



# USC | School of Social Work

## Social Work 685 Section 60711

### Working with Adolescents: Practice, Systems and Advocacy

### 3 Units

*“You stand with the least likely to succeed until success is succeeded by something more valuable: kinship. You stand with the belligerent, the surly, the badly behaved until bad behavior is recognized for the language it is: the vocabulary of the deeply wounded and of those whose burdens are more than they can bare.” — from Tattoos on the Heart by Father Gregory Boyle on working with a troubled gang member*

Fall 2015

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**Course Day:** Thursday  
**Course Time:** 1:00-3:50pm  
**Course Location:**

#### I. COURSE PREREQUISITES

SOWK 505 and SOWK 535

#### II. CATALOGUE DESCRIPTION

Enhance knowledge and skill in working with adolescents involved in the child welfare, juvenile justice and other systems.

#### III. COURSE DESCRIPTION

This elective for second year MSW students is designed to enhance knowledge and skills for practice in working with adolescents, to develop an understanding of the multiple systems that impinge on this population, and to learn strategies for helping youth to successfully negotiate these systems. Although most theorists agree that adolescence is a period of great changes and challenges, much debate exists about what it takes to help young people meet these challenges in a way that will allow them to become successful adults. Much of the debate is fueled by differences in the attitudes toward adolescents and whether the focus should be on punishing negative behaviors or supporting positive behaviors.

An alarming number of adolescents are affected by special challenges such as: violence, homelessness, incarceration, foster care, disabilities, immigration and sexual orientation and racial intolerance.

Addressing the behaviors and issues that arise out of these circumstances requires innovative intervention at multiple levels—from prevention to service delivery, to funding priorities, to community resources and environments, to the behavior and attitudes of adults. Social workers can be key players at all of these levels. This course will equip students with an understanding of the unique concerns of adolescents and the systems they become entangled with so that as future MSWs you will be able to intervene in ways that will be instrumental in promoting healthy adolescent development.

**IV. COURSE OBJECTIVES**

The Working with Adolescents: Practice, Systems and Advocacy course (SOWK 685) will:

Objective #	Objectives
1	Present the strengths and key stressors associated with adolescence in an ecological framework and explain their implications for practice.
2	Provide techniques for assessing the major systems that affect the lives of adolescents and the complex interrelationship of these systems.
3	Impart knowledge of the impact of culture, gender, sexual orientation and environmental experience on adolescent development.
4	Promote students' ability to apply knowledge of practice standards and evidence-based research on adolescents to practice with the adolescent population.
5	Help students develop the ability to advocate effectively with and for adolescents and their families.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

Format of the course will consist of didactic instruction, power point presentations, video, guest speakers, and experiential exercises. These exercises, used to facilitate students' learning, may include case vignettes, role plays and structured small group exercises. Field trips may also be included.

The online teaching and learning environment provided by the University's Blackboard System will support and facilitate student to student communication and interaction outside of class as well as access to instructor support.

**VI. STUDENT LEARNING OUTCOMES**

Student learning for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SOWK 685	Course Objective
1	Professional Identity		
2	Ethical Practice		
3	Critical Thinking	*	1, 4, & 5
4	Diversity in Practice	*	2 & 3
5	Human Rights & Justice	*	3 & 5
6	Research Based Practice	*	4
7	Human Behavior	*	1 & 4
8	Policy Practice	*	2 & 5
9	Practice Contexts	*	1, 2, & 3
10	Engage, Assess, Intervene, Evaluate	*	1 & 5

\* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b>Critical Thinking</b>—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> <li>▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</li> <li>▪ Use critical thinking augmented by creativity and curiosity.</li> <li>▪ Understand that critical thinking also requires the synthesis and communication of relevant information.</li> </ul>	1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Assignments 1 and 4
	2. Analyze models of assessment, prevention, intervention, and evaluation.	Assignment 3
	3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Assignments 1 & 5 and Participation in Role Plays
<p><b>Diversity in Practice</b>—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> <li>▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</li> <li>▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</li> <li>▪ Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</li> </ul>	4. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Assignment 3 and In-Class Participation
	5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Assignment 2
	6. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Assignment 5
	7. View themselves as learners and engage those with whom they work as informants.	

<p><b>Human Rights &amp; Justice</b>—Advance human rights and social and economic justice.</p> <p>Social workers competent in Human Rights &amp; Justice:</p> <ul style="list-style-type: none"> <li>▪ Acknowledge that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.</li> <li>▪ Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.</li> <li>▪ Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</li> </ul>	8. Understand the forms and mechanisms of oppression and discrimination.	Assignments 1 and 2
	9. Advocate for human rights and social and economic justice.	Assignments 4 and 5
	10. Engage in practices that advance social and economic justice.	Assignment 3

<p><b>Research Based Practice</b>—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> <li>▪ Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.</li> <li>▪ Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</li> </ul>	11. Use practice experience to inform scientific inquiry.	Assignments 1 and 3
	12. Use research evidence to inform practice.	Assignment 4

<p><b>Human Behavior</b>—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> <li>Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.</li> <li>Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</li> </ul>	13. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	Assignment 5
	14. Critique and apply knowledge to understand person and environment.	Assignments 1 & 4 and In-Class Role Plays

<p><b>Policy Practice</b>—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Social workers competent in Policy Practice:</p> <ul style="list-style-type: none"> <li>Understand that policy affects service delivery, and they actively engage in policy practice.</li> <li>Know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.</li> </ul>	15. Analyze, formulate, and advocate for policies that advance social well-being.	Assignment 2
	16. Collaborate with colleagues and clients for effective policy action.	Assignments 3 and 5

<p><b>Practice Contexts</b>—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> <li>Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.</li> <li>Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</li> </ul>	17. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Assignments 1 and 4
	18. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Assignments 3 and 5

<p><b>Engage, Assess, Intervene, Evaluate</b>—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> <li>▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals</li> <li>▪ Using research and technological advances</li> <li>▪ Evaluating program outcomes and practice effectiveness</li> <li>▪ Developing, analyzing, advocating, and providing leadership for policies and services</li> <li>▪ Promoting social and economic justice</li> </ul>	<p>19. Engagement:</p> <p>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p>	<p>Assignment 5</p>
	<p>20. Assessment:</p> <p>Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p>	
	<p>21. Intervention:</p> <p>Initiate actions to achieve organizational goals.</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p>	
	<p>22. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
<b>Assignment 1:</b>	Unit 4	15%
<b>Assignment 2:</b>	Unit 7	10%
<b>Assignment 3:</b>	Unit 11	10%
<b>Assignment 4:</b>	Unit 15	30%
<b>Assignment 5:</b>	Unit 15	25%
<b>Class Participation</b>	Ongoing	10%

Each of the major assignments is summarized below. (See assignment instructions and rubrics for details) **LATE ASSIGNMENTS WILL BE PENALIZED 1/2Point per day late.**

### **Assignment 1**

The first assignment is a paper (4-6 pages) discussing the impact environmental stressors or personal challenges might have on the accomplishment of an adolescent's developmental tasks. You may choose from issues on the syllabus or you may choose a topic of interest to you. Students should attempt to support their paper with references to a personal acquaintance or a client.

#### **Due: Unit 4**

*This assignment relates to student learning outcomes 1, 3, 8, 11, 14, and 17.*

### **Assignment 2**

The second assignment requires students to find a story about adolescents in the print media (newspaper, internet, magazine etc.) and discuss the way the author portrays adolescents (1-2 pages).

#### **Due: Unit 7**

*This assignment relates to student learning outcomes 5, 8, and 15.*

### **Assignment 3**

The third assignment is to find an example of a program or policy in another country that takes a strength-based approach to advocating for youth. Describe the key elements of the program and include your thoughts on whether such a program could succeed in the complex urban environments of the major cities in the United States (3-5 pages).

#### **Due: Unit 11**

*This assignment relates to student learning outcomes 2, 4, 10, 11, 16, and 18.*

### **Assignment 4**

The fourth assignment is to write an 8-12 page paper on one of the systems we have discussed. You may write a review of the literature; a research proposal including a literature review; a proposal for institutional or policy reform that is grounded in relevant literature; or a program evaluation or comparison of programs provided that it includes a critique of the relevant literature.

#### **Due: Unit 15**

*This assignment relates to student learning outcomes 1, 9, 12, 14, and 17.*

### **Assignment 5**

The fifth assignment will be a panel discussion of a vignette. Students will be assigned to play the roles of representatives from various systems and will be required to make their case for which system(s) should provide services to the youth in the vignette and to design an interdisciplinary case plan including a strategy for involving the client and the community as appropriate.

#### **Due: Unit 15 (In class)**

*This assignment relates to student learning outcomes 3, 6, 7, 9, 13, 16, and 18-22.*



**Class Participation (10% of Course Grade)**

Students are expected to complete all reading assignments and to use them as the basis for informed participation in class discussions. 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.

**Additional Information on Written Assignments and Group Activity****Paper on the Consequences of Personal Challenges or Environmental Stressors on**

**Developmental Tasks:** Students will write a paper on how a specific challenge experienced by an adolescent might impact the accomplishment of the adolescent's developmental tasks. Choose a specific issue such as: an educational, developmental, or physical disability; mental illness; teen pregnancy; environmental stressors such as poverty, substance abuse, or violence; incarceration or foster care; discrimination based on immigration status, race, or ethnicity, etc. The paper should include: 1) A description of the challenges raised by the specific issue you have chosen to address. (Remember, this is a brief paper so you will only be able to outline the key issues) 2) A discussion of the potential impact of this issue on the adolescent's development 3) Support for your position by discussing a current or former client, an adolescent you know or have known and/or by citing relevant research.

**Report on Media Attitudes Toward Adolescents:** Students should write a 1-3 page commentary on the way adolescents are portrayed in a story selected from the print media. Are they scapegoated? Are they portrayed as victims? Support your opinion with quotes from the article and discuss whether the author's portrayal is appropriate, whether the same story could have been reported from a different perspective, and whether this story provides you with any ideas for advocacy. Attach the article to your report.

**Description of a Program or Policy in Another Country:** Students should write a 3-5-page paper describing a program or policy in another country, which takes a strength-based approach to advocating for youth. You may base this paper on research, on an interview, or on personal experience. Include a description of the key elements of the program and then include your opinion as to whether such a program would translate successfully to the complex and diverse major cities in America.

**Paper on a Major System Affecting the Lives of Adolescents:** Students are to choose one of the major systems we have discussed and write an 8-12 page paper on that system. The discussion of the system should be narrowed to a particular area of focus. For example, if you choose education, you could focus on discipline or on disabilities; if you choose juvenile justice you could focus on gender issues, youth tried as adults, mental health issues, placement issues etc.; if you choose dependency, you could focus on permanency planning, transitional youth programs or support services. After defining the specific issue you have chosen, decide on how you will address the topic. If you choose to write a proposal for research or policy reform, or evaluate or compare programs, remember to support your paper with relevant literature.

**Panel Discussion of Vignette:** During the last few weeks of class, a vignette describing the difficulties faced by a particular adolescent will be handed out, students will be assigned their roles and panels will be organized. Students will meet to plan a classroom presentation discussing possible system responses to the vignette. The panels will be scheduled for the last day of class. Students should include the following considerations in their responses: 1) Opportunities for interdisciplinary collaboration in providing services to the youth 2) Strategies for involving the youth, the community, and perhaps even policymakers in creating a plan for the case 3) Approaches for including relevant cultural and spiritual supports in addressing the issues and 4) Methods for advocating for the youth if barriers are identified or resistance occurs. Creativity is encouraged. Panels may use handouts, videos or other materials to make their point.



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-

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

**Required Textbooks**

There are no required textbooks. There will, however, be additional readings that are identified in this syllabus under individual class Units. These readings may be accessed in several ways:

- Online through the ARES system
- Through external links identified in the course outline
- In Leavey Library at the reserve desk

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

## Course Schedule—Detailed Description

### Part 1: Introduction

#### Unit 1: Introduction to Sequence and Themes of the Course August 27, 2015

This Unit relates to course objectives 1 and 4.

#### Unit 2: Adolescence—A Period of Storm and Stress or Just Another Developmental Stage? September 3, 2015

##### Topics

- Demographics of adolescents
- Adolescent development
- Gaps and strengths in research
- A strengths-based approach to working with adolescents

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

##### Required Readings

Cox, K. F. (2006). Investigating the impact of strength-based assessment on youth with emotional or behavioral disorders. *Journal of Child and Family Studies*, 15(3), 278-292.  
doi: 10.1007/s10826-006-9021-5

Meschke, L. L., Peter, C. R., & Bartholomae, S. (2012). Developmentally appropriate practice to promote healthy adolescent development: Integrating research and practice. *Child & Youth Care Forum*, 41(1), 89-108. doi: 10.1007/s10566-011-9153-7

National Institute of Mental Health. (2011). *The Teen Brain: Still Under Construction*. Retrieved from [http://infocenter.nimh.nih.gov/pdf/Teen\\_Brain\\_Spread\\_LN17.pdf](http://infocenter.nimh.nih.gov/pdf/Teen_Brain_Spread_LN17.pdf)

### Part 2: Key Service Systems for Adolescents

#### Unit 3: Education September 10, 2015

##### Topics

- General education rights and responsibilities in California
  - ▼ Special education for adolescents with disabilities
  - ▼ Discipline issues

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

##### Required Readings

Public Counsel Law Center. (2014). *School discipline*. Retrieved from <http://www.publiccounsel.org/publications?id=0024>

Public Counsel Law Center. (2014). *Special education*. Retrieved from <http://www.publiccounsel.org/publications?id=0028>

Public Counsel Law Center. (2014). *Education*. Retrieved from <http://www.publiccounsel.org/publications?id=0026>

#### Unit 4: Accessing Programs and Services for Adolescents with Mental, Physical, and Developmental Disabilities September 17, 2015

##### Topics

- Discussion of disabilities
- Resources for youth with disabilities
- Small group activity- assessment and advocacy

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

### Required Readings

Public Counsel Law Center. (2014). *Regional centers*. Retrieved from <http://www.publiccounsel.org/publications?id=0023>

Bowels, C. W. & Woolverton, J., (2010). Caregiver's Guide to Accessing Regional Center, Mental Health and Special Education Services for Juveniles with Developmental and Psychiatric Disabilities. *Disability Rights California*. Retrieved from <http://www.disabilityrightsca.org/pubs/549901.pdf>

## Unit 5: Court Systems

September 24, 2015

### Topics

- Overview and introduction to "The System"
- ▼ The Probate Court

This Unit relates to course objectives 2 and 5.

### Required Readings

Public Counsel Law Center (2014) *Guardianship of the person and the Pro Per Guardianship Clinic*. Retrieved from <http://www.publiccounsel.org/publications?id=0031>

Public Counsel Law Center. (2013). *Caring for another person's child*. Retrieved from <http://www.publiccounsel.org/publications?id=0021>

## Unit 6: The Juvenile Justice System—Overview of the Court Process and Assessment and Treatment Recommendations for Clients

October 1, 2015

### Topics

- Delinquent youth
- Proposed Solutions
- Small group activity—Assessment and advocacy

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

### Required Readings

Public Counsel Law Center. (2014). *Understanding the juvenile delinquency system*. Retrieved from <http://www.publiccounsel.org/publications?id=0037>

Rios, Dr. V. (2011). *Street Life. Poverty, Gangs and a Ph.D.* CA: First Rivers Press.

Smithgall, C., Cusick, G. & Griffin, G. (2012). *Responding to Students Affected by Trauma: Collaboration Across Public Systems..* Retrieved from [http://school-justicesummit.org/pdfs/journal-web\\_paper\\_3.pdf](http://school-justicesummit.org/pdfs/journal-web_paper_3.pdf)

## Unit 7: The Dependency Court

October 8, 2015

### Topics

- Overview of the court process
- ▼ Family preservation through permanency planning

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

**Required Readings**

Los Angeles County Blue Ribbon Commission on Child Protection Final Report. *The Road to Safety for our Children*. Retrieved from [http://ceo.lacounty.gov/pdf/brc/BRCCP\\_Final\\_Report\\_April\\_18\\_2014.pdf](http://ceo.lacounty.gov/pdf/brc/BRCCP_Final_Report_April_18_2014.pdf)

Reed, D. F., & Karpilow, K. A. (2009). *Understanding the child welfare system in California: A primer for service providers and policymakers* (2<sup>nd</sup> ed.). Berkeley, CA: California Center for Research on Women and Families.

**Unit 8: Transition Age Youth and ILP Services****October 15, 2015****Topics**

- What happens to youth who leave “the system”?
- What can we do to help improve outcomes?

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

**Required Readings**

Cafosteringconnections.org (2014). California’s Fostering Connections to Success Act: Assembly Bill 12 Primer Retrieved from: [http://www.cafosteringconnections.org/pdfs/AB%2012%20Primer\\_Updated%201-1-14.pdf](http://www.cafosteringconnections.org/pdfs/AB%2012%20Primer_Updated%201-1-14.pdf)

Public Counsel Law Center. (2014). *The ABC’s of Transition and the Independent Living Program* (2<sup>nd</sup> ed.). Los Angeles, CA: Retrieved from <http://www.publiccounsel.org/publications?id=0042>

**Unit 9: Dependency Court (Continued)****October 22, 2015****Topics**

- Field trip to Edelman Children’s Court

This Unit relates to course objectives 2 and 5.

**Part 3: Prevention-Promoting Resiliency and Success****Unit 10: Involving the Community in Positive Youth Development****October 29, 2015****Topics**

- Resilience in Adolescents
- Positive Youth Development Concepts
- Rationale and a framework for community involvement in positive youth development

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

**Required Readings**

Mahatmya, D., & Lohman, B. J. (2012). Predictors and pathways to civic involvement in emerging adulthood: Neighborhood, family, and school influences. *Journal of Youth and Adolescence*, 41(9), 1168-83. doi:10.1007/s10964-012-9777-4

Noltemeyer, A. & Bush, K. (2013). Adversity and resilience: A synthesis of international research. *School Psychology International*, 34(5), 474-487. doi: 10.1177/0143034312472758

Zimmerman, M. A., Stoddard, S. A., Eisman, A. B., Caldwell, C. H., Aiyer, S. M. and Miller, A. (2013), Adolescent Resilience: Promotive Factors That Inform Prevention. *Child Development Perspectives*, 7: 215–220. doi: 10.1111/cdep.12042

**Unit 11: Involving the Consumer in Positive Youth Development (Consumer Presentation)**

**November 5, 2015**

**Topics**

- Rationale for involving youth in advocacy efforts
- Challenges and hopes for the future

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

**Required Readings**

Schwartz, S. and Suyemoto, K. (2013), Creating change from the inside: youth development within a youth community organizing program. *Journal of Community Psychology*, 41: 341–358. doi: 10.1002/jcop.21541

Taft, J.K. & Gordon, H.R. (2013). Youth activists, youth councils, and constrained democracy. *Education, Citizenship and Social Justice*. 8(1) 87-100. Doi: 10.1177/1746197913475765

**Unit 12: Appreciating Differences**

**November 12, 2015**

**Topics**

- Issues of gender, race, religion, spirituality and culture

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

**Required Readings**

Mallon, G. P. (2010). Child Welfare League of America. *LGBT Youth Issues: A practical guide for youth workers serving lesbian, gay, bisexual, transgender, and questioning youth*.

Spurr, S., Berry, L. and Walker, K. (2013), The meanings older adolescents attach to spirituality. *Journal for Specialists in Pediatric Nursing*, 18: 221–232. doi: 10.1111/jspn.12028

**Unit 13: Keys to Being a Successful Advocate**

**November 19, 2015**

**Topics**

- Defining advocacy
- Levels of intervention and collaboration
- Key strategies
- Review of NASW Standards of Practice with adolescents

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

**Required Readings**

Lamont, Elizabeth D. (2014) Vulnerable Children and Families: Voices from the national landscape. *Child and Adolescent Social Work Journal*, 31(3) 251-265.

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.

**NO CLASS UNIT 14: THANKSGIVING HOLIDAY**

**November 26, 2015**

**Unit 15: Presentations by Student Groups**

**December 3, 2015**

**Topics**

- Summary of course
- Small group presentations

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

**ASSIGNMENT 4 DUE: Beginning of Class**

**December 3, 2015**

## University Policies and Guidelines

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### IX. 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](mailto: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.

### X. 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.

### XI. 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](mailto:ability@usc.edu).

### XII. 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	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

**XIII. 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."

**XIV. 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.

**XV. 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.

**XVI. 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 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.

## **XVII. 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 your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [rmaiden@usc.edu](mailto: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](mailto:june.wiley@usc.edu) for further guidance

## **XVIII. 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 email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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