



USC | School of Social Work

Social Work 620 FALL 2015

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 so 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.

Instructor: Mara Ziegler
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Office: TBD
Office Hours: TBD

Course Day: Thursday
Time: 4:10-7pm
Location: MRF 204
Section: 61022

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

N/A

III. COURSE DESCRIPTION

Each year, 20,000 youth emancipate from the foster care system in the United States, with more than 1500 in Los Angeles County. 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

The Social Work Practice with Transitional Youth course (SOWK 525) will:

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 course will include lecture, class discussion, guest presenters (providers, youth, advocates), visits to programs for transitional youth, and case discussion.

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 525	Course Objective
1	Professional Identity		
2	Ethical Practice		
3	Critical Thinking	*	1-5
4	Diversity in Practice	*	2 & 3
5	Human Rights & Justice	*	1 & 3
6	Research Based Practice	*	4 & 5
7	Human Behavior	*	5 & 4
8	Policy Practice	*	1
9	Practice Contexts	*	2 & 5
10	Engage, Assess, Intervene, Evaluate	*	2, 4, & 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>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information. 	1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Assignments 1, 2, and 3
	2. Analyze models of assessment, prevention, intervention, and evaluation.	Assignments 2 and 3
	3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	
<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. ▪ 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. ▪ 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. 	4. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Assignments 1 and 3
	5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	In-Class Self-Awareness Exercise Assignment 3
	6. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Assignment 3
	7. View themselves as learners and engage those with whom they work as informants.	Assignments 2 and 3

<p>Human Rights & Justice—Advance human rights and social and economic justice.</p> <p>Social workers competent in Human Rights & Justice:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. ▪ Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. 	8. Understand the forms and mechanisms of oppression and discrimination.	Assignment 1
	9. Advocate for human rights and social and economic justice.	Assignment 2 and In-Class Participation
	10. Engage in practices that advance social and economic justice.	Assignment 1 and In-Class Participation

<p>Research Based Practice—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"> ▪ 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. ▪ Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. 	11. Use practice experience to inform scientific inquiry.	Assignment 3
	12. Use research evidence to inform practice.	Assignment 3

<p>Human Behavior—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> 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. Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. 	<p>13. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</p>	<p>Assignment 3</p>
<p>14. Critique and apply knowledge to understand person and environment.</p>		
<p>Policy Practice—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"> Understand that policy affects service delivery, and they actively engage in policy practice. 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. 	<p>15. Analyze, formulate, and advocate for policies that advance social well-being.</p>	<p>Assignment 1</p>
<p>16. Collaborate with colleagues and clients for effective policy action.</p>	<p>In-Class Participation</p>	
<p>Practice Contexts—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. 	<p>17. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</p>	<p>Assignments 2 and 3</p>
<p>18. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>		

<p>Engage, Assess, Intervene, Evaluate—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"> ▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals ▪ Using research and technological advances ▪ Evaluating program outcomes and practice effectiveness ▪ Developing, analyzing, advocating, and providing leadership for policies and services ▪ Promoting social and economic justice 	<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 3</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
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%
Class Participation	Ongoing	10%

Each of the major assignments is described below. Further details of written assignments will be distributed in class.

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 1, 4, 8, 10, and 15.

Assignment 2: Program Assignment

Students will select a program in the 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 former foster 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 1-4, 7, 9, 17, and 18.

Assignment 3: Case Study

This is an individual paper which 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 1-3, 5-7, 11, 14, and 17-22.

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 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Grades in the School of Social Work are determined based on the following standards that have been established by the faculty of the School:

Grades of **A or A-** are reserved for student work which not only demonstrates strong 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.

A grade of **B+** will be given to work that is judged to be very good and demonstrates a more-than-competent understanding of the material being tested in the assignment.

A grade of **B** will be given to student work that meets the basic requirements of the assignment and demonstrates work which meets course expectations at an adequate level.

A grade of **B-** will indicate that a student’s performance was less than adequate on an assignment and reflects only moderate grasp of content and/or expectations.

A grade of **C** would reflect a minimal grasp of the assignments, poor organization of ideas and/or several areas requiring improvement.

Grades between **C- and F** will denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbook

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

Note: Additional class readings, consisting of articles and book chapters, will be available online at course e-reserves accessible through ARES. Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Schedule—Detailed Description

Unit 1: Introduction and Overview August 27, 2015

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.

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.

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.

Unit 2: Conceptual Framework: Development, Attachment, and Resiliency September 3, 2015

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

Required Readings

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 3: The Policy Landscape September 10, 2015

This Unit relates to course objectives 1 and 3.

Required Readings

Center for Law and Social Policy. (2008). *Fostering Connections to Success and Increasing Adoptions Act will improve outcomes for children and youth in foster care*. Children's Defense Fund. Retrieved from <http://www.childrensdefense.org/library/data/FCSIAA-summary.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.

Courtney, M., Dworsky, A., & Peters, C. (2009). *California's Fostering Connections to Success Act and the costs and benefits of extending foster care to 21*. Seattle, WA: Partners for Our Children.

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. (Instructor Note: Please see the AB 12 Fact Sheet handout.)

Mendez, M., & Vandervort, F. (n.d.). *The Foster Care Independence Act of 1999 and the John H. Chafee foster care independence program*. (Instructor Note: Please see the AB 12 Fact Sheet handout.)

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 4: Developmental Considerations **September 17, 2015**

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—Substance Abuse **September 24, 2015**

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

Required Readings

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, 29*(1), 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 6: Mental Health Issues—Anxiety and PTSD**October 1, 2015**

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 7: Mental Health Issues—Depression and Suicidality**October 8, 2015**

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., Jimenez, 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.
- Wilkinson, G., Taylor, P., & Holt, J. (2002). Bipolar disorder in adolescence: Diagnosis and treatment. *Journal of Mental Health Counseling*, 24(4), 348-357.

Unit 8: Mental Health Issues—High Risk Behaviors and Delinquency**October 15, 2015**

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 9: IN CLASS PRESENTATION ON PROGRAMS and Pregnant and Parenting Transition Age Youth **October 22, 2015**

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

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.

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.

Unit 10: Education, Employment, and Emancipated Youth **October 29, 2015**

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.

Legal Center for Foster Care and Education and the National Center for Homeless Education. (Fall 2009). *Best practices in homeless education. Clearing the path to school success for children in out-of-home care*. American Bar Association. Retrieved from <http://www.abanet.org/child/education/publications.stability.html>

Legal Center for Foster Care and Education. (2007). *Fact sheet. Educational stability and continuity for children and youth in out-of-home care*. American Bar Association. Retrieved from <http://www.abanet.org/child/education/publications.stability.html>

Legal Center for Foster Care and Education. (2010). *Foster care and education Q &A. How fostering connections and McKinney-Vento can support school success for all children in out of home care*. American Bar Association. Retrieved from <http://www.abanet.org/child/education/publications.stability.html>

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.

Unit 11: Homelessness, "Cross-over," and Emancipated Youth **November 5, 2015**

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.

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

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 www.NCTSN.org

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 www.NCTSN.org.

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 www.hhyp.org

Unit 12: Transitional Living Services and Programs

November 12, 2015

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

Required Readings

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. (2010). Public Counsel Law Center (2nd 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: Effective 171-191uth*. Retrieved from <http://ytfg.org>

Development, 113, 33-49.

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

Required Readings

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.

Reid, C. (2007). The transition from state care to adulthood: International examples of best practices. *New Directions for Youth D*

Unit 13: Lesbian, Gay, Bisexual and Transgender Youth

November 19, 2015

This Unit relates to course objectives 2, 3, 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.

NO CLASS UNIT 14 THANKSGIVING HOLIDAY

November 26, 2015

Unit 15: The Voice of Transitional Youth and Looking to the Future

December 3, 2015

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

Required Readings

Langston, M., & Johnson, C. (2009). *California Youth Connection 2009 Summer Leadership and Policy Conference Report. Legislative Change Through Youth Empowerment*. California Youth Connection. <http://calyouthconn.org>

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
December 3, 2015**

University Policies and Guidelines

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) 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.

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	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	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 рмаiden@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

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.

Don't procrastinate or postpone working on assignments.
