USC Suzanne Dworak-Peck
School of Social Work

614 Social Work Practice in School Settings

Section 67140
3 Units
Spring Semester 2024, Tuesday 7:15pm- 8:30pm PST
Location: Online

SYLLABUS
(Subject to change)

"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences." Audre Lorde

Instructor Photo		
	Instructor:	Breea Charles, LCSW
	E-Mail:	bcharles@usc.edu
	Cell Phone:	(323) 251-1379
	Office Phone:	Same as above*
		*Replies can be expected within 2 business days
	Office Location:	Virtual via Zoom
	Office Hours Days & Times:	TBA
	Zoom Meeting Link:	See Canvas
	Course Lead:	Aimee Odette, DSW
	Email:	aodette@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

USC Suzanne Dworak-Peck
School of Social Work

I. Course Prerequisites and/or Co-Requisites

Social Work 614 is the first practice course within the schools and education system track.

II. Catalogue Description

Based on ecosystems perspectives, this course examines policies, theories and principles of social work practice in school settings.

III. Course Description

This course offers an orientation to social work practice in schools. Students will become familiar with traditional and changing roles and practices of social workers in schools, as well as with larger systemic trends, such as education reform and the movement toward school-linked services. The course introduces school-wide and individual prevention and intervention methods with children and youth at risk for school failure and other adverse outcomes due to behavioral and mental health problems. The course is designed to facilitate student skills in critically analyzing educational programs and policies at all levels. Social work programs demonstrated effective in various educational settings will be analyzed, and assessments for change will be formulated to enhance educational achievement and well-being. The following are topical themes of the course: (1) Education laws and policies across the United States and their impact on schools, students, and families; (2) Organization, culture, and environment of schools at the elementary, secondary, technical, and vocational levels; (3) The effects of trauma and toxic stress (from poverty, child abuse, family and community violence, and social discrimination) on learning and behavior in children and youth; (4) The right to education of oppressed and special populations, with critical attention to disabilities, poverty, race, culture, and language; (5) Social work roles and function in schools, with strong emphasis throughout the course on the social worker as an agent of change in the school organization and systems beyond the local school.

USC Suzanne Dworak-Peck
School of Social Work

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

1. Explain contemporary social, economic, and demographic dynamics in education that influence the developmental and academic needs of children and youth at various learning levels.

2. Describe processes of education policy formulation, particularly those related to problems experienced by vulnerable populations, and be able to apply this understanding to at least one major policy in contemporary education.

3. Explain elements in the ecology and social systems of students of diverse cultures and economic circumstances and explain how this impacts their educational experience and general well-being.

4. Apply various roles and functions of social workers in educational settings, such as advocacy on behalf of students and their families, engagement, assessment and treatment planning, leadership in enhancing school policy and programs, training and consultation with a variety of stakeholders, and engaging families with the school.

5. Demonstrate best practices for working effectively with multiple stakeholder groups within the school, particularly students, teachers, and administrators, and parents, as well as with community institutions such as juvenile courts, public child welfare, military instillations, health and mental health services, and social service organizations.

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:

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

a. Advocate for human rights at the individual, family, group, organizational, and community system levels, while actively integrating ISW principles to address the intersecting and ongoing injustices that result in oppression and racism.

b. Engage in practices that advance human rights and social, racial, economic, and environmental justice, while critically evaluating the distribution of power and privilege in society through ISW lenses.

5.Engage in Policy Practice

a. Use advanced social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services, integrating ISW principles of policy analysis and advocacy to advance human rights and social, racial, economic justice

b. Apply advanced critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice, considering the impact of historical and current contexts of oppression and inequalities on policy formulation and implementation.

6.Engage with Individuals, Families, Groups, Organizations, and Communities

a. 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.

b. 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.

V. Course Format & Instructional Methods

course type: online, grade type: letter, LMS: Canvas), instructional methods: asynchronous and synchronous

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

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

USC Suzanne Dworak-Peck
School of Social Work

"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 (name, email). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at j.lewis@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, 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.

USC Suzanne Dworak-Peck
School of Social Work

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	Week Due[1]	% of Grade
Assignment 1 Unit Embedded Questions	1-5 (due: on-going)		30%
Assignment 2 And Still We Rise Response Paper	1-5	8	25%
Assignment 3 Problem Assessment and Intervention Plan Paper & Presentations	1-5	Paper: Week 10; Presentations: Weeks 11-14	35%
Active and Proactive Learning, & Meaningful Participation	1-5	On-going	10%

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

Descriptions of Assignments

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

Assignment 1 – Unit-Embedded Questions (30% of course grade)
Due: On-going
To further integrate readings, lectures, and media content into the learning experience of this course, you will complete ten-unit exercises throughout the semester. In the VAC class, these exercises are embedded in the asynchronous content, and you will write your responses in the space provided. In the campus-based class your instructor will post the exercise on Brightspace the week before it is due or this will be discussed in class per the instructor's preference. Your responses should be critical and substantive and reflect your current knowledge and understanding of the subject. The nature of this assignment and how you are expected to participate will be discussed more fully in class the first week.

USC Suzanne Dworak-Peck
School of Social Work

Assignment 2 – And Still We Rise Response Paper (25% of course grade)
Due: Week 8

This book, written by Los Angeles journalist Miles Corwin, documents the struggles and successes of twelve public high school students and shows clearly that the barriers for students in previous decades are yet present for students in many American schools today. The book is also a very personal account by the author. ***Please begin reading the book immediately. You will submit a seven-page APA formatted response paper by midnight the day of class Week 8.*** In the paper you will critically explain issues of personal *trauma and institutional barriers and limitations* that affect the students and the school in the book and explain roles and interventions that a social worker in this school could provide on behalf of these students and school staff. You will receive a guide for the assignment. You should expect to inform this paper with knowledge you have gained from your Human Behavior and Practice courses, as well as your school-based (or other) practicum.

Assignment 3 – Problem Assessment and Intervention Plan Paper and Presentations (35% of course grade)
Due: Paper: Week 10; Presentations: Weeks 11-14

This two-part assignment gives you an opportunity to first, critically explore actual problems that schools experience and to apply assessment and intervention skills in determining causes and recommending solutions, and second, to apply communication skills by presenting to various stakeholder groups for the purpose of engaging them in your intervention.

1. You will choose or be assigned to groups of 2-3 within the first three weeks of the semester. This is your work group to complete this assignment. You will be given time in class to discuss with your group. *This is subject to change given enrollment for the specific semester.*

2. The guide for this assignment will be given out as a separate document. It will also be discussed in further detail in class. In brief, the assignment involves selecting a school and problem that strongly impacts your school, following the assignment guide to develop an assessment of the problem and an intervention plan to address the problem, and presenting this in a 10-page paper. You will then explain the problem and the intervention you are planning, to three different stakeholder groups as if you are orienting or engaging them in the intervention, via class presentation. Each member of your group will present to a different group.

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.

USC Suzanne Dworak-Peck
School of Social Work

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.

VIII. 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.

IX.   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.

X.   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."

XI.   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.

XII. 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.

XIII. 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.

XIV. 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.

XV. 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).

XVI. 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.

XVII.   Required Textbooks
The School Services Sourcebook (3rd edition) A Guide for School-Based Professionals
Oxford University Press 2024
Editors: Cynthia Franklin, Mary Beth Harris, and Paula Allen-Meares

Corwin, M. (2001). *And still we rise: The trials and triumphs of twelve gifted inner-city students*. New York, NY: HarperCollins.

In addition to the required texts, there may be other required readings that 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.

XVIII. Recommended Materials & Resources

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

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

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

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

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

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

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

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

USC Suzanne Dworak-Peck
School of Social Work

XIX. 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>

Week	Topic/Unit	Readings	Assignment Due Dates
Wk. 1: 1/14/25	Course Overview Review Syllabus and Assignment Descriptions	<mark>Required</mark> Syllabus and Assignment Descriptions	
Wk. 2: 1/21/25	**Units 1 & 2** Scope and Context of Social Work in Education; Education as an Institution	<mark>Required</mark> *And Still We Rise* Come prepared to share your experiences from your practicum or elsewhere as it relates to the school system.	
Wk. 3: 1/28/25	**Unit 3** A National View of Social Work in Education	<mark>Required</mark> *And Still We Rise* Part 6, Section 10, Ch 56 pg. 783-794 **Recommended** Find an article to share in class	
Wk. 4: 2/4/25	**Unit 4** National Issues of School Mental Health and School Safety	<mark>Required</mark> Part 1, Section 1, Ch 7 pg. 84-92 Part 3, Section 5, Ch 26 pg. 349-363 Part 3, Section 5, Ch 27 pg. 364-375 *And Still We Rise* **Recommended** Part 3, Section 5, Ch 31 pg. 416-424	
Wk. 5: 2/11/25	**Unit 5** School as an Organization and Workplace	<mark>Required</mark> Part 1, Section 1, Ch 3 pg. 31-41 Part 1, Section 1, Ch 6 pg. 73-83 *And Still We Rise*	
Wk. 6: 2/18/25	**Unit 6** Multiple Stakeholders	<mark>Required</mark> Come prepared to share who the multiple stakeholders are within the school system and how we engage with them.	
Wk. 7: 2/25/25	**Unit 7** Engaging Students, Families/Caregivers, and the Community	<mark>Required</mark> Part 3, Section 4, Ch 23 pg. 311-321 Part 3, Section 8, Ch 41 pg. 553-567 **Recommended**	

Week	Topic/Unit	Readings	Assignment Due Dates
		Part 3, Section 8, Ch 43 pg. 582-597 Part 3, Section 8, Ch 44 pg. 598-610 Part 5, Section 9, Ch 51 pg. 695-712	
Wk. 8: 3/4/25	**Unit 8** Disparities and Access to Education	**Required** Part 5, Section 9, Ch 46 pg. 627-644 Part 5, Section 9, Ch 47 pg. 645-656 Part 5, Section 9, Ch 48 pg. 657-670 Part 5. Section 9, Ch 49 pg. 671-680	*And Still We Rise* Response Paper
Wk. 9: 3/11/25	**Unit 9** School Culture and Climate	**Required** Part 3, Section 5, Ch 28 pg. 376-388	
Wk. 10: 3/25/25	**Unit 10** Child Trauma and Trauma Aware Schools	**Required** Part 2, Section 2, Ch 8 pg. 97-111 Part 2, Section 2, Ch 9 pg. 112-123 Part 2, Section 2, Ch 10 pg. 124-135	Assignment 3 Paper
Wk. 11: 4/1/25	**Unit 11** Supporting Students with Disabilities	**Required** Come prepared to support your peers while they present and provide meaningful feedback.	Presentations
Wk. 12: 4/8/25	**Unit 12** School Wide Systems of Support	**Required** Come prepared to support your peers while they present and provide meaningful feedback.	Presentations
Wk. 13: 4/15/25	**Unit 13** Supporting Neurodiversity and student's mental health	**Required** Come prepared to support your peers while they present and provide meaningful feedback.	Presentations
Wk. 14: 4/22/25	**Unit 14** Managing Behavior and Supporting Student Health	**Required** Come prepared to support your peers while they present and provide meaningful feedback.	Presentations
Wk. 15: 4/29/25	**Unit 15** Accountability	**Required** Part 6, Section 10, Ch 57 pg. 795-809	

USC Suzanne Dworak-Peck
School of Social Work

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 Suzanne Dworak-Peck
School of Social Work

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!