I. COURSE PREREQUISITES

Social Work Practice with Adolescents, Young Adults and their Families is an advanced practice course of the School of Social Work, Department of Children, Youth and Families. Students will have successfully completed the generalist semester (SOWK 544 & SOWK 506) and the first semester departmental required courses (SOWK 608, SOWK 609, SOWK 610) before enrolling in this course.

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

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

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

IV. COURSE OBJECTIVES

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

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

V. COURSE FORMAT AND INSTRUCTIONAL METHODS

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

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

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

* 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.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</strong></td>
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<tr>
<td></td>
<td>Social workers use their knowledge of theories of human behavior and the social environment to inform ongoing assessment as they work with diverse children, youth, and families, as well as with the groups, organizations, and institutions that play important parts in their lives. Social workers use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of children, youth and families, which in turn advances the effectiveness of their practice. Social workers work collaboratively with other service providers involved in the family’s life in order to obtain a comprehensive understanding of the family system to enhance the assessment process. Social workers are mindful of the potential influence of their personal experiences and affective reactions on the processes of assessment with children, youth, and families.</td>
<td><strong>1.</strong> Teach the use of critical thinking to integrate knowledge and perspectives on adolescence and young adulthood and the developmental tasks and competencies associated with the transition to adulthood while focusing on youth in familial and cultural contexts.</td>
<td><strong>7b.</strong> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of children, youth and families and the communities in which they live.</td>
<td><strong>Unit 2:</strong> Assessment of Adolescents and Young Adults and their Families</td>
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<td><strong>Unit 3:</strong> Overview of Interventions with Adolescents, Young Adults and Their Families</td>
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<td><strong>Unit 4:</strong> Engagement and Intervention – Family Based Interventions</td>
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<td><strong>Unit 5:</strong> Group-based and System-Based Interventions</td>
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<td><strong>Assignment 1:</strong> Take-home Exam</td>
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<td><strong>Assignment 3:</strong> Research Paper</td>
</tr>
<tr>
<td>Competency</td>
<td>Objectives</td>
<td>Behaviors</td>
<td>Dimensions</td>
<td>Content</td>
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</tr>
<tr>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>5. Provide students with opportunities to develop skills in engaging, assessing, diagnosing, and intervening with adolescents, young adults and their families in diverse client populations.</td>
<td>8a. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
<td>Skills</td>
<td>Unit 5: Group-based and System-Based Interventions</td>
</tr>
<tr>
<td></td>
<td>Social workers are knowledgeable about the evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients. Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve family and agency goals. Social workers understand the importance of inter-professional teamwork and communication in interventions, and employ strategies of interdisciplinary, inter-professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families.</td>
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<td></td>
<td>Unit 14: Complex Issues of Adolescents and Young Adults</td>
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<td>Unit 15: Special issues of Transition Age Youth Leaving the Child Welfare System</td>
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<td></td>
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<td>Assignment 2: Group Work</td>
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<td></td>
<td></td>
<td></td>
<td>Class Participation</td>
<td></td>
</tr>
</tbody>
</table>
### VI. Course Assignments, Due Dates, and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Take-Home Exam</td>
<td>Unit 7</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 2: Group Work</td>
<td>TBA</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3: Research Paper</td>
<td>Finals Week</td>
<td>40%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each of the major assignments is described below.

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

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

**Due: Unit 7**

*This assignment relates to student learning outcomes 1 & 4*

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

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

**Due: Presentation due date TBA**

*This assignment relates to student learning outcomes: 5*

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

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

**Due: Final Week**

*This assignment relates to student learning outcomes: 1& 4*

**Class Participation (10% of Course Grade)**
It is expected that students will attend class regularly, participate in class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

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

Guidelines for Evaluating Class Participation:

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

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

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

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

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

5: Non-participant: Attends class only.
Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>3.85–4.00</td>
<td>A</td>
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<tr>
<td>3.60–3.84</td>
<td>A–</td>
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<tr>
<td>3.25–3.59</td>
<td>B+</td>
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<tr>
<td>2.90–3.24</td>
<td>B</td>
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<tr>
<td>2.60–2.89</td>
<td>B–</td>
</tr>
<tr>
<td>2.25–2.59</td>
<td>C+</td>
</tr>
<tr>
<td>1.90–2.24</td>
<td>C</td>
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<td></td>
<td>70.5–73.4</td>
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</tbody>
</table>

VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

**Required Textbooks**


**Recommended Books**


**Recommended Websites**

U.S. Department of Health and Human Services, Office of Adolescents Health

[http://www.hhs.gov/ash/oah/](http://www.hhs.gov/ash/oah/)

Strengthening Families:


[http://www.strengtheningfamiliesprogram.org](http://www.strengtheningfamiliesprogram.org)
# Course Overview

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview and Unique Considerations for Adolescents, Young Adults and Their Families</td>
<td></td>
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<tr>
<td>2</td>
<td>Assessment of Adolescents and Young Adults and Their Families</td>
<td></td>
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<tr>
<td>3</td>
<td>Interventions with Adolescents, Young Adults and Their Families</td>
<td></td>
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<tr>
<td>4</td>
<td>Family-Based Interventions</td>
<td></td>
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<tr>
<td>5</td>
<td>Group-based and System-Based Interventions</td>
<td></td>
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<tr>
<td>6</td>
<td>Neurodevelopment Disabilities and Their Impact on Adolescents, Young Adults and Their Families</td>
<td>Assignment 1 is due</td>
</tr>
<tr>
<td>7</td>
<td>Trauma and PTSD</td>
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<td>8</td>
<td>Relational-Based Problems</td>
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<tr>
<td>9</td>
<td>Anxiety and Self-Injury</td>
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<tr>
<td>10</td>
<td>Depression and Suicidality</td>
<td></td>
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<tr>
<td>11</td>
<td>Bipolar Mood Disorder and Schizophrenia</td>
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<tr>
<td>12</td>
<td>Disruptive and Impulse Control Problems</td>
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<tr>
<td>13</td>
<td>Substance Use and Abuse</td>
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<tr>
<td>14</td>
<td>Complex Issues of Adolescents and Young Adults</td>
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<tr>
<td>15</td>
<td>Transition Age Youth Leaving Child Welfare System</td>
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</tbody>
</table>

**STUDY DAYS / NO CLASSES**

**FINAL Paper is Due:**

## Course Schedule — Detailed Description
Unit 1: Overview and Unique Considerations for Adolescents, Young Adults and Their Families

January 10

Topics

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

Required Readings


Recommended Readings


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

January 17

Topics

- Strengths-based, culturally-informed, and motivation-considerate assessment of adolescents and young adults
- The role of the family, and other involved adults in youth assessment
- General and problem-focused measurements of adolescents assessment
- Consideration and Implication of diagnosing adolescents and young adults

Required Readings


Recommended Readings


# Unit 3: Engagement and Interventions with Adolescents, Young Adults and Their Families

## January 24

### Topics
- Engagement and introducing treatment
- Identifying intervention goals and objectives
- Selecting an EBI
- Assessing intervention using measurements
- Social worker’s advocacy role in working with adolescents & young adults

**Practice Area: Engagement with adolescent**

### Required Readings

### Recommended Readings

# Unit 4: Family-Based Engagement and Interventions

## January 31

### Topics
- Methods for family engagement: Special consideration to diversity and culture
- Family-based interventions: Brief Strategic Family Therapy
- Working with families impacted by adversity:
  - Single-parenting
  - Incarceration
  - Immigration and deportation
  - Grief & loss

**Practice Area: Communication skills advanced**

### Required Readings


Recommended Readings


Unit 5: Group-Based and System-Based Interventions February 7

Topics

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

Required Readings


Recommended Readings

Adolescent Substance Abuse, 22, 435-449. ISSN: 1067-828X print/1547-0652 online DOI: 10.1080/1067828X.2013.788887.


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

Topics

- Impact of neurodevelopmental problems on adolescents, young adults and their families
  - Executive system deficits and their impacts on adolescents and young adults with: Autism Spectrum Disorders and ADHD
- Interventions with ADHD
- Interventions with ASD: Communication and social engagement interventions

Practice Area: Social Skills Development

Required Readings


Recommended Readings


**Unit 7: Trauma and PTSD**

**Topics**

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

**Required Readings**


**Recommended Readings**


Unit 8: Relational-Based Problems

February 28

Topics
- Rapture/conflicts with parents, familial alienation
- Peer relations, LGBT social support
- Intimate-partner relationship and dating violence

Practice Area: Assertiveness training

Required Readings

Recommended Readings

Unit 9: Anxiety and Self-injury

March 7

Topics
- Anxiety in adolescence and young adulthood
- Non-suicidal self-injury
- Interventions

Practice Area: Self-Monitoring

Required Readings


**Recommended Readings**


---

**Unit 10: Depression and Suicidality**

**March 21**

**Topics**

- Depression & suicidality in adolescence and young adulthood
- Assessment of depression & Suicidality
- Empirically supported interventions for depression and suicidality

**Practice Area: Personal Safety Skills**

**Required Readings**


Recommended Readings


Unit 11: Bipolar and Schizophrenia March 28

Topics

- Bipolar disorder
- Schizophrenia Prodromal and early phases
- Interventions

Practice Area: Relaxation

Required Readings


Recommended Readings


Unit 12: Disruptive Behavior and Aggression

April 4

Topics
- Behavior and aggression issues in adolescence and young adulthood
- Young offenders
- Interventions for aggression
- Intervention in delinquency of young adults: MST, MTFC & Anger Management Training

Practice Area: Modeling

Required Readings

Recommended Readings
Unit 13: Substance Use and Abuse

April 11

Topics

- Substances experimentation vs. use vs. substance abuse in adolescence and young adulthood
- Impact of drugs on adolescents and young adults
- Assessment and intervention with substance use
- Harm-reduction intervention
- Family-based treatment of substance use in adolescents

Practice Area: Goal Setting

Required Readings


Recommended Readings


Unit 14: Complex Issues of Adolescents and Young Adults  April 18

Topics
- Teen Parenthood: Impacts on parents and baby development
- Interventions in Teen Parenthood
- Homeless adolescents and young adults
- Intervention with homeless youth

Practice Area: Problem Solving

Required Readings

Recommended Readings

Unit 15: Special Issues of Transition Age Youth Leaving the Child Welfare System  April 25

Topics
- Youth leaving systems of care: Strengths & challenges
- Planning the transition and Programs for Youth leaving care
- EBP for system-involved youth

Practice Area: Support Networking

Required Readings


**Recommended Readings**


University Policies and Guidelines

I. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by e-mail (@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations that conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work that will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

II. STATEMENT ON ACADEMIC INTEGRITY

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

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

III. STATEMENT FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

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

Or visit university website: [http://emergency.usc.edu](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](https://trojansalert.usc.edu).

<table>
<thead>
<tr>
<th>University Park Campus</th>
<th>Academic Centers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>City Center</td>
<td>Front of Building</td>
<td>Orange County</td>
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<td>MRF</td>
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Do not reenter the building until given the “all clear” by emergency personnel.

V. **Statement About Incompletes**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official “Incomplete Completion Form.”

VI. **Policy on Late or Make-Up Work**

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

VII. **Policy on Changes to the Syllabus and/or Course Requirements**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.
VIII. **Code of Ethics of the National Association of Social Workers**

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

**Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**IX. Complaints**

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

Be mindful of getting proper nutrition, exercise, rest, and sleep!
Come to class.
Complete required readings and assignments BEFORE coming to class.
BEFORE coming to class, review the materials from the previous unit AND the current unit,
AND scan the topics to be covered in the next unit.
Come to class prepared to ask any questions you might have.
Participate in class discussions.
AFTER you leave class, review the materials assigned for that unit again, along with your
notes from that unit.
If you don’t understand something, ask questions! Ask questions in class, during office hours,
and/or through e-mail.
Keep up with the assigned readings.

Don’t procrastinate or postpone working on assignments.