Social Work 621
Sections 60744

Social Work Practice with Adolescents, Young Adults and their Families

3 Units

Fall 2016

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Office Hours: TBA

Course Day: Tuesdays
Course Time: 4:10 – 7:00
Course Location: MRF 206

I. COURSE PREREQUISITES

Social Work Practice with Adolescents, Young Adults and their Families is an advanced practice course of the School of Social Work, Department of Children, Youth and Families. Students will have successfully completed the foundation semester and the first semester departmental required courses before enrolling in this course.

II. CATALOGUE DESCRIPTION

The course focuses on intervention with adolescents and young adults, addressing developmental assets and challenges facing youth. The roles of various contexts in the development of problems and solutions will be addressed. Skills in engagement and evidence-based interventions in working with youth will be acquired.

III. COURSE DESCRIPTION

This course advances theoretical knowledge and practice skills in working with adolescents, young adults, and their families. The course uses biopsychosocial and systems/ecological perspectives in viewing adolescents and young adults in the context of their family and social environment. It focuses on understanding risk factors, developmental disruptions, and derailments for adolescents, young adults and their families. The role of schools, other social institutions, the community, and the larger social environment, including state and national policies and their impact on adolescents, young adults and their families will be explored. Current research that informs theory and practice with these age groups, particularly neuroscience, the role of adverse childhood experiences, resilience, and protective factors will be further considered. Students will develop knowledge and skills of applying evidence based practices

and interventions, including engagement, assessment, and diagnosis, as well as intervention and evaluation with adolescents, young adults and their family.

In this course students will also learn the Managing and Adapting Practice (MAP) therapist training. MAP is "a Powerful collection of resources that organize and coordinate care, focusing on a wide diversity of treatment targets children, youth and their families. MAP can help identify and select best fitting evidence-based treatments, but more often it operates more like a treatment design, implementation, and evaluation toolkit. That is, providers, youth, and families can select, build, organize, and implement treatment based on the most up-to-date research evidence and can personalize care by incorporating real-time evidence of practice history and youth outcomes". In this course content on MAP will be incorporated in most units and will be part of the student's overall training in the department toward becoming a MAP therapist. While MAP is a great way to enhance your work with adolescents and their families it does not target clinical work with young adults. In addition to MAP other models of EBI for working with adolescents, young adults and their families are integrated throughout the course.

IV. COURSE OBJECTIVES

The Social Work Practice with Adolescents, Young Adults and their Families course (SOWK 621) will:

Objective #	Objectives
1	Teach the use of critical thinking to integrate knowledge and perspectives on adolescence, young adulthood/ emerging adulthood and the developmental tasks and competencies associated with the transition to adulthood while focusing on youth in familial and cultural contexts.
2	Present contexts of practice with adolescents, transition age youth and young adults, including the family, and the systems and service systems that assist clients before and after age eighteen. Students will learn to locate resources at federal, state and county levels, and understand how these resources may differ depending on geographical location and the service-providing agency.
3	Provide perspectives, theories and research-based knowledge on major mental health issues that may affect adolescents and young adults, including physical, mental, behavioral and relational difficulties.
4	Teach students to critically consider and use current research, theory and evidence based practices when working with adolescents, transition age youth, young adults and their families, while taking into account the impact of the complex social environment on youth and their families.
5.	Provide students with opportunities to develop skills in engaging, assessing, diagnosing, and intervening with adolescents, young adults and their families in diverse client populations.
6.	Provide opportunities for students to enhance self-awareness by critically examining thoughts, feelings, and practices with adolescents, young adults and their families.

V. COURSE FORMAT AND INSTRUCTIONAL METHODS

The class format consists of a combination of didactic lecture, class discussion, small group discussions and experiential exercises. Role-plays, case vignettes, small group discussions, and videos will also be incorporated to facilitate learning. Students will be invited to share case materials from field placement to illustrate and deepen content of class discussion, and to provide integration of knowledge and experience between the classroom and the field. Confidentiality of information shared in class will always be observed.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in Diversity and Difference in Practice
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities*
8	Intervene with Individuals, Families, Groups, Organizations, and Communities*
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers use their knowledge of theories of human behavior and the social environment to inform ongoing assessment as they work with diverse children, youth, and families, as well as with the groups, organizations, and institutions that play important parts in their lives. Social workers use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of children, youth and families, which in turn advances the effectiveness of their practice. Social workers work collaboratively with other service providers involved in the family's life in order to obtain a comprehensive understanding of the family system to enhance the assessment process. Social workers are mindful of the potential influence of their personal experiences and affective reactions on the processes of assessment with children, youth, and families.	**1.** Teach the use of critical thinking to integrate knowledge and perspectives on adolescence and young adulthood and the developmental tasks and competencies associated with the transition to adulthood while focusing on youth in familial and cultural contexts. **4.** Teach students to critically consider and use current research, theory and evidence based practices when working with adolescents, transition age youth, young adults and their families, while taking into account the impact of the complex social environment on youth and their families.	**7b.** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of children, youth and families and the communities in which they live.	Cognitive and Affective Processes	**Unit 2:** Assessment of Adolescents and Young Adults and their Families **Unit 3:** Overview of Interventions with Adolescents, Young Adults and Their Families **Unit 4:** Engagement and Intervention – Family Based Interventions **Unit 5:** Group-based and System-Based Interventions **Assignment 1:** Take-home Exam **Assignment 3:** Research Paper

Competency	Objectives	Behaviors	Dimensions	Content
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers are knowledgeable about the evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients. Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve family and agency goals. Social workers understand the importance of inter-professional teamwork and communication in interventions, and employ strategies of interdisciplinary, inter-professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families.	**5.** Provide students with opportunities to develop skills in engaging, assessing, diagnosing, and intervening with adolescents, young adults and their families in diverse client populations.	**8a.** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Skills	**Unit 5:** Group-based and System-Based Interventions **Unit 14:** Complex Issues of Adolescents and Young Adults **Unit 15:** Special issues of Transition Age Youth Leaving the Child Welfare System **Assignment 2:** Group Work **Class Participation**

VI. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Take- Home Exam	Unit 7	30%
Assignment 2: Group Work	TBA	20%
Assignment 3: Research Paper	Final Week	40%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

Assignment 1: Take-Home Exam (30% of Course Grade)

This is a take-home exam that consists of several short essay questions on the material covered in the first six weeks of the semester. Students are expected to understand the similarities and possible differences in working with adolescents and young adults and to integrate the information learned through the assigned readings, class presentations and class discussions when answering the essay questions.

Due: Unit 7

This assignment relates to student learning outcomes 1 & 4

Assignment 2: Small Group Class Presentation (20% of Course Grade)

Students will work in pairs on this class presentation assignment addressing a problem that impacts adolescents, young adults and their families. Students will use literature from the course readings as well as outside resources to explain the problem and its impact on the youth and their families. Students will explore issues of diversity and culture, family and service systems issues and their impact on the youth's problem. Students will demonstrate how the readings inform their understanding and practice with the problem. Finally, students will conduct a class discussion on clinical and ethical issues relevant to the presented problem.

Due: Presentation due date TBA

This assignment relates to student learning outcomes: 5

Assignment 3: Research-based Paper (40% of Course Grade)

In this assignment, students will write a research-based paper that integrates the theory and practice dimensions of the course. Students will select and examine a problem area that they are dealing with in field placement (such as substance abuse, sexual abuse, depression in adolescents and young adults, etc.), include theories of etiology and effects on the problem on the youth in the context of the family and the systems in which the youth is being involved. The student will research and present an evidence-based intervention applicable to a client that they work with in their field placement. The student will explain in detail how the intervention is applied to the client from engagement, assessment, intervention, termination, evaluation and follow-up. The student will use a client from their fieldwork to illustrate the discussion and to explain what ethical and cultural issues may be present. Finally, the student will critically appraise the intervention. Paper length is 12 -14 pages.

Due: Final Week

This assignment relates to student learning outcomes: 1& 4

Class Participation (10% of Course Grade)

It is expected that students will attend class regularly, participate in class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in role-playing, exercises, and so on. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and ideas. Your presence in class, along with preparation by having read and considered the assignments, and participation in discussion is essential. Participation on a course website (message board/chat room), if developed, also constitutes meaningful class participation.

Guidelines for Evaluating Class Participation:

10: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small-group discussions, and other activities.

9: Very Good Contributor: Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small-group discussions, and other activities.

8: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small-group discussions, and other activities.

7: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small-group discussions, and other activities.

6: Inadequate: This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

5: Non-participant: Attends class only.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	92.5–100	A
3.60–3.84	A–	89.5–92.4	A–
3.25–3.59	B+	86.5–89.4	B+
2.90–3.24	B	82.5–86.4	B
2.60–2.89	B–	80.5–82.4	B–
2.25–2.59	C+	76.5–80.4	C+
1.90–2.24	C	73.5–76.4	C
		70.5–73.4	C–

VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks

Friedberg, R. D., & McClure, J. M. (2015). *Cognitive therapy with children and adolescents: The nuts and bolts.* New York, NY: Guilford Press.(A joint book also used in SOWK 613).

Kerig, P., Schulz, M. S., & Hauser, S. T. (2012). *Adolescence and beyond: Family processes and development*. New York, NY: Oxford University Press. (Available at the USC library online).

Weisz, J. R., & Kazdin, A. E. (Eds.). (2010). *Evidence-based psychotherapies for children and adolescents* (2nd ed.). New York, NY: Guilford Press.

Recommended Books

Arnett, J. J. (2015). *Emerging adulthood: The winding road from the late teens thorough the twenties.* (2nd ed.)*.* New York, NY: Oxford University Press.

Laser J. A., & Nicotera, N. (2011). *Working with adolescents: A guide for practitioners*. New York, NY: Guilford Press.

McLean, K. C., & Pasupathi, M. (2010). *Narrative development in adolescents: Creating the storied self.* New York, NY: Springer. Also available online.

Smith, W. (2011). *Youth leaving foster care: A developmental, relationship-based approach to practice*. New York, NY: Oxford University Press.

Steiner, H. & Hall, R. E. (2015). *Treating adolescents* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Recommended Websites

U.S. Department of Health and Human Services, Office of Adolescents Health
http://www.hhs.gov/ash/oah/

Strengthening Families:

http://www.cssp.org/reform/strengtheningfamilies

http://www.strengtheningfamiliesprogram.org

Course Overview

Session	Topics	Assignments
1	Overview and Unique Considerations for Adolescents, Young Adults and Their Families	
2	Assessment of Adolescents and Young Adults and Their Families	
3	Overview of Interventions with Adolescents, Young Adults and Their Families	
4	Engagement and Intervention – Family-Based Interventions	
5	Group-based and System-Based Interventions	
6	Neurodevelopment and Physiological Disabilities and Their Impact on Adolescents, Young Adults and Their Families	
7	Child Abuse & Neglect, and Victimization in Various Settings	Assignment 1 is due
8	ACEs, Trauma and PTSD	
9	Relational-Based Problems	
10	Anxiety and Self-injury	
11	Depression, Bipolar Disorder and Suicidality	
12	Behavioral Difficulties and Externalizing Disorders	
13	Substance Use and Abuse	
14	Complex Issues of Adolescents and Young Adults	
15	Special Issues of Transition Age Youth Leaving the Child Welfare System	
STUDY DAYS / NO CLASSES		
FINAL Paper is Due: December 7th at 7:00 am		

Course Schedule — Detailed Description

Unit 1: Overview and Unique Considerations for Adolescents, Young Adults and Their Families   **Date**

Topics

- Introduction to the course
- Overview of developmental and ecological context of practice with adolescents, young adults and their families, unique identity development experiences: sexual identity, sexual orientation
- Impact of ACEs, emotional, and behavioral difficulties on adolescents and young adults' development
- Ethical considerations in working with adolescents, young adults and their families
- Strengths-based perspective and resilience in adolescents and young adults

Required Readings

- Allen, J. P., & Miga, E. (2010). Attachment in adolescence: A move to the level of emotional regulation. *Journal of Social and Personal Relationships, 27*(2), 181-190.

- Arnett, J. J. (2014). A longer road to adulthood. In *Emerging adulthood: The winding road from the late teens through the twenties*. (Chapter 1 pp. 1-29). New York, NY: Oxford University Press.

- Friedman M., Marshal, M., Guadamuz, T., Wei, C., Wong, C., Saewyc, E., & Stall, R. (2011). A meta-analysis of disparities in childhood sexual abuse, parental physical abuse, and peer victimization among sexual minority and sexual nonminority individuals. *American Journal of Public Health, 101*(8), 1481-1494.

- Zimmerman, M. A., Stoddard, S. A., Eisman, A. B., Caldwell, C. H., Aiyer, S. M., & Miller, A. (2013). Adolescent resilience: Promotive factors that inform prevention. *Child Development Perspectives, 7*(3), 215–220.

Recommended Readings

- American Psychologist Association (2015). APA Guidelines for clinical practice with transgender and gender non-conforming people. *American Psychologist, 70*(9). 832-864.

- Badenoch, B. (2008). Meeting teens and their brains in mind. In *Being a brain-wise therapist: A practical guide to interpersonal neurobiology* (Chapter 20 pp. 286-308). New York, NY: Norton.

- Brownlee, K., Rawana, J., Franks, J., Harper, J., Bajwa, J., O'Brien, E., & Clarkson, A. (2013). A systematic review of strengths and resilience outcome literature relevant to children and adolescents. *Child and Adolescent Social Work Journal*, *30,* 435-459.

- Kullik, A., & Petermann, F. (2013). Attachment to parents and peers as a risk factor for adolescent depressive disorders: The mediating role of emotion regulation. *Child Psychiatry & Human Development*, *44*(4), 537-548. doi:10.1007/s10578-012-0347-5

- Maholmes, V. (2014). Thriving in adversity: Toward a framework of hope, optimism and resilience. In *Fostering resilience and well-being in children and families in poverty*. (Chapter 2 pp. 13-33). New York, NY: Oxford University Press.

- Masten, A. S. (2011). Resilience in children threatened by extreme adversity: Frameworks for research, practice, and translational synergy. *Development and Psychopathology*, *23*(2), 493-506.

- Perry, D. G., & Pauletti, R. E. (2011). Gender and adolescent development. *Journal of Research on Adolescence*, *21(*1), 61-74.

Unit 2: Assessment of Adolescents and Young Adults and Their Families **Date**

Topics

- Strengths-based, culturally-informed, and motivation-considerate assessment of adolescents and young adults
- The role of the family, teachers, and other involved adults in youth assessment
- The use of general and problem-focused measurements of adolescents assessment
- Consideration for diagnosing adolescents and young adults and possible implications
- Developing a focus for intervention with adolescents, young adults and their families

MAP Practice Area: CARE

Required Readings

- Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: Taking diversity, culture, and context seriously. *Administration and Policy in Mental Health Services Research, 37*(1-2), 48-60.

- Cavendish, W., Montague, M., Enders, C., & Dietz, S. (2014). Mothers' and adolescents' perceptions of family environment and adolescent social-emotional functioning. *Journal of Child and Family Studies, 23*(1), 52-66.

- De Los Reyes, A. (2011). More than measurement error: Discovering meaning behind informant discrepancies in clinical assessments of children and adolescents. *Journal of Clinical Child & Adolescent Psychology, 40*(1), 1-9.

- Friedberg, R. D., & McClure, J. M. (2015). Chapter 2: Case conceptualization. In *Cognitive therapy with children and adolescents: The nuts and bolts* (pp.9-41)*.* New York, NY: Guilford Press.

Recommended Readings

- Frances, A., & Batstra, L. (2013). Why so many epidemics of childhood mental disorder? *Journal of Developmental and Behavioral Pediatrics*, *34*(4), 291-292.

- Delgado, M., Killoren, S., & Updegraff, K. (2013). Economic hardship and Mexican-origin adolescents' adjustment: Examining adolescents' perceptions of hardship and parent-adolescent relationship quality. *Journal of Family Psychology* 27(5), 827-837.

Unit 3: Overview of Interventions with Adolescents, Young Adults and Their Families   Date

Topics
- Engagement and introducing treatment
- Identifying intervention goals and objectives
- Selecting an EBI after considering EBI options
- Assessing effectiveness of intervention using measurements
- Social worker's advocacy role in working with adolescents & young adults
  Practice Area: Engagement with Child

Required Readings

- Allan, D., Power, L., & Robinson, E. (2010). What works with adolescents? Family connections and involvement in interventions for adolescent problem behaviors. *Australian Institute of Family Studies,16*, 1-13.

- Friedberg, R. D., & McClure, J. M. (2015). Chapter 5: Introducing the treatment model to Adolescents. In *Cognitive therapy with children and adolescents: The nuts and bolts* (read only pp.87-96). New York, NY: Guilford Press.

- Kaslow, N. J., Broth, M. R., Smith, C. O., & Collins, M. H. (2012). Family-Based interventions for child and adolescent disorders. *Journal of Marital and Family Therapy, 38*(1), 82-100.

- Laser J. A., & Nicotera, N. (2011). Challenges in clinical work with adolescents. In *Working with adolescents a guide for practitioners* (pp. 3-13.) New York, NY: Guilford Press.

Recommended Readings

- Malgady, R. (2010). Treating Hispanic children and adolescents using narrative therapy. In J. Weisz & A. Kazdin (Eds.), *Evidence based psychotherapies for children and adolescents* (pp. 391-400). New York, NY: Guilford Press.

- Pineda, J., & Dadds, M. R. (2013). Family intervention for adolescents with suicidal behavior: A randomized controlled trial and mediation analysis. *Journal of the American Academy Child and Adolescent Psychiatry, 52*(8), 851-862.

Unit 4: Family-Based Engagement and Interventions   Date

Topics
- Methods for family engagement: Special consideration to diversity and culture
- Family-based interventions with adolescents, young adults and their families
- Working with families impacted by:
  - Single-parenting
  - Incarceration
  - Immigration and deportation
  - Grief & loss
- Intervention in point: Brief Strategic Family Therapy
  Practice Area: Attending

Required Readings

- Johnson, E. & Easterling, B. (2012). Understanding unique effects of parental incarceration on children: Challenges, progress, and recommendations. *Journal of Marriage and Family, 74*(2), 342-356.

- Nichols, M. P. (2013). Solution-focused therapy. In *The essentials of family therapy* (6th ed., Chapter 12, pp. 225-242). Boston, MA: Allyn and Bacon. (Review: Think about adaptation to working with adolescents and young adults)

- Schuyler, W. and Baily, C. (2013). Parental deportation, families, and mental health. *Journal of the American Academy of Child & Adolescent Psychiatry, 52(5), 451-453.*

- Szapocznik, J., Zarate, M., Duff, J., & Muir, J. (2013). Brief strategic family therapy: Engaging drug using/problem behavior adolescents and their families in treatment. *Social Work in Public Health*, *28*(3-4), 206-223.

Recommended Readings

- Friedberg, R. D., & McClure, J. M. (2015). Chapter 16. Cognitive-Behavioral Family Therapy. In *Cognitive therapy with children and adolescents: The nuts and bolts* (pp. 415- 438). New York, NY: Guilford Press.

- Herberman Mash, H. B., Fullerton, C. S., & Ursano, R. J. (2013). Complicated grief and bereavement in young adults following close friend and sibling loss. *Depression & Anxiety, 30,* 1202–1210. doi: 10.1002/da.22068

Unit 5: Group-Based and System-Based Interventions   Date

Topics

- Group interventions with adolescents, young adults and their families
- Methods of engagement and interventions: Systems-involved interventions with adolescents, young adults and their families
- EBI Group and system-based interventions in the context of schools, health systems, and CPS
- Termination and evaluation of system-based and group-based interventions
  Practice Area: Social Skills Development

Required Readings

- Clarke, G. N., & D. L. (2010). Group cognitive-behavioral treatment for adolescent depression. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (2nd ed. pp. 110-126)*.* New York, NY: Guilford Press.

- Kim, H., Munson M., R., & McKay, M. (2012). Engagement in mental health treatment among adolescents and young adults: A systematic review. *Child and Adolescence Social Work*, *29*, 241-266.

- Sheets, E. S., Wilcoxon, E., Brosse, A., Hauser, M., Madsen, J., & Craighead, E. (2013). Prevention of recurrence of major depression among emerging adults by a group cognitive-behavioral/interpersonal intervention. *Journal of Affective Disorders. 147(1*), 425-430.

- Smith, D. K., & Chamberlain, P. (2010). Multidimensional treatment foster care for adolescents: Processes and outcomes. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (2nd ed., pp. 243-258)*.* New York, NY: Guilford Press.

Unit 6: Neurodevelopment and Physiological Disabilities and Their Impact on Adolescents, Young Adults and Their Families   **Date**

Topics

- Overview of neurodevelopmental problems and their impact on adolescents, young adults and their families
- The nature of executive system deficits and their impacts on adolescents and young adults with:
  - Autism Spectrum Disorders
  - ADHD
- Physical disabilities and chronic illness in adolescents and young adults
- Interventions with ASD: Communication and social engagement interventions
- Psychosocial and environmental interventions with ADHD
  - **Practice Area: Self-monitoring**

Required Readings

- Laugeson, E., Frankel, F. Gantman A., Dillon A., & Mogil, C. (2012). Evidence-based social skills training for adolescents with autism spectrum disorders: The UCLA PEERS program. *Journal of Autism and Developmental disorders, 42*(6), 1025-1036.

- Sansom-Daly, U., Peate, M., Wakefield, C., & Bryant, R. (2012). A systematic review of psychological interventions for adolescents and young adults leaving with chronic illness. *Health Psychology, 31*(3), 380-393.

- Schohl, K., Van Hecke, A., Carson. A., Dolan, B., Karst, J. & Stevens. S. (2014). A replication and extension of the PEERS intervention: Examining effects on social skills and social anxiety in adolescents with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 44,* 532-545.

- Walkup, J., Stossel, L., & Rendleman, R. (2014). Beyond rising rates: Personalized medicine and public health approaches to the diagnosis and treatment of attention-deficit/hyperactivity disorder. *Journal of the American Academy of Child and Adolescent Psychiatry, 53* (1), 14-16.

Recommended Readings

- Daley, D., van der Oord, S., Ferrin, M., Danckaerts, M., Doepfner, M., Cortese S., & Sonuga-Barke, E. (2014). Behavioral interventions in attention-deficit/hyperactivity disorder: A meta-analysis of randomized controlled trials across multiple outcome domains. *Journal of the American Academy of Child & Adolescent Psychiatry**, 53* (8), 825-829.

- Kaiser, N. M., & Pfiffner, L. J. (2011). Evidence-based psychosocial treatments for childhood ADHD. *Psychiatric Annals, 41*(1), 9-15.

- Kulage, K., Smaldone A., & Cohn. E. (2014). How will DSM-5 affect autism diagnosis? A systematic literature review and meta-analysis. *Journal of Autism and Developmental Disorders, 44,* 1918-1932.

- Van den Berg, S., Scheeren, A., Bergeer, S., Koot, H., & Geurts, H. (2014). Age related differences of executive functioning problems in everyday life of children and adolescents in the autism spectrum. *Journal of Autism and Developmental Disorders, 44, 1959-1971.*

- Young, R., & Rodi, M. (2014). Redefining autism spectrum disorder using DSM-5: The implications of the proposed DSM-5 criteria for autism spectrum disorders. *Journal of Autism and Developmental Disorders, 44,* 758–765.

Unit 7: Child Abuse & Neglect, and Victimization in Various Settings   Date

Topics

- The impact of child abuse and neglect in adolescents and young adults
- Child abuse and neglect in the context of substitute care, foster care, group homes and transitional housing
- Problematic school experiences including:
  - Violence, bullying and cyber-bullying
  - Child educational neglect in the context of failing schools

Practice Area: Assertiveness training

Required Readings

- Gilreath, T.D., Astor, R.A., Estrada, J.N., Benbenishty, R., & Unger, J. B. (2014). School victimization and substance use among adolescents in California. *Prevention Science*,*15*, 897-906.doi: 10.1007/s11121-013-0449-8

- Peterson A. C., Joseph, J. & Feit M. (2014). Consequences of child abuse and neglect. In *New Directions in Child Abuse and Neglect Research* (pp. 111-155). Washington, D.C.: The National Academic Press.

- Smith, C., Park, A., Ireland, T., Elwyn, L., Thornberry, T.P. (2013). Long-Term outcomes of young adults exposed to maltreatment: The role of educational experiences in promoting resilience to crime and violence in early adulthood. *Journal of Interpersonal Violence, 28*(1), 121-156.

- Suarez-Orozco, C., Bang, H., & Kim, H. (2011). I felt like my heart was staying behind: Psychological implications of family separations & reunifications for immigrant youth. *Journal of Adolescent Research (26)2, 222-257.*

Recommended Readings

- Palinkas, L., Fuentes, D., Finno, M., Garcia, A. R., Holloway, I.W., & Chamberlain, P. (2012). Inter-organizational collaboration in the implementation of evidence-based practices among public agencies serving abused and neglected youth. *Administration and Policy in Mental Health and Mental Health Services Research, 41*(1), 74-85.

Unit 8: ACEs, Trauma and PTSD   Date

Topics

- Trauma and trauma reactions in adolescents and young adults
- Neuroscience of trauma and post-trauma recovery
- Assessment and interventions in trauma and PTSD
- Measures for evaluating trauma and progress in treatment
- Trauma-Focused CBT and other EBI interventions

Practice Area: Embracing Diversity

Required Readings

- Black, P., Woodworth, M., Tremblay, M., & Carpenter, T. (2012). A review of trauma-informed treatment for adolescents. *Canadian Psychology, 53(3)*. 192-203.

- Cary, C. E., & McMillen, J. C. (2012). The data behind the dissemination: A systematic review of trauma-focused cognitive behavioral therapy for use with children and youth. *Children and Youth Services Review, 34*, 748–757.

- Lam, A.., Lyons, J. S., Griffin, G., & Kisiel, C. (2015). Multiple traumatic experiences and the expression of traumatic stress symptoms for children and adolescents. *Residential Treatment for Children & Youth, 32*(2), 167-181.

- McKenzie-Mohr, S., Coates, J., & McLeod, H. (2012). Responding to the needs of youth who are homeless: Calling for politicized trauma-informed intervention. *Children and Youth Services Review, 34*(1), 136-143.

Recommended Readings

- Carrion, V. G., & Kletter, H. (2012). Posttraumatic stress disorder: Shifting toward a developmental framework. *Child and Adolescent Psychiatric Clinics of North America, 21*(3), 573-591

- Cohen, J. A., Mannarino, A. P., & Deblinger, E. (Eds).(2012). *Trauma-focused CBT for children and adolescents: Treatment Applications.* New York, NY: Guilford Press. Note: This is the manual for TF-CBT.

Unit 9: Relational-Based Problems   Date

Topics
- Rapture/conflicts with parents, familial alienation
- Peer relations, social support, LGBT social support
- Difficulties in intimate-partner relationship and dating violence
- Difficulty in launching and developing independence
- The role of gender and culture in engagement, assessment and intervention in relational problems
  Practice Area: Communication Skills

Required Readings

- Mustanski, B., Andrews, R., & Puckett, J. A. (2016). The effects of cumulative victimization on mental health among lesbian, gay, bisexual, and transgender adolescents and young adults. *American Journal of Public Health, 106*(3), 527-533. doi:10.2105/AJPH.2015.302976

- Moed, A., Gershoff, E., Eisenberg, N., Hofer, C., Losova, S., Spinrad, T., & Liew, J. (2015). Parent–adolescent conflict as sequences of reciprocal negative emotion: Links with conflict resolution and adolescents' behavior problems. *Journal of Youth and Adolescence, 44*(8), 1607-1622.

- Stonard, K. E., Bowen, E., Walker K., & Price, S. (2015). "They'll always find a way to get to you:" Technology use in adolescent romantic relationships and its role in dating violence and abuse. *Journal of Interpersonal Violence,* 1-35. DOI: 10.1177/0886260515590787

Recommended Readings

- Almaida, J., Jonson, R., Corliss, H. & Azrael, D. (2009). Emotional distress among LGBT youth: The influence of perceived discrimination based on sexual orientation. *Journal of Youth and Adolescence, 38*, 1001- 1014.

- Foshee, V. A., Heath L., McNaughton R., Ernett, S. T., Ennett, Cance, D., Bauman, K. E., & Bowling, M. (2012). Assessing the effects of families for safe dates, a family-based teen dating abuse prevention program. *Journal of Adolescent Health, 51,* 349-356.

- Konishi, C., & Saewyc, E. (2014). Still a target: Sexual diversity and power of caring. *School Psychology International, 35*(5), 504-515.

- Shulman, S., Scharf, M. & Shachar-Shapira, L. (2012). The intergenerational transmission of adolescents romantic relationships. In Kerig, P., Schulz, M. S. & Hauser, S. T. (Eds.),

Adolescence and beyond: Family processes and development. (pp 113- 133). New York, NY: Oxford University Press

- Sousa, C., Herrenkohl, T. I., Moylan, C. A., Tajima, E. A., Klika, J. B., Herrenkohl, R. C., & Russo, M. J. (2011). Longitudinal study on the effects of child abuse and children's exposure to domestic violence, parent-child attachments, and antisocial behavior in adolescent. *Journal of Interpersonal Violence, 26*(1), 111-136.

Unit 10: Anxiety and Self-injury   Date

Topics
- Anxiety in adolescence and young adulthood
- Self-injury
- Assessment and interventions
- IPT and other supported interventions for treatment of anxiety
  Practice Area: Relaxation

Required Readings

- LeCloux, M. (2013). Understanding the meanings behind adolescent non-suicidal self-injury: Are we missing the boat? *Clinical Social Work Journal, 41*(4), 324-332. doi:10.1007/s10615-012-0417-y

- Thompson, E. D., May, A., & Whiting, S. E. (2011). Evidence-based treatment of anxiety and phobia in children and adolescents: Current status and effects on the emotional response. *Clinical Psychology Review, 31*(4), 592-602.

- Varghese, D., Scott J., Welham, J., Bor, W., Najma, J., O'Callaghan, M., William, G., & McGrath, J. (2011). Psychotic-like experiences in major depression and anxiety disorders: A population-based survey in young adults. *Schizophrenia Bulletin 37*,(2), 389-393. doi:10.1093/schbul/sbp083

- Young, J., Makover, H., Cohen, J., Mufson, L., Gallop, R., & Benas, J. (2012). Interpersonal psychotherapy-adolescent skills training: Anxiety outcomes and impact of comorbidity. *Journal of Clinical Child and Adolescent Psychology, 41*(5), 640-653.

Recommended Readings

- Cohen, J. A., Mannarino, A. P., & Deblinger, E. (Eds).(2012). *Trauma-focused CBT for children and adolescents: Treatment applications.* New York, NY: Guilford Press.

- Hoffman, R., Gimenez, M., & White, V. (2010). Letter writing as an intervention in family therapy with adolescents who engage in nonsuicidal self-injury.*The Family Journal: Counseling and Therapy for Couples and Families18(*1), 24-30.

- Schore, J., & Schore, A. (2012). Modern attachment theory: The central role of affect regulation in development and treatment. In *The science of the art of psychotherapy* (pp. 28-51). New York, NY: W.W. Norton.

Unit 11: Depression, Bipolar Disorder and Suicidality   **Date**

Topics

- Depression in adolescence and young adulthood
- Assessment of depression
- Suicidality: Assessment and treatment
- Bipolar disorder
- Empirically supported interventions for treatment of depression and suicidality in adolescents and young adults
  <mark>Practice Area: Personal Safety Skills</mark>

Required Readings

- Boening, D. K., & Coger, R. D. (2012).Risk and protective factors for suicidality during the transition to adulthood: Parenting, self-regulatory processes and successful resolution of stage-salient tasks. In Kerig, P., Schulz, M. S. & Hauser, S. T. (Eds.). *Adolescence and beyond: Family processes and development* (pp. 43- 63). New York, NY: Oxford University Press.

- Brent, D. A., Poling, K. D., & Goldstein, T. R. (2011). Assessment and treatment of suicidal ideation and behavior. In *Treating depressed and suicidal adolescents: A clinician's guide* (Chapter 2, pp.42-84). New York, NY: Guilford Press.

- Jacobson, C. M., & Mufson, L. (2010). Treating adolescent depression using interpersonal psychotherapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (2nd ed. pp. 140-159)*.* New York, NY: Guilford Press.

- Kozloff, N., Cheung, A. Schaffer, A., Cairney, J., Dewa C., Veldhizen S., Kurdyak P., & Levitt, A. (2010). Bipolar disorder among adolescents and young adults: Results from an epidemiological sample. *Journal of Affective Disorders,* 125(1), 350-354.

Recommended Readings

- Cummings, J. R., & Druss, B. G. (2011). Racial/ethnic differences in mental health service use among adolescents with major depression*. Journal of the American Academy of Child and Adolescent Psychiatry, 50*(2),160-70.

- Ford-Paz, R. E., Reinhard, C., Kuebbeler, A., Contreras, R., & Sánchez, B. (2015). Culturally tailored Depression/Suicide prevention in Latino youth: Community perspectives. *The Journal of Behavioral Health Services & Research, 42*(4), 519-533. doi:10.1007/s11414-013-9368-5

- Gulbas, L. E., Hausmann-Stabile, C., De Luca, S. M., Tyler, T. R., & Zayas, L. H. (2015). An exploratory study of non-suicidal self-injury and suicidal behaviors in adolescent Latinas. *American Journal of Orthopsychiatry,85*(4), 302-314. doi:10.1037/ort0000073

- Painter, K., & Scannapieco. M. (2015). Bipolar Disorder. In *Understanding the Mental Health Problems of Children and Adolescents* (pp. 159-173). Chicago, IL: Lyceum.

Unit 12: Behavioral Difficulties and Externalizing Disorders   Date

Topics
- Behavior and aggression issues in adolescence and young adulthood
- ODD/CD in adolescents
- Empirically supported interventions for treatment of aggression in adolescents
- Intervention in delinquency of young adults: MST, PMT, MTFC & Anger Management Training
- **Practice Area: Modeling**

Required Readings

- Bostic, J., Thurau, L., Potter, M., & Drury, S. (2014). Policing the teen brain. *Journal of Child and Adolescent Psychiatry, 53 (2),* 127-129.

- Henggeler, S. W., & Sheidow, A. J. (2012). Empirically supported family-based treatments for conduct disorder and delinquency in adolescents. *Journal of Marital and Family Therapy, 38,* 30-58.

- Kazdin, A. E., (2010). Problem-solving skills training and parent management training for oppositional defiant disorder and conduct disorder. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (2nd ed., pp. 211-226)*.* New York, NY: Guilford Press.

- Lochman, J. E., Boxmeyer, C. L., Powell, N. P., Barry. T. D., & Pardini, D. A. (2010). Anger control training for aggressive youths. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (2nd ed., pp. 227-242)*.* New York, NY: Guilford Press.

Recommended Readings

- Henggeler, S. W. & Schaeffer, C. (2010). Treating serious antisocial behavior using multi-systemic therapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (2nd ed., pp.259- 276)*.* New York, NY: Guilford Press.

- Rhoades, K. A., Chamberlain, P., Roberts, R., & Leve, L. (2013). MTFC for high-risk adolescent girls: A comparison of outcomes in England and the United States. *Journal of Child & Adolescent Substance Abuse*, *22,* 435-449. ISSN: 1067-828X print/1547-0652 online DOI: 10.1080/1067828X.2013.788887.

Unit 13: Substance Use and Abuse   Date

Topics
- Substances experimentation vs. use vs. substance abuse in adolescence and young adulthood
- Impact of drugs on adolescents and young adults
- Assessment and intervention with substance use
- Harm-reduction intervention
- Family-based treatment of substance use in adolescents
- **Practice Area: Goal Setting**

Required Readings

- Burrow-Sanchez, J., & Wrona, M. (2012). Comparing culturally accommodated versus standard group CBT for Latino adolescents with substance use disorders: A pilot study. *Cultural Diversity and Ethnic Minority Psychology, 18*(4), 373-383.

- Down, A. B., Seedall, R. B., Taylor, N. C., & Downs, K. J. (2014). Attachment-based considerations for addressing adolescent substance use (ASU) in a family context. *The American Journal of Family Therapy*, *43,* 28-43. DOI: 10.1080/01926187.2014.935683

- Patton, R., Deluca, P., Kaner, E., Newbury-Birch, D., Phillips, T., & Drummond, C. (2013). Alcohol screening and brief intervention for adolescents: The how, what and where of reducing alcohol consumption and related harm among young people. *Alcohol & Alcoholism*, *49* (2), 207-212. http://dx.doi.org/10.1093/alcalc/agt165

- Waldron, H. B., & Brody, J. L. (2010). Functional family therapy for adolescent substance use disorders. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (2nd ed., pp. 401-416)*. New York, NY: Guilford Press.

Recommended Readings

- Hock, R., Priester, M. A., Iachini, A. L., Browne, T., DeHart, D., & Clone, S. (2015). A review of family engagement measures for adolescent substance use services. *Journal of Child and Family Studies, 24*(12), 3700-3710. doi:10.1007/s10826-015-0178-7

- Henderson, C., Dakof, G., Greenbaum, P., & Liddle, H. (2010). Effectiveness of multidimensional family therapy with higher severity substance-abusing adolescents: Report from two randomized controlled trials. *Journal of Consulting and Clinical Psychology, 78*(6), 885-897.

- Rowe, C. L. (2012). Family therapy for drug abuse: Review and updates 2003–2010. *Journal of Marital and Family Therapy, 38*(1), 59-81. doi:10.1111/j.1752-0606.2011.00280.x

- Santisteban, D., & Maite, M. (2009). Culturally informed and flexible family-based treatment for adolescents: A tailored and integrative treatment for Hispanic youth. *Family Process, 48*(2), 253-268.

- Stockings, E., Hall, W., Lynskey M., Morley, K., Reavley, N., Strang J.. Pattan G., & Dengenhardt, L. (2016). Prevention, early intervention, harm reduction, and treatment of substance use in young people. *The Lancet Psychiatry*, *3*(3), 280-296.

- Wetherill, R., & Tapert, S. F. (2013). Adolescent brain development, substance use, and psychotherapeutic change. *Psychology of Addictive Behaviors: Journal of the Society of Psychologists in Addictive Behaviors, 27*(2), 393-402. doi:10.1037/a0029111

Unit 14: Complex Issues of Adolescents and Young Adults   Date

Topics
- Teen Parenthood: Impacts on parents and baby development
- Young offenders
- Homeless adolescents and young adults
  Practice Area: Problem Solving

Required Readings

- Alcorn. T. (2014). Rethinking mental health care for young offenders*. The Lancet*, *383*, 1283-4.

- Bender, K. A., Thompson S., Ferguson, K., Yoder, J. R., & Kern, L. (2014). Trauma among street-involved youth. *Journal of Emotional and Behavioral Disorders, 22(1), 53-64.*

- Coren, E., Hossain, R., Pardo, J. P., Veras, M. M., Chakraborty, K., Harris, H. & Martin, A. J. (2013). Interventions for promoting reintegration and reducing harmful behavior and lifestyles in street-connected children and young people*. Evidence-Based Child Health, 8,* 1140–1272. doi: 10.1002/ebch.1923

- Patel, P. H., & Sen, B. (2012). Teen motherhood and long-term health consequences. *Maternal and Child Health Journal, 16(*5),1063- 71.

Recommended Readings

- Asheer, S., Berger, A., Meckstroth, A., Kisker, E., & Keating, B. (2014). Engaging pregnant and parenting teens: Early challenges and lessons learned from the evaluation of adolescent pregnancy prevention approaches. *Journal of Adolescent Health, 54*(3), S84-S91. doi:10.1016/j.jadohealth.2013.11.019

- Fielding, K., & Forchuk, C. (2013). Exploring the factors associated with youth homelessness and arrests. *Journal of Child and Adolescent Psychiatric Nursing*, *26,* 225–233. doi: 10.1111/jcap.12056

- McDonell, J. R., Limber, S. P., & Connor-Godbey, J. (2007). Pathways teen mother support project: Longitudinal findings. *Children and Youth Services Review*, *29(7),* 840-855.

- Wong, C., Clark L., & Marlotte, L. (2014). The impact of specific and complex trauma on the mental health of homeless youth. *Journal of Interpersonal Violence*, *31* (5),831- 854. doi: 10.1177/0886260514556770

Unit 15: Special Issues of Transition Age Youth Leaving the Child Welfare System　　　　　　　　　　　　　　　　　　　　**Date**

Topics

- Youth leaving systems of care: Strengths & challenges
- Homelessness among TAY aging from the system
- Planning the transition
- Problem solving therapy and other interventions for system-involved youth
- Programs available for transition age youth leaving the systems
  Practice Area: Support Networking

Required Readings

- Batsche, C., Hart, S., Ort, R., Armstrong, M., Strozier, A., & Hummer, V. (2014). Post secondary transitions of youth emancipated from foster care. *Child & Family Social Work, 19*(2), 174-184.

- Curry, S. R., & Abrams, L. S. (2015). Housing and social support for youth aging out of foster care: State of the research literature and directions for future inquiry. *Child & Adolescent Social Work Journal, 32(2), 143-153. doi:10.1007/s10560-014-0346-4*

- Hollywood Homeless Youth Partnership. (2009). *The ARC framework for runaway and homeless youth serving agencies*. Retrieved from www.hhyp.org

- Powers, L., Greenen, S., Powers J., Summer-Pommier, S., Turner A., Dalton L., Drummond, D., & Swank, P. (2012). My life: Effects of a longitudinal, randomized study of self-determination enhancement on the transition outcomes of youth in foster care and special education. *Child and Youth Services Review*, *34*(11), 2179–2187.

- Smith, W. (2011). The child welfare system as context. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 5-19). New York, NY: Oxford University Press.

Recommended Readings

- California Child Welfare Co-Investment Partnership. (2010). Understanding outcomes for youth aging out of foster care. Insights, 3.

- Ferguson, K. M., Kim, M. A., & McCoy, S. (2011). Enhancing empowerment and leadership among homeless youth in agency and community settings: A grounded theory approach. *Child and Adolescent Social Work Journal, 28*(1),1-22. doi:10.1007/s10560-010-0217-6

- Linda, W. P., Marroquín, B., & Miranda, R. (2012). Active and passive problem solving as moderators of the relation between negative life event stress and suicidal ideation among suicide attempters and non-attempters. *Archives of Suicide Research, 16*(3), 183-197. doi:10.1080/13811118.2012.695233

- Pottick, K., Warner, L., Stoep, A., & Knight, N. (2014). Clinical characteristics and outpatient mental health service use of transition-age youth in the USA. *The Journal of Behavioral Health Services & Research, 41*(2), 230-243.

- Stott, T. (2012). Placement instability and risky behaviors of youth aging out of foster care. *Child and Adolescent Social Work Journal*, 29(1), 61-83. doi:10.1007/s10560-011-0247-8

- Wagner, M., & Newman, L. (2012). Longitudinal transition outcomes of youth with emotional disturbances. *Psychiatric Rehabilitation Journal*, *35*(3), 199- 208.

University Policies and Guidelines

I. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by e-mail (@usc.edu) 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 that 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 Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

II. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review should there be any

suspicion of academic dishonesty. The Review process can be found at
http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of
USC principles and policies but also violations of the values of the social work profession.

III. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register
with Disability Services and Programs (DSP) each semester. A letter of verification for approved
accommodations can be obtained from DSP. *Please be sure the letter is delivered to the
instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30
a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed
Roth, Director of the DSP office, at 213-740-0776 or ability@usc.edu.

IV. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but
please note its importance should you be on campus for a temporary or extended period. When
not on campus, call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press 2. "For recorded
announcements, events, emergency communications, or critical incident information."

> To leave a message, call (213) 740-8311,

> For additional university information, please call (213) 740-9233.

> Or visit university website: http://emergency.usc.edu.

If it becomes necessary to evacuate the building, please go to the following locations carefully
and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency
notifications on their cell phone, pager, PDA, or e-mail account. Register at
https://trojansalert.usc.edu.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12th and Olive)	**Orange County**	Faculty Parking Lot
MRF	Leavey Lawn	**San Diego**	Building Parking Lot
SWC	Leavey Lawn	**Skirball**	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not reenter the building until given the "all clear" by emergency personnel.

V. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of 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 be the instructor and reported on the official "Incomplete Completion Form."

VI. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

VII. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

VIII. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing 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.

IX. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the SOWK 621 Practice Course Dr. Michal Sela-Amit. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

X. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

Be mindful of getting proper nutrition, exercise, rest, and sleep!

Come to class.

Complete required readings and assignments BEFORE coming to class.

BEFORE coming to class, review the materials from the previous unit AND the current unit, AND scan the topics to be covered in the next unit.

Come to class prepared to ask any questions you might have.

Participate in class discussions.

AFTER you leave class, review the materials assigned for that unit again, along with your notes from that unit.

If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through e-mail.

Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.