

Social Work 620

Social Work Practice with Transition Age Youth

3 Units

“Because of the institutional environments I was raised in, I had never learned how to manage relationships with adults or peers, to learn progressive responsibility, or to feel or take responsibility. I was unbelievably lonely, scared and depressed when I exited care. I felt like everyone else in the world was connected and I was just a free blowing leaf.” – Jessica, foster care alumna.

SPRING 2017 Section 67609

[optional photo]	Instructor:	Mara Ziegler	Course Day:	Thursday
	E-Mail:	mziegler@usc.edu	Course Time:	10:10am-11:30am
	Telephone:	310 308-2259	Course Location:	VAC
	Office:	Via My Classroom		
	Office Hours:	11:30am Thursdays		

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

N/A

III. COURSE DESCRIPTION

Each year over 20,000 youth emancipate from the foster care system in the United States. These adolescents are more likely than their counterparts in the general population to experience a host of negative developmental and social outcomes, such as low educational attainment, unemployment, homelessness, substance abuse, and involvement in the criminal justice system.

In this course, we will use a biopsychosocial perspective to address work with transitional youth on macro, meso, and micro levels. The student will be introduced to policies affecting transitional youth and to the implications of early disrupted attachments and chronic trauma associated with the neglect and abuse that many children in foster care have experienced. Developmental issues and clinical treatment of social and psychological problems will be addressed. The class will look at current models of service (and gaps in service) to these youth, hearing from advocates, providers, and former foster youth.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Present major policies affecting transitional youth on a local and national level.
2	Facilitate students' ability to identify biological, psychosocial, and environmental risks and protective factors affecting youth who exit from foster care.
3	Promote awareness of the impact of diversity issues on former foster youth, including ethnicity, culture, and sexual orientation.
4	Teach the use and integration of attachment theory, resilience theory, neurobiology, and current research for understanding problematic sequelae of maltreatment and disrupted early attachments.
5	Present techniques for using current research to discuss and critically evaluate models of service to transitional youth, nationally and in Los Angeles County. Teach students how to identify and utilize models of evidence-based clinical treatment for transitional youth who suffer from attachment problems, depression, anxiety, sleep disorders, and substance abuse.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

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

<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every child, young person, and family member, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and employ social justice strategies to promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.</p>	<p>1. Present major policies affecting transitional youth on a local and national level.</p> <p>3. Promote awareness of the impact of diversity issues on former foster youth, including ethnicity, culture, and sexual orientation.</p>	<p>3a. Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth, and families.</p>	<p>Values</p>	<p>Unit 2: The Policy Landscape</p> <p>Unit 13: Education and Employment Issues</p> <p>Unit 14: Transitional Living Services and Programs</p> <p>Assignment 1: Policy Analysis</p> <p>Assignment 2: Program Analysis</p>
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Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Child and family social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse children, youth, and, families. They understand the importance of significant relationships and development from an ecological perspective with an understanding of risk and protective factors and how these interact within the larger social environment. Social workers utilize theories of human behavior and the social environment to facilitate engagement with their clients and the groups, organizations, institutions, and communities that impact them. Social workers understand and utilize varied engagement strategies to advance practice effectiveness with diverse children, youth, and families and thus advance social, economic and environmental justice within marginalized communities. Social workers understand that their personal experiences and affective reactions may have an impact on their ability to effectively engage with diverse families and children. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with children, youth, and families</p>	<p>2. Facilitate students' ability to identify biological, psychosocial, and environmental risks and protective factors affecting youth who exit from foster care.</p> <p>3. Promote awareness of the impact of diversity issues on former foster youth, including ethnicity, culture, and sexual orientation.</p> <p>4. Teach the use and integration of attachment theory, resilience theory, neurobiology, and current research for understanding problematic sequelae of maltreatment and disrupted early attachments.</p>	<p>6a. Apply knowledge of human behavior and the social environment and development to engage with children, youth, and families in a culturally and developmentally appropriate manner.</p>	<p>Knowledge</p>	<p>Unit 3: Conceptual Frameworks; Development, Attachment, and Resiliency</p> <p>Unit 4: Developmental Considerations</p> <p>Unit 5: Mental Health Issues: Anxiety and PTSD</p> <p>Unit 6: Mental Health Issues: Depression and Suicidality</p> <p>Unit 7: Mental Health Issues: High Risk Behaviors</p> <p>Unit 8: Mental Health Issues: Substance Abuse</p> <p>Assignment 3: Case Study</p>

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VI. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Policy Assignment	Beginning of Unit 4	20%
Assignment 2: Program Assignment	Beginning of Unit 9	30%
Assignment 3: Case Study	Beginning of Unit 15	40%

Each of the major assignments is described below.

Assignment 1: Policy Assignment

This is an individually developed policy research paper on a topic relevant to foster youth exiting the foster care system. The student will provide historical background on the topic, discuss how the relevant policies emerged, and identify both positive and negative impacts of the policies on youth and on practice. (See instructions and rubric for details) This paper will be 5-6 pages in length.

Due: Beginning of Unit 4

This assignment relates to student learning outcomes 2,3,5,, and 9.

Assignment 2: Program Assignment

This assignment requires you to explore programs in your community. You will select a program in your community that serves transition age youth, currently or formerly in the foster care and/or probation systems. Students will visit the program, speak with providers and youth, and write a 5-7page paper describing the program, its services, the strengths and limitations of the program, and how it fits into the policy and service landscape in the area of transition age youth. Each student will make a short presentation to the class. (See instructions and rubric for details.).

Due: Beginning of Unit 9

This assignment relates to student learning outcomes 2,3.6, 7, 8 and 9.

Assignment 3: Case Study

This is an individual paper that will provide an opportunity to integrate theory, policy, and practice. The student will draw on theories covered in class to discuss a problem facing foster youth in general through discussion of a specific case of a transition age youth who has this problem. (If the student has no relevant case in the field, an alternative case will be developed.) The paper will examine developmental issues, psychological and environmental factors, as well as practice issues and implications. Interventions on the micro, meso, and macro levels will be incorporated into this “capstone” assignment for the course. This paper will be 12-15 pages in length.

Due: Beginning of Unit 15

This assignment relates to student learning outcomes 2, 4,6,7,8 and 9.

NOTE: IF YOU ARE ASKED TO REWRITE AN ASSIGNMENT THAT DOES NOT EARN A PASSING GRADE, THE MAXIMUM GRADE YOU CAN EARN ON A REWRITE IS A B-. (There will be NO opportunities to rewrite Assignment 3) LATE PAPERS ARE PENALIZED ½ point per day late.

Class Participation (10% of Course Grade)

Class attendance and participation are critical to students' learning. Students are expected to attend, to be prepared, and to actively participate in class.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	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
		70 – 72	C-

Within the 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.

VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

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

Recommended Guidebook for APA Style Formatting

Beins, B. (2012) *APA style simplified*. New York, NY: John Wiley & Sons.

Recommended Websites

<http://blog.apastyle.org/apastyle/>

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Introduction <ul style="list-style-type: none"> ▼ Overview of TAY population: demographics and outcomes 	
2	<ul style="list-style-type: none"> ■ The Policy Landscape 	
3	<ul style="list-style-type: none"> ■ Conceptual Framework, Development, Attachment, and Resiliency 	
4	<ul style="list-style-type: none"> ■ Developmental Considerations 	Assignment 1
5	<ul style="list-style-type: none"> ■ Mental Health Issues <ul style="list-style-type: none"> ▼ Anxiety and PTSD 	
6	<ul style="list-style-type: none"> ■ Mental Health Issues <ul style="list-style-type: none"> ▼ Depression and Suicidality 	
7	<ul style="list-style-type: none"> ■ Mental Health Issues <ul style="list-style-type: none"> ▼ High Risk Behaviors and Delinquency 	
8	<ul style="list-style-type: none"> ■ Mental Health Issues <ul style="list-style-type: none"> ▼ Substance Abuse 	
9	<ul style="list-style-type: none"> ■ IN CLASS PRESENTATIONS ON PROGRAMS ■ Special Populations <ul style="list-style-type: none"> ▼ Pregnant and Parenting Transition Age Youth 	Assignment 2
10	<ul style="list-style-type: none"> ■ Special Populations <ul style="list-style-type: none"> ▼ Commercially Sexually Exploited Youth (CSEC) 	
11	<ul style="list-style-type: none"> ■ Special Populations <ul style="list-style-type: none"> ▼ Lesbian, Gay, Bisexual and Transgender Youth 	
12	<ul style="list-style-type: none"> ■ Special Populations <ul style="list-style-type: none"> ▼ Homeless and "Crossover" Youth 	
13	<ul style="list-style-type: none"> ■ Education and Employment Issues 	
14	<ul style="list-style-type: none"> ■ Transitional Living Services and Programs 	
15	<ul style="list-style-type: none"> ■ The Voice of Transitional Youth and Looking to the Future 	Assignment 3

Course Schedule—Detailed Description

Unit 1: Introduction and Overview

January 12, 2017

Topics

- Overview of TAY population; demographics; outcomes

This Unit relates to course objectives 1,2, and 3.

Required Readings

California Child Welfare Co-Investment Partnership. (2010) Understanding outcomes for youth aging out of foster care. *Insights*, 3. Retrieved from http://co-invest.org/home/wp-content/uploads/Insights_Vol3_FINAL.pdf

Children's Bureau (2015). *National Youth Transition Database; Data Brief #4*. Retrieved from http://www.acf.hhs.gov/sites/default/files/cb/nytd_data_brief_4.pdf

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

Stein, M. (2006). Research review: Young people leaving care. *Child and Family Social Work*, 11, 273-279.

Wulczyn, F. (2009). Foster youth in context. In B. Kerman, M. Freundlich, & A. M. Maluccio (Eds.), *Achieving permanence for older children and youth in foster care* (pp. 13-31). New York, NY: Columbia University Press.

Optional Reading:

Dworsky, A. (2008). The transition to adulthood among youth "aging out" of care: What have we learned? In D. Lindsey & A. Shlonsky (Eds.), *Child welfare research: Advances for practice and policy* (pp.125-144.) New York, NY: Oxford University Press.

Unit 2: The Policy Landscape

January 19, 2017

This Unit relates to course objectives 1 and 3.

Required Readings

The Alliance for Children's Rights, John Burton Foundation & Children's Law Center (2014). *California Fostering Connections to Success Act; Assembly Bill 12 Primer*. Retrieved from http://www.cafosteringconnections.org/wp2/wp-content/uploads/2014/10/AB-12-Primer_Updated-1-1-14.pdf

Collins, M., & Clay, C. (2009). Influencing policy for youth transitioning from care: Defining problems, crafting solutions, and assessing politics. *Children and Youth Services Review*, 31, 743-751.

Graf, B. (2002). *Information packet: Foster care independence act – 1999*. National Resource Center for Foster Care & Permanency Planning at Hunter College School of Social Work. Retrieved from: http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/information_packets/foster_care_independence_act-pkt.pdf

- Mendez, M., & Vandervort, F. (n.d.). *The Foster Care Independence Act of 1999 and the John H. Chafee foster care independence program*.
- Russ, E. & Fryar, G. (2014) *Creating Access to Opportunities for Youth in Transition from Foster Care. An AYPF Policy Brief*. Retrieved from <http://www.aypf.org/wp-content/uploads/2014/12/2014-AYPF-Foster-Care-Issue-Brief3.pdf>
- 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.

Unit 3: Conceptual Framework: Development, Attachment, and Resiliency **January 26, 2017**

This Unit relates to course objectives 2, 3, and 4.

Required Readings

- Greeson, J. K. P. (2013). Foster youth and the transition to adulthood: The theoretical and conceptual basis for natural mentoring. *Emerging Adulthood*, 1(1), 40-51. Retrieved from <http://eax.sagepub.com/content/1/1/40.full.pdf+html>
- Hass, M., & Graydon, K. (2009). Sources of resiliency among successful foster youth. *Children and Youth Services Review*, 31, 457-463.
- McCutcheon, V. (2006). Toward an integration of social and biological research. *Social Services Review*, 80(1), 159-214.
- Smith, W. (2011). Theoretical perspectives. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 20-34). New York, NY: Oxford University Press.
- Stein, M. (2006). Young people aging out of care: The poverty of theory. *Children and Youth Services Review*, 28, 422-434.
- Ungar, M. (2006). Resilience across cultures. *British Journal of Social Work*, 1-18.

Unit 4: Developmental Considerations **February 2, 2017**

This Unit relates to course objectives 2, 3, and 4.

Required Readings

- Quintana, S. (2007). Racial and ethnic identity: Developmental perspectives and research. *Journal of Counseling Psychology*, 54(3), 259-270.
- Smith, W. (2013). The role of neurobiology in social work practice with youth transitioning from care. In Matto, H., Strolin-Goltzman, J. & Ballan, M. (Eds.) *Neuroscience*

for social work: Current research and practice.

p.141-160. New York: NY, Springer Publishing Company.

Smith, W. (2011). Adolescent development in foster care. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 68-84). New York, NY: Oxford University Press.

Smith, W. (2011). Neurobiology and development. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 37-51). New York, NY: Oxford University Press.

Smith, W. (2011). The importance of early attachments. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 52-67). New York, NY: Oxford University Press.

Unit 5: Mental Health Issues

February 9, 2017

Topics

- Anxiety and PTSD

This Unit relates to course objectives 2, 3, and 5.

Required Readings

Ford, J. (2005). Treatment implications of altered affect regulation and information processing following child maltreatment. *Psychiatric Annals* 35(5), 410-419.

McLean, L., & Gallop, R. (2003). Implications of childhood sexual abuse for adult borderline personality disorder and complex posttraumatic stress disorder. *The American Journal of Psychiatry* 160(2), 369-371.

Smith, W. (2011). Anxiety, trauma, and post-traumatic stress disorders. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 93-107). New York, NY: Oxford University Press.

Stewart, P. (2004). Afrocentric approaches to working with African American families. *Families in Society* 85(2), 221-228.

Unit 6: Mental Health Issues

February 16, 2017

Topics

- Depression and Suicidality

This Unit relates to course objectives 2, 3, and 5.

Required Readings

Buzi, R., Weinman, M., & Smith, P. (2007). The relationship between adolescent depression and a history of sexual abuse. *Adolescence*, 42(168), 679-688.

Crenshaw, D. (2006-2007). An interpersonal neurobiological-informed treatment model for childhood traumatic grief. *Omega*, 54(4), 319-335.

- Fornos, L., Mika, V., Bayles, B., Serrano, A., Jiminez, R., & Villareal, R. (2005). A qualitative study of Mexican American adolescents and depression. *The Journal of School Health*, 75(5), 162-170.
- Smith, W. (2011). Mood disorders and self-harm. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 108-124). New York, NY: Oxford University Press.
- Szalavitz, M. (2011) *Why are so many foster care children taking antipsychotics?* Retrieved from: <http://healthland.time.com/2011/11/29/why-are-so-many-foster-care-children-taking-antipsychotics/>
- Wilkinson, G., Taylor, P., & Holt, J. (2002). Bipolar disorder in adolescence: Diagnosis and treatment. *Journal of Mental Health Counseling*, 24(4), 348-357.

Unit 7: Mental Health Issues

February 23, 2017

Topics

- High Risk Behaviors and Delinquency

This Unit relates to course objectives 2,3, 4, and 5.

Required Readings

- Johnson, R., Rew, L., & Sternglanz, R. (2006). The relationship between childhood sexual abuse and sexual health practices of homeless adolescents. *Adolescence*, 41(162), 221-234.
- Rogers, K. (2002). The violent adolescent: The urge to destroy versus the urge to feel alive. *The American Journal of Psychoanalysis*, 62(3), 237-253.
- Smith, W. (2011). Mental health dimensions of delinquency. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 146-168). New York, NY: Oxford University Press.
- Tyler, K., & Johnson, K. (2006). A longitudinal study of the effects of early abuse on later victimization among high-risk adolescents. *Violence and Victims*, 21(3), 287-306.

Unit 8: Mental Health Issues

March 2, 2017

Topic

- Substance Abuse

This Unit relates to course objectives 2,3,4 and 5.

Required Readings

- Briere, J., & Lanktree, C. (2013) Intervening in Maladaptive Substance Use. In *Integrative treatment of complex trauma for adolescents (ITCT-A) treatment guide*. (2nd Ed, ch 14). USC Adolescent Trauma Training Center, Los Angeles, CA. Retrieved from <http://keck.usc.edu/adolescent-trauma-training-center/wp-content/uploads/sites/169/2015/04/Treating-Substance-Use-Issues-20131106.pdf>

- Ford, J., Russo, E., & Mallon, S. (2007). Integrating treatment of posttraumatic stress disorder and substance use disorder. *Journal of Counseling and Development*, 85, 475-489.
- Hamburger, M., Leeb, R., & Swahn, M. (2008). Childhood maltreatment and early alcohol use among high-risk adolescents. *Journal of Studies on Alcohol and Drugs*, 291-295.
- Roberts, A., & Yeager, K. (2005). Adolescent substance abuse and crisis intervention. *Brief Treatment and Crisis Intervention* 5(1), 19-33.
- Smith, W. (2011). Substance abuse. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 125-145). New York, NY: Oxford University Press.

Unit 9: Special Populations and IN CLASS PRESENTATION ON March 9, 2017
PROGRAMS

Topic

- Pregnant and parenting transition age youth

This Unit relates to course objectives 1,2,3, and 5.

Required Readings

- Acoca, L. (2004). Are those cookies for me or my baby? Understanding detained and incarcerated teen mothers and their children. *Juvenile and Family Court Journal*, Spring, 65-79.
- Benedict, A and Bercun, J. (2013) Pregnant and Parenting Teens in Foster Care: Prevention Efforts and Supportive Services to Meet the Needs of Youth in Care. Retrieved from:
http://www.nrcpfc.org/is/downloads/info_packets/Pregnant&Parenting_Benedict&Bercun.pdf
- Smith, W. (2011). Populations needing special attention. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (chap. 10 pp. 184-191). New York: Oxford University Press
- Svetlana Shpiegel & Michele Cascardi (2015) Adolescent Parents in the First Wave of the National Youth in Transition Database, *Journal of Public Child Welfare*, 9:3, 277-298, DOI:10.1080/15548732.2015.1043687
Retrieved from <http://dx.doi.org/10.1080/15548732.2015.1043687>

SPRING BREAK March 16, 2017

Unit 10: Special Populations

March 23, 2017

Topic

- Commercially Sexually Exploited Youth (CSEC)

This unit relates to objectives 3, 6, and 7.

Required Readings

California Child Welfare Council, CSEC Action Team (2015). *Holistic needs of commercially sexually exploited children*. Retrieved from: <http://youthlaw.org/wp-content/uploads/2015/05/Core-Competencies-for-Serving-CSEC.pdf>

Children's Defense Fund. (2014). *Preventing Sex Trafficking and Strengthening Families Act (H. R. 4980)*. Retrieved from <http://www.childrensdefense.org/library/data/fact-sheet-on-hr-4980.pdf>

Hardy, V. (2013). Domestic Minor Sex Trafficking: Practice Implications for Mental Health Professionals". *Affilia* , 28 (1), p. 8.

Krol, S., & Reed, J. (2016). *H.R. 4980: An important advance in child welfare*. Retrieved from <http://youthlaw.org/publication/hr-4980-an-important-advance-for-child-welfare/>

Newcombe, A. (2015). An advocates guide to protecting trafficking victims in the child welfare system. *Child Law Practice*, 34 (10) 149-157.

Unit 11: Special Populations

March 30, 2017

Topics

- Lesbian, Gay, Bisexual and Transgender Youth

This Unit relates to course objectives 2, 3, and 5.

Required Readings

Desai, K. (2010). *It's your life. Opening doors: Improving the legal system's approach to LGBTQ youth in foster care*. Washington DC: American Bar Association Center on Children and the Law.

Smith, W. (2011). Populations needing special attention. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 171-191). New York, NY: Oxford University Press

Williams, T., Connolly, J., Pepler, D., & Craig, W. (2005). Peer victimization, social support, and psychosocial adjustment of sexual minority adolescents. *Journal of Youth and Adolescence*, 34 (5). 471-482.

Unit 12: Special Populations

April 6, 2017

Topics

- Homeless and "Crossover" Youth

This unit relates to course objectives 1, 2, 3 and 5.

Required Readings

- Calvin, E. (2010). *My so-called emancipation: From foster care to homelessness for California youth*. New York, NY: Human Rights Watch.
- Dworsky, A., & Courtney, M. E. (2009). Homelessness and the transition from foster care to adulthood. *Child Welfare*, 88(4), 23-56. Retrieved from <http://libproxy.usc.edu/login?url=http://search.proquest.com.libproxy2.usc.edu/docview/213808527?accountid=14749>
- Hollywood Homeless Youth Partnership. (2009). *The ARC framework for runaway and homeless youth serving agencies*. Retrieved from http://hhyp.org/wp-content/uploads/2012/02/HHYP_ARC_Framework.pdf
- Schneir, A., Ballin, D., Carmichael, H., Stefanidis, N., Hendrickson, C., McGaffey, J., ... Rodriguez, M. (2009). *Psychological first aid for youth experiencing homelessness*. National Child Traumatic Stress Network. Hollywood Homeless Youth Partnership. Retrieved from http://hhyp.org/wp-content/uploads/2012/02/HHYP_PFA_Youth.pdf
- Schneir, A., Ballin, D., Carmichael, H., Stefanidis, N., Mounier, C., Gailey, D., & Battle, T. (2007). *Culture and trauma brief, trauma among homeless youth*. National Child Traumatic Stress Network. Retrieved from http://hhyp.org/wp-content/uploads/2012/02/culture_and_trauma_brief_v2n1_HomelessYouth.pdf
- Schneir, A., Ballin, D., Carmichael, H., Stefanidis, N., Phillips, L., Hendrickson, C., & De Gyarfas, L. (2009). *Trauma informed consequences for homeless youth*. Hollywood Homeless Youth Partnership. Retrieved from <http://hhyp.org/wp-content/uploads/2012/02/Trauma-Informed-Consequences.pdf>

Unit 13: Education and Employment Among TAY

April 13, 2017

This Unit relates to course objectives 1, 2, 3, and 5.

Required Readings

- Griffin, B. (2002). Academic disidentification, race, and high school dropouts. *The High School Journal*, 85(4), 71-81.
- Jones, M. G. (2014). Outline to improve the postsecondary educational outcomes of students from foster care. *Foster Care to Success*, Sterling, Va., August 12. <http://cdn.fc2success.org/wp-content/uploads/2014/08/Outline-to-Improve-Postsecondary-Outcomes.pdf>
- Legal Center for Foster Care and Education (nd). *Fostering Connections to Success and Increasing Adoptions Act of 2008-Education Provisions*. American Bar Association, Center on Children and the Law. Retrieved from: http://www.americanbar.org/content/dam/aba/migrated/child/education/publications/qa_fostering_connections_final.authcheckdam.pdf
- Smith, W. (2011). Transition to adulthood: Education, employment, and relationships. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 192-210). New York, NY: Oxford University Press.
- Vorhies, V., Davis, K., Frounfelker, R., & Kaiser, S. (2012). Applying social and cultural capital frameworks: Understanding employment perspectives of transition age youth with serious mental health conditions. *Journal of Behavioral Health Services & Research*, 39(3), 257-270.

**Unit 14: Transitional Living Services and Programs and
Unit 15: Voices of TAY and Looking to the Future**

April 20, 2017

Topic

- Transitional Living Services and Programs

This Unit relates to course objectives 1, 2, 3, 4, and 5.

Required Readings

Dworsky, A., & Dion, R. (2014) *Evaluating Housing Programs for Youth Who Age out of Foster Care*. Issue Brief: Mathematica Policy Research and Chapin Hill, University of Chicago. https://www.huduser.gov/publications/pdf/housingfostercare_literaturereview_0412_v2.pdf

MDRC (2015). *Study Shows Boost to Positive Outcomes for Young Adults Aging Out of Foster Care and Juvenile Justice*. Retrieved from <http://www.mdrc.org/news/press-release/study-shows-boost-positive-outcomes-young-adults-aging-out-foster-care-and>

Naccarato, T., & DeLorenzo, E. (2008). Transitional youth services: Practice implications. *Child and Adolescent Social Work, 25*, 287-308.

Propp, J., Ortega, D., & Newheart, F. (2003). Independence or interdependence: Rethinking the transition from "ward of the court" to adulthood. *Families in Society 84*(2), 259-265.

Smith, W. (2011). Transitional living programs: Best practices. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 211-232). New York, NY: Oxford University Press

The ABC's of Transition and the Transition Independent Living Program. (2015). Public Counsel Law Center (3rd ed.). Retrieved from www.publiccounsel.org (Instructor Note: To access this reading in question, go to "Practice Areas," select "Children's Rights," select "Publications," then click on "ABC's of Transition and the Independent Living Program.")

Youth Transition Funders Group. (Spring 2010). *Connected by 25: A Plan for Investing in the Social, Emotional, and Physical Well-Being of Older Youth in Foster Care*. Retrieved http://ytfg.org/wp-content/uploads/2015/02/FCWG_Well-Being_Investment_Agenda.pdf

Topic

- Looking to the Future

This Unit relates to course objectives 1, 2, 3, and 5.

Required Readings

Cunningham, M., & Diversi, M. (2012). Aging out: Youths' perspectives on foster care and the transition to independence. *Qualitative Social Work 12*(5), 587-602. DOI: 10.1177/1473325012445833

Leathers, S., & Testa, M. (2006). Foster youth emancipating from care: Caseworkers' reports on needs and services. *Child Welfare, 85*(3), 463-497.

Mendes, P., & Moslehuddin, B. (2006). From dependence to interdependence: Towards better outcomes for young people leaving state care. *Child Abuse Review*, 14, 110-126.

Smith, W. (2011). Policy implications and directions for future research. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 233-243). New York, NY: Oxford University Press

ASSIGNMENT 3 DUE:

BEGINNING OF CLASS UNIT 15

University Policies and Guidelines

VIII. 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 email (mziegler@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 which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which 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.

IX. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

X. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XI. 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."

XII. 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.

XIII. 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.

XIV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

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 wellbeing 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.

XV. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the Children, Youth and Families Department. If you do not receive a satisfactory response or solution, contact your advisor for further guidance.

XVI. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ 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 email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
