros, MBA, LCSW
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	Office Location:	https://usc.zoom.us/my/**cassandrafatouros**
	Office Hours Days & Times:	Wednesdays, 11:30am – 12pm PT and by appointment.
		Appointments can be made via email or using https://calendly.com/usc_fatouros
	Zoom Meeting Link:	https://usconline.zoom.us/j/98699492537
	Course Lead:	Cassandra Fatouros, MBA, LCSW
	Email:	fatouros@usc.edu
	IT Help Hours of Service:	24 hours, 7 days/week
	IT Help Contact Information:	• Please contact your course instructor for course-specific issues (e.g., accessing live sessions, submitting assignments).

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

I.   Course Prerequisites and/or Co-Requisites

This elective course is open to School of Social Work students who have completed their foundation year course requirements and open to all students.

II.   Catalogue Description

Causal exploration of substance related and behavioral addictive disorders. Evidence-based and practice informed treatment models for vulnerable individuals, groups and families.

III.   Course Description

This course uses a social work systemic approach to understanding substance misuse and other addictive behaviors. At present, there are no unifying theories of addiction and there are no unifying theories on treating addictions. Given the absence of overarching theoretical support, this course begins with a historical overview of addiction and the systems used in the past to try to eradicate addiction to illegal substances and the systems of care used to treat addiction and improve the well-being of vulnerable individuals and communities. The course is designed to then provide an overview of the epidemiological perspective, ethical and legal perspective, and sociological perspective. It also contains information on current treatment trends including the recognized levels of care. The course ends with an overview of both the historic and the contemporary policy trends for how our society views addiction, responds to those people affected by addiction, advances social and economic justice, and to eradicate pressing societal problems in complex and culturally diverse environments.

IV.   Course Objectives

By the completion of this course, students will be able to:
1. Identify the context and stages of substance and behavioral misuse and dependence, including the professional's role in mitigating crises.
2. Critically understand the foundations of 12-step fellowship communities and be able to compare and contracts with historical and present-day approaches to addiction intervention.
3. Demonstrate knowledge of effective intervention options for individuals who have been diagnosed with co-occurring disorders in a diverse world.

> 4. Demonstrate personal and professional sensitivity in understanding the cultural context of persons from diverse communities dealing with substance related disorders.

V. CSWE Core Competencies Addressed in this Course

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

CSWE Core Competencies Highlighted in this Course:
Competency 3. Engage in 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 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities 6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies, incorporating ISW concepts of person-centered, strengths-based care and intercultural competence 6b. Use advanced empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies, integrating ISW principles of self-awareness and critical reflection.
Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities 7a. Understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups. 7b. Understand how their personal experiences and affective reactions may affect their assessment and decision-making and seek reflection through supervision and consultation.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities

8a. Skillfully choose and implement culturally competent interventions to achieve practice goals and enhance capacities of clients.

8b. Are self-reflective in understanding transference and countertransference in client interactions as well as practice self-care in the face of disturbing personal reactions.

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.

This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the University's Blackboard Academic Suite™ System (https://blackboard.usc.edu/) will support access to course-related materials and communication for campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

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

Instructor's Oath

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

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

VII. Technology Proficiency & Hardware/Software Required

This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: Zoom information for students, Software available to USC Campus.

For campus-based students, USC is using **Brightspace**. To access Brightspace go to https://brightspace.usc.edu/d2l/login to login and find your courses. You also can find Brightspace on myUSC. The mobile app, Brightspace Pulse, also is available in both the Apple App Store and Google Play. Training and resources are available at Brightspace Student Tutorials. The following are technical support resources:

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

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

VIII. Course Assignments, Due Dates & Percent of Final Grade

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

Assignment	Course Objectives Assessed by Assignment	Unit Due[1]	% of Grade
Assignment 1 Self-help Group Meeting Reaction Paper	1, 2, 4	2/12/2025	20%
Assignment 2 Recovery Interventions in Group Settings	1, 4	2/26/2025 (In-Class Exercise)	10%
Assignment 3 Recovery with At-risk Populations (Group Presentation)	1, 2, 3, 4	4/23/2025 & 4/30/2025	25%
Assignment 4	1, 2, 3, 4	4/30/2025	35%

Long-term Recovery Interview and Paper			
Active and Proactive Learning, & Meaningful Participation	1, 2, 3, 4	Ongoing	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

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

Assignment 1 – Self-help Group Meeting Reaction Paper (20% of course grade)
Due: 2/12/2025 before start of class
The student will attend a traditional 12-step meeting or other non-traditional self-help arena and write a paper that addresses and applies various issues and content from the literature to the experience.

Assignment 2 – Recovery Interventions in Group Settings (10% of course grade)
Due: In-Class Exercise, 2/26/2025 (must be present in class to participate)
Students will participate in an in-class activity for the purpose of identifying common roles in groups, stages of group development and group dynamics.

Assignment 3 – Recovery with At-risk Populations (Group Presentation) (25% of course grade) Due: 4/23/2025 & 4/30/2025 as assigned by faculty
Students will work in groups and provide a presentation on an identifiable population at risk for a substance use disorder.

Assignment 4 – Long-term Recovery Interview and Paper (35% of course grade)
Due: 4/30/2025 before start of class
The student will identify and interview a person of their choice who has been in recovery from a substance use disorder for ***over 5 years (for some, this may include periods of relapse)***. The student will write a paper using both academic research and the information gleaned from your interview.

Active and Proactive Learning, & Meaningful Participation (10% of course grade)
Due: Units 1 – 15
Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses,

active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

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

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

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

Furthermore, it is each student's responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

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

Criteria	Never or Rarely	Regularly	Often or Always

a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student's participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

Grading Scale

Assignment and course grades will be based on the following:

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

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

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-

than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

IX.   Assignment Submissions, Extensions & Extra Credit Policy

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

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

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

X.   Grading Timeline

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

XI.   Statement about Incompletes and In Progress Grades

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

XII.   Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of

Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

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

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

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

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

XV. Academic Integrity
The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

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

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

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

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

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

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

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

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

XVII.   Course Evaluations

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

XVIII. Required Textbooks

Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press.

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.

XIX. Recommended Materials & Resources
DSM-5TR
Just a reminder that the *DSM-V* is available online through the library's subscription using this link: https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/ You'll be asked to log in using your USC ID and password.

ICD-11
http://www.who.int/classifications/icd/en/

Guides for Academic Integrity, APA Style Formatting, Writing & Research
American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

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

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

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

Sample List of Professional Social Work Organizations
National Association of Social Workers. Available at http://www.naswdc.org

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

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

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

XX. Course Schedule

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

Unit	Topic	Readings	Assignment Due Dates
1 **1/15/25**	**Introduction** - Introduction to course overview of course material - History of addiction and intervention - Jellinek chart This unit relates to course objective(s) 1.	**Required** Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapter 1 Ochterbeck D, Forberger S. (2022). Is a brain-based understanding of addiction predominant? An assessment of addiction researchers' conceptions of addiction and their evaluation of brain-based explanations. *Drug and Alcohol Review*. 41(7):1630-1641. doi:10.1111/dar.13520 **Recommended** Carter, T., Heaton, K. , Merlo, L. , Roche, B. & Puga, F. (2023). Relapse prevention and prediction strategies in substance use disorder. *Journal of Addictions Nursing, 34* (2), 146-157. doi: 10.1097/JAN.0000000000000527. Severino AL, Evans CJ. (2019) Digging through the roots of addiction: Understanding the causes that underlie the insidious problem of substance use disorders (SUDs). *Neuroscience and Biobehavioral Reviews*. 106:3-4. doi:10.1016/j.neubiorev.2019.06.039	
2 **1/22/25**	**Economic, Social, Interprofessional and Harm Reduction Perspectives** - Economic cost of SUDs - Social cost of SUDs - Public Policy - Harm Reduction	**Required** Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapters 2 & 13 Lasco G. Decolonizing harm reduction (2022) . *Harm reduction journal*. 19(1):8-8. doi:10.1186/s12954-022-00593-w	

Unit	Topic	Readings	Assignment Due Dates
	▪ Primary, secondary, and tertiary intervention ▪ Interprofessional approaches This unit relates to course objective(s) 1, 3, 4.	Rudy, AK, Barnes AJ, Cobb CO, Nicksic NE (2021) Attitudes about and correlates of cannabis legalization policy among U.S. young adults, *Journal of American College Health*, 69:8, 889-896, DOI: 10.1080/07448481.2020.1713135 **Recommended** International Association for Harm Reduction at: http://www.ihra.net Harm Reduction Coalition at: https://twitter.com/HarmReduction?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor Sacks DW, Hollingsworth A, Nguyen T, Simon K. (2021) Can policy affect initiation of addictive substance use? Evidence from opioid prescribing. *Journal of Health Economics*, 76:102397-102397. doi:10.1016/j.jhealeco.2020.102397 Yang LH, Wong LY, Grivel MM, Hasin DS. (2017) Stigma and substance use disorders: An international phenomenon. *Current Opinion in Psychiatry*. 30(5):378-388. doi:10.1097/YCO.0000000000000351 **Videos** *The House I Live In* https://watch.plex.tv/movie/the-house-i-live-in	
3 1/29/25	**Understanding the Process of Addiction** ▪ Behavior of addiction ▪ Etiology of SUDs: Nature vs. Nurture ▪ Definitions of Substance Use Disorders (SUD)	**Required** Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapters 4 & 5 Pandey SC, Kyzar EJ, Zhang H. (2017). Epigenetic basis of the dark side of alcohol addiction. *Neuropharmacology*.	

Unit	Topic	Readings	Assignment Due Dates
	▪ DSM-5TR ▪ Trauma, Attachment Loss, and Adverse Childhood Experiences (ACE) This unit relates to course objective(s) 1, 2, 4.	122:74-84. doi:10.1016/j.neuropharm.2017.02.002 Villamil Grest C, Cederbaum JA, Lee JO, Unger JB. (2021). Adverse childhood experiences and the substance use behaviors of Latinx youth. *Drug and Alcohol Dependence*. 227:108936-108936. doi:10.1016/j.drugalcdep.2021.108936 **Recommended** Coffman, E., & Swank, J. (2021). Attachment styles and the family systems of individuals affected by substance abuse. *The Family Journal*, *29*(1), 102-108. Madkour AS, Clum G, Green J, et al. (2022). Patterns and correlates of substance use among young adult African American women. *Journal of Ethnicity in Substance Abuse*. 21(1):197-215. doi:10.1080/15332640.2020.1725708 McCabe SE, West BT, Strobbe S, Boyd CJ. (2018). Persistence/recurrence of and remission from DSM-5 substance use disorders in the United States: Substance-specific and substance-aggregated correlates. *Journal of Substance Abuse Treatment*. 93:38-48. doi:10.1016/j.jsat.2018.07.012 Stevens, J (2017). Addiction doc says: "It's not the drugs. It's the ACEs…adverse childhood experiences. At: https://acestoohigh.com/2017/05/02/addiction-doc-says-stop-chasing-the-drug-focus-on-aces-people-can-recover/	
4	**Substances and the Body**	**Required**	

Unit	Topic	Readings	Assignment Due Dates
2/5/25	▪ Understanding how commonly used psychoactive drugs and alcohol work on the body ▪ Epidemiology: Prevalence, incidence, risk factors ▪ Medical complications ▪ Tolerance and Withdrawal This unit relates to course objective(s) 1, 2, 3.	Karmali RN, Ray GT, Rubinstein AL, Sterling SA, Weisner CM, Campbell CI. (2020). The role of substance use disorders in experiencing a repeat opioid overdose, and substance use treatment patterns among patients with a non-fatal opioid overdose. *Drug and Alcohol Dependence*. 209:107923-107923. doi:10.1016/j.drugalcdep.2020.107923 Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapter 3 & 6 **Video** Inside the Fentanyl Crisis – America's New Epidemic https://www.youtube.com/watch?v=H6PcxY_JUTU **Recommended** JH, de Dios C, Gilmore-Thomas A, Lathan-Powell EC, Hamilton JE, Heads AM. (2023). The association between potentially traumatic events and cocaine, cannabis, and alcohol use differs by race. *Substance Use & Misuse*. 58(7):889-899. doi:10.1080/10826084.2023.2191699 National Institute on Drug Abuse (2019). Opioid summaries by state. https://www.drugabuse.gov/drugs-abuse/opioids/opioid-summaries-by-state Von Gunten CD, Wu LT. (2021). Comorbid substance use disorder profiles and receipt of substance use disorder treatment services: A national study. *Journal of Studies on Alcohol and Drugs*. 82(2):246-256. doi:10.15288/jsad.2021.82.246	

Unit	Topic	Readings	Assignment Due Dates
		Video *Do No Harm* -On Kanopy (You will need to be logged in to the USC Library for access.) 3.40 hours https://usclib.kanopy.com/video/do-no-harm-opioid-epidemic	
5 **2/12/25**	**Evaluation and Treatment Overview** ▪ Screening ▪ Assessment ▪ Detox ▪ Intensive Outpatient Program ▪ Residential Treatment ▪ Sober Living ▪ Relapse Prevention / Maintenance ▪ Ongoing Outpatient Treatment ▪ Continuity of Care ▪ Affordable Care Act ▪ Public Health vs. Private Care ▪ Third-party payers This unit relates to course objective(s) 1, 2,3.	**Required** Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapter 9 Witte TH, Jaiswal J, Mumba MN, Mugoya GCT. (2021). Stigma surrounding the use of medically assisted treatment for opioid use disorder. *Substance Use & Misuse.* 56(10):1467-1475. doi:10.1080/10826084.2021.1936051 **Recommended** Chou JL, Cooper-Sadlo S, Diamond RM, Muruthi BA, Beeler-Stinn S. (2020). An exploration of mothers' successful completion of family-centered residential substance use treatment. *Family Process.* 59(3):1113-1127. doi:10.1111/famp.12501 Saloner B, Li W, Bandara SN, McGinty EE, Barry CL. (2022) Trends in the use of treatment for substance use disorders, 2010–19. *Health Affairs (Millwood, Va).* 41(5):696-697. doi:10.1377/hlthaff.2021.01767 **Video** Injecting Hope https://www.youtube.com/watch?v=cZsDl1JtQq8	**Assignment #1 Due**

Unit	Topic	Readings	Assignment Due Dates
6 **2/19/25**	**Evidence Based and Evidence Informed Intervention Methods** • Screening, Brief Intervention, and Referral to Treatment (SBIRT) • Motivational Interviewing (MI) • Harm Reduction • Mindfulness Based Stress Reduction (MBSR) • Cognitive Behavioral Therapy (CBT) • Narrative Therapy • Self-Help and 12-Step Communities This unit relates to course objective(s) 1, 2,3, 4.	**Required** Davis J P, Berry D, Dumas T M, Ritter E, Smith D C, Menard C, & Roberts B W (2018). Substance use outcomes for mindfulness based relapse prevention are partially mediated by reductions in stress: Results from a randomized trial. *Journal of Substance Abuse Treatment*, *91*, 37-48. Floyd LK. (2021). Ask, advise, assist, and follow: alcohol SBIRT urgently needed. *Journal for Nurse Practitioners*. 17(4):437-440. doi:10.1016/j.nurpra.2020.10.035 Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapter 10 **Recommended** Substance Abuse and Mental Health Service Administration (SAMHSA). (2019). *Enhancing motivation for change in substance use disorder treatment* https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-_02252020_0.pdf Stenersen MR, Thomas K, Struble C, Moore KE, Burke C, McKee S. (2022). The impact of self-help groups on successful substance use treatment completion for opioid use: An intersectional analysis of race/ethnicity and sex. *Journal of Substance Abuse Treatment*. 136:108662-108662. doi:10.1016/j.jsat.2021.108662 Walker D, Pearson C, Day A, et al. (2023). A community engaged approach in adapting motivational interviewing and skills training for Native Americans with	

Unit	Topic	Readings	Assignment Due Dates
		experiences of substance misuse. *American Journal of Health Promotion*. 37(6):796-806. doi:10.1177/08901171231161467 Zamboni L , Centoni F , Fusina F, Mantovani E , Rubino F , Lugoboni F & Federico A (2021). The effectiveness of cognitive behavioral therapy techniques for the treatment of substance use disorders. *The Journal of Nervous and Mental Disease, 209* (11), 835-845. doi: 10.1097/NMD.0000000000001381.	
7 2/26/25	**Recovery Interventions in Group Settings** ▪ Recovery Intervention in Group Settings ▪ Seeking Safety (EBI for PTSD & SUD) This unit relates to course objective(s) 1, 2, 4.	**Required** Airdrie JN, Lievesley A, Griffith E. Investigating the experience of individuals with comorbid posttraumatic stress disorder and substance misuse attending a Seeking Safety group. *Advances in Dual Diagnosis*. 2022;15(1):1-16. doi:10.1108/ADD-04-2021-0006 Bean CAL, Aurora P, Maddox CJ, Mekota R, Updegraff A. (2022). A comparison of telehealth versus in-person group therapy: Results from a DBT-based dual diagnosis IOP. *Journal of Clinical Psychology*. 78(11):2073-2086. doi:10.1002/jclp.23374 Substance Abuse and Mental Health Services Administration (SAMHSA). (2021). Group therapy in substance use treatment. *Advisory.* https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/pep20-02-01-020.pdf **Recommended** Sugarman DE, Reilly ME, Rodolico JM, Greenfield SF. (2019). Feasibility and	**Assignment 2 Due – in class**

Unit	Topic	Readings	Assignment Due Dates
		acceptability of a gender-specific group treatment for men with substance use disorders. *Alcoholism Treatment Quarterly*. 37(4):422-441. doi:10.1080/07347324.2019.1585217 Valeri L, Sugarman DE, Reilly ME, McHugh RK, Fitzmaurice GM, Greenfield SF. (2018). Group therapy for women with substance use disorders: In-session affiliation predicts women's substance use treatment outcomes. *Journal of Substance Abuse Treatment*. 94:60-68. doi:10.1016/j.jsat.2018.08.008	
8 **3/5/25**	**Co-occurring Disorders** ▪ Assessment and Intervention with People with Co-occurring Disorders ▪ Specialized assessments ▪ Psychotropic medications ▪ Seeking Safety (EBI for PTSD & SUD) This unit relates to course objective(s) 1, 2,3, 4.	**Required** Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapter 12 Fatseas M, Serre F, Swendsen J, Auriacombe M. (2018). Effects of anxiety and mood disorders on craving and substance use among patients with substance use disorder: An ecological momentary assessment study. *Drug and Alcohol Dependence*. 187:242-248. doi:10.1016/j.drugalcdep.2018.03.008 Lee MY, Eads R, Hoffman J. (2022), "I Felt It and I Let It Go": Perspectives on meditation and emotional regulation among female survivors of interpersonal trauma with co-occurring disorders. *Journal of Family Violence*. 37(4):629-641. doi:10.1007/s10896-021-00329-7 **Recommended** Benz, M. , Epstein-Lubow, G. , Weinstock, L. & Gaudiano, B. (2023). Polypharmacy among patients with major depressive disorder and co-occurring substance use disorders in a	

Unit	Topic	Readings	Assignment Due Dates
		psychiatric hospital setting. *Journal of Clinical Psychopharmacology, 43* (3), 273-277. doi: 10.1097/JCP.0000000000001681 Fortuna LR, Falgas-Bague I, Ramos Z, Porche MV, Alegría M. (2020). Development of a cognitive behavioral therapy with integrated mindfulness for Latinx immigrants with co-occurring disorders: Analysis of intermediary outcomes. *Psychological Trauma.* 12(8):825-835. doi:10.1037/tra0000949	
9 3/12/25	**Ethical and Professional Practice** • Ethical practice • Professionalism • Addiction in the Workplace • Burnout Prevention and Intervention This unit relates to course objective(s) 1, 4.	**Required** Bui J. (2022). *Addressing substance use and social needs of people of color with substance use disorders.* U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation, Office of Minority Health; https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043821376903731 Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapter 7 & 8 Ricciutti NM. (2023). Mental health and chemical dependency counselors' stigma toward clients with substance use disorders: Predictors of stigma and implications for clinicians and educators. *Alcoholism Treatment Quarterly.* Published online 1-14. doi:10.1080/07347324.2023.2246405 **Recommended** Bryant L, Nandan M, Cade S, Anderson B. (2023). Recovery journey of diverse populations using design thinking	

Unit	Topic	Readings	Assignment Due Dates
		method: Recommendations for practitioners and policymakers. *Journal of Social, Behavioral and Health Sciences*. 17(1):50-. doi:10.5590/JSBHS.2023.17.1.05 Pilecki B, Luoma JB, Bathje GJ, Rhea J, Narloch VF. (2021).Ethical and legal issues in psychedelic harm reduction and integration therapy. *Harm Reduction Journal*. 18(1):40-40. doi:10.1186/s12954-021-00489-1 Sperandio KR, Goshorn JR, Moh YS, Gonzalez E, Johnson NG. (2023). Never ready: Addictions counselors dealing with client death. *Journal of Counseling and Development*. 101(1):29-45. doi:10.1002/jcad.12440	
10 **3/26/25**	**Recovery with Families** ▪ Recovery with families ▪ Behavior of dependence This unit relates to course objective(s) 1, 2,3.	**Required** Dennis CB, Champlin JF. (2021). Not forgetting the family system of the substance using client. *Journal of Human Behavior in the Social Environment*. 31(8):951-980. doi:10.1080/10911359.2020.1832638 Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapter 7 & 8 Tambling RR, Russell B, D'Aniello C.(2022). Where is the family in young adult substance use treatment? The case for systemic family therapy for young adults with substance use disorders. *International Journal of Mental Health and Addiction*. 20(3):1659-1670. doi:10.1007/s11469-020-00471-1 **Recommended**	

Unit	Topic	Readings	Assignment Due Dates
		Ritzi RM, Cheng YJ, Yurkovich CV, Chen SY. (2022).Child parent relationship therapy: Reunification with children and parents with substance use disorders. *Journal of Child and Adolescent Counseling*. 8(3):144-155. doi:10.1080/23727810.2022.2114772 Wiseman AM, Atkinson AA, Cryer-Coupet QR. (2021). "As We Talk About This More, a Box Opens Up": Family literacy programs for fathers in treatment for substance use disorder. *Journal of Adolescent & Adult Literacy*. 64(4):441-448. doi:10.1002/jaal.1115	
11 **4/2/25**	**Special Populations: Adolescent and College Age Student** ▪ Intersectional intervention with young people This unit relates to course objective(s) 1, 2,3, 4.	**Required** DiGuiseppi GT, Davis JP, Leightley D, & Rice E. (2020). Predictors of adolescents' first episode of homelessness following substance use treatment. *Journal of Adolescent Health*, *66*(4), 408-415. Kinney, J. (2020). *Loosening the grip: A handbook for alcohol information* (12th ed.). Outskirts Press. Chapter 11 Schepis TS, Teter CJ, McCabe SE. (2018). Prescription drug use, misuse and related substance use disorder symptoms vary by educational status and attainment in U.S. adolescents and young adults. *Drug and Alcohol Dependence*. 189:172-177. doi:10.1016/j.drugalcdep.2018.05.017 **Recommended** Kelley-Quon LI, Cho J, Barrington-Trimis J, et al. (2022). Longitudinal trajectories of prescription opioid misuse in adolescents. *Drug and Alcohol*	

Unit	Topic	Readings	Assignment Due Dates
		Dependence. 236:109470-109470. doi:10.1016/j.drugalcdep.2022.109470 Randall, J & York, JA. (2020).Lessons learned from the impact of adolescents' internet use disorders on adolescents' substance use disorders. *Journal of Child & Adolescent Substance Abuse*. 29(3):197-208. doi:10.1080/1067828X.2021.1967247 Schoenberger SF, Park TW, dellaBitta V, Hadland SE, Bagley SM. (2022). "My Life Isn't Defined by Substance Use": Recovery perspectives among young adults with substance use disorder. *Journal of General Internal Medicine : JGIM*. 37(4):816-822. doi:10.1007/s11606-021-06934-y	
12 **4/9/25**	**Veterans and People with Chronic Illness** ▪ Evidence-based Intervention with Special Populations ▪ Impact of stigma and shame This unit relates to course objective(s) 1, 2,3, 4.	**Required** Blakey, S. M., Dillon, K. H., Wagner, H. R., Simpson, T. L., Beckham, J. C., Calhoun, P. S., & Elbogen, E. B. (2022). Psychosocial well-being among veterans with posttraumatic stress disorder and substance use disorder. *Psychological Trauma: Theory, Research, Practice, and Policy, 14*(3), 421-430. doi:https://doi.org/10.1037/tra0001018 Hartz SM, Culverhouse RC, Mintz CM, et al. Association between recent overdose and chronic pain among individuals in treatment for opioid use disorder. *PloS one*. 2022;17(11):e0271379-e0271379. doi:10.1371/journal.pone.0271379 Kazanis W, Pugh M, Tami C, Maddry J, Bebarta V, Finley E, … Potter J. (2018). Opioid Use Patterns Among Active-Duty Service Members and Civilians: 2006–	

Unit	Topic	Readings	Assignment Due Dates
		2014. *Military Medicine,* 183(3-4), e157– e164. doi.org/10.1093/milmed/usx014 Taghian NR, McHugh RK, Griffin ML, Chase AR, Greenfield SF, Weiss RD. (2021). Associations between childhood abuse and chronic pain in adults with substance use disorders. *Substance Use & Misuse.* 56(1):87-92. doi:10.1080/10826084.2020.1840590 **Recommended** Grisamore SP, Nguyen RL, Wiedbusch EK, et al. (2022). Journey to wellness: A socioecological analysis of veterans in recovery from substance use disorders. *American Journal of Community Psychology.* 70(3-4):394-406. doi:10.1002/ajcp.12615 Jeffirs SM, Jarnecke AM, Flanagan JC, Killeen TK, Laffey TF, Back SE. (2019). Veterans with PTSD and comorbid substance use disorders: Does single versus poly-substance use disorder affect treatment outcomes? *Drug and Alcohol Dependence.* 199:70-75. doi:10.1016/j.drugalcdep.2019.04.001 National Survey on Drug Use and Health – Veterans. www.samhsa.gov/data/sites/default/files/reports/rpt23251/6_Veteran_2020_01_14.pdf	
13 **4/16/25**	**Special Populations: Indigenous People** ▪ Intervention with Indigenous Peoples This unit relates to course objective(s) 1, 2,3, 4.	**Required** Enoch M, Albaugh BJ. Review: Genetic and environmental risk factors for alcohol use disorders in American Indians and Alaskan Natives. *The American journal on addictions.*	

Unit	Topic	Readings	Assignment Due Dates
		2017;26(5):461-468. doi:10.1111/ajad.12420 Soto C, West AE, Ramos GG, Unger JB. (2022). Substance and behavioral addictions among American Indian and Alaska Native populations. *International Journal of Environmental Research and Public Health*. 19(5):2974-. doi:10.3390/ijerph19052974 Venner, K. L., Feldstein, S. W., & Tafoya, N. (2006). Native American motivational interviewing: Weaving Native American and western practices, a manual for counselors in Native American communities. **Recommended** Education Development Center. (2018). Culturally-Informed Programs to Reduce Substance Misuse and Promote Mental Health in American Indian and Alaska Native Populations. SAMHSA. https://tribaljustice.org/wp-content/uploads/2022/12/Culturally-Informed-Programs-to-Reduce-Substance-Misuse.pdf Gameon JA, Skewes MC. (2021). Historical trauma and substance use among American Indian people with current substance use problems. *Psychology of Addictive Behaviors*. 35(3):295-309. doi:10.1037/adb0000729 Ramos GG, West AE, Begay C, et al. (2023). Substance use disorder and homelessness among American Indians and Alaska Natives in California. *Journal of Ethnicity in Substance Abuse*. 22(2):350-371. doi:10.1080/15332640.2021.1952125	

Unit	Topic	Readings	Assignment Due Dates
		Substance Abuse and Mental Health Services Administration (SAMHSA). Native Connections. www.samhsa.gov/sites/default/files/cultureisprevention_final_2019-01-08.pdf	
14 4/23/25	**Special Populations: LBGTQ2SIA+ Community and Sexual and Gender Minorities** ▪ Intervention with SGM This unit relates to course objective(s) 1, 2,3, 4.	**Required** I Dowling BA, Grigsby TJ, Ziomek GJ, Schnarrs PW. (2023). Substance use outcomes for sexual and gender minority adults with a history of adverse childhood experiences: A scoping review. *Drug and Alcohol Dependence Reports*. 6:100129-100129. doi:10.1016/j.dadr.2022.100129 Levenson JS, Craig SL, Austin A. (2023). Trauma-informed and affirmative mental health practices with LGBTQ+ clients. *Psychological services*. 20(Suppl 1):134-144. doi:10.1037/ser0000540 Puckett JA, Veldhuis CB, Gilbert PA, Anderson-Carpenter KD, Mustanski B, Newcomb ME. (2023). Differential associations between enacted and expected stigma with psychological distress, alcohol use, and substance use in transgender and gender diverse people. *Drug and Alcohol Dependence*. 248:109921-109921. doi:10.1016/j.drugalcdep.2023.109921 **Recommended** Insert	Assignment #3 – in class presentations
15 4/30/25	**Course Wrap-Up** ▪ Course wrap-up ▪ Evaluations	**Required** Insert **Recommended** Insert	**Assignment #3 – in class presentations** **Assignment #4 Due**

XXI. Statement on University Academic and Support Systems

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

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

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

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

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

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or

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

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

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-2500
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

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

Office of the Ombuds - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Kortschak Center for Learning and Creativity - *213-740-7884,* kortschakcenter@usc.edu
The Kortschak Center offers academic coaching and resources.

The Writing Center - *213-740-3691,* writing@usc.edu
The Writing Center offers individualized feedback on any kind of writing.

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

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

Appendix B: National Association of Social Workers Code of Ethics
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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

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

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

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

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

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

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