

Social Work 609

Introduction to Social Work Practice with Children, Youth and Families

3 Units

*The function of education is to teach one to think intensively and to think critically.
Intelligence plus character—that is the goal of true education.*

—**Martin Luther King, Jr.**

Summer 2017

Instructor: Linda A. Long, PHD, MSW
Email: lindalon@usc.edu (Quickest Response)
Course Location: VAC

Course Days: Wed. & Thurs. (Pacific Time)
Course Times: Wed.: 4:00-5:15pm & 5:45-7:00pm
Thur. 7:00-8:15am, 8:45-10:00am
Thur. 10:15-11:30am & 10:15-11:30am

Telephone: 706-255-0085 (notify me prior)
Office: Virtual (VAC)
Office Hours: (PST) Wed. 5:15-5:45pm & Thur. 11:30am-12:00PM
(Available & Flexible to meet other times as needed)

COURSE PREREQUISITES

SOWK 544, 506, 546, 536, 589A

Social Work Practice with Children, Youth, and Families is the introductory practice course of the Department of Children, Youth, and Families. Students will have successfully completed the foundation semester before enrolling in this course.

I. CATALOGUE DESCRIPTION

This course introduces students to the concepts essential to understand typical development of children and families from birth through adolescence and the difficulties that may arise in that development from an ecological perspective. Assessment, and engagement of families, is a core component. Interventions are introduced.

II. COURSE DESCRIPTION

As the introductory practice course in the Department of Children, Youth, and Families, this course will introduce students to understanding development of the child within the family and the role that the larger social environment has on that development. This will be done by highlighting current research that informs these theories. It will highlight risk and protective factors and common problems that can occur during each stage. It will present ways to engage with children and families in a developmentally appropriate manner through use of evidence supported interventions at the micro, macro, and mezzo levels.

III. COURSE OBJECTIVES

Social Work Practice with Children, Youth and Families (SOWK 609) will:

Objective No.	Objectives
1	Teach typical development of children and families from infancy through adolescence understanding cultural and environmental factors that influence that development.
2	Teach about risk and protective factors throughout development with a particular focus on how adverse childhood experiences can impact development.
3	Provide strategies for engagement with children and families from infancy through adolescence in a culturally and developmentally appropriate way.
4	Provide skills on conducting an ecological assessment of families and children and experiences for students to practice assessment.
5	Provide general principles of intervention with families and children.
6	Provide opportunities for students to enhance self-awareness by critically evaluating thoughts, feelings, and behaviors when working with children and families.
7	Provide knowledge on the role of science in guiding assessment and intervention choices of children and their families and the way in which that evidence creates changes in our understanding of children and their families and choices of appropriate intervention
8	Provide knowledge on the importance of intervention on micro, mezzo, and macro systems levels and the role of social policy in influencing decisions in working with children and their families.

IV. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following 10 social work core competencies:

	Social Work Core Competencies	SOWK 609	Course Objective
1	Demonstrate Ethical and Professional Behavior	*	6
2	Engage in Diversity and Difference in Practice	*	1, 3
3	Advance Human Rights and Social, Economic, and Environmental Justice		
4	Engage in Practice-Informed Research and Research-Informed Practice	*	7
5	Engage in Policy Practice		
6	Engage With Individuals, Families, Groups, Organizations, and Communities	*	1, 2, 4, 6, 7
7	Assess Individuals, Families, Groups, Organizations, and Communities	*	1, 2, 4, 6, 7
8	Intervene With Individuals, Families, Groups, Organizations, and Communities	*	1, 2, 4, 6, 7
9	Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities	*	1, 2, 4, 6, 7

* 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>Demonstrate Ethical and Professional Behavior:</p> <ul style="list-style-type: none"> ▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. ▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. ▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior. ▪ Understand the profession’s history, its mission, and the roles and responsibilities of the profession. ▪ Understand the role of other professions when engaged in inter-professional teams. ▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. ▪ Understand emerging forms of technology and the ethical use of technology in social work practice. 	<p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p>	<p>Paper Class Discussion Small Group Work</p>
	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p>	<p>Paper Class Discussion Small Group Work</p>
	<p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>	<p>Paper Class Discussion Small Group Work</p>
	<p>Use technology ethically and appropriately to facilitate practice outcomes;</p>	
	<p>Use supervision and consultation to guide professional judgment and behavior.</p>	<p>Paper Class Discussion Small Group Work</p>

<p>Engage in Diversity and Difference in Practice:</p> <ul style="list-style-type: none"> ▪ Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. ▪ Understand 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. ▪ Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. 	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Quizzes Paper Class Discussion, Small Group Work</p>
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	<p>Class Discussion Small Group Work</p>
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Paper Class Discussion Small Group Work</p>

<p>Advance Human Rights and Social, Economic, and Environmental Justice:</p> <ul style="list-style-type: none"> ▪ Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. ▪ Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. 	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	
	<p>Engage in practices that advance social, economic, and environmental justice.</p>	

<p>Engage in Practice-Informed Research and Research-Informed Practice:</p> <ul style="list-style-type: none"> ▪ Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. ▪ Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. ▪ Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. ▪ Understand the processes for translating research findings into effective practice. 	<p>Use practice experience and theory to inform scientific inquiry and research.</p>	
	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<p>Paper Class Discussion Small Group Work</p>
	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>Quizzes Paper Class Discussion Small Group Work</p>

<p>Engage in Policy Practice:</p> <ul style="list-style-type: none"> ▪ Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. ▪ Understand 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. ▪ Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. ▪ Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. ▪ Knowledgeable about policy formulation, analysis, implementation, and evaluation. 	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	
	<p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	
	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	

<p>Engage With Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Value the importance of human relationships. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. ▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. ▪ Value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. 	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Quizzes Paper Class Discussion Small Group Work</p>
	<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Paper Class Discussion Small Group Work</p>

<p>Assess Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. ▪ Recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. ▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making. 	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Quizzes Paper Class Discussion Small Group Work</p>
	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<p>Quizzes Paper Class Discussion Small Group Work</p>

	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Paper Class Discussion Small Group Work
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Paper Class Discussion Small Group Work

<p>Intervene With Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. ▪ Understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. ▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and interorganizational collaboration. 	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Paper Class Discussion Small Group Work</p>
	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<p>Quizzes Paper Class Discussion Small Group Work</p>

	Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes	Paper Class Discussion Small Group Work
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Paper Class Discussion Small Group Work
	Facilitate effective transitions and endings that advance mutually agreed-on goals.	Paper Class Discussion Small Group Work

<p>Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. ▪ Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. 	<p>Select and use appropriate methods for evaluation of outcomes.</p>	<p>Paper Class Discussion Small Group Work</p>
	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>Paper Class Discussion Small Group Work</p>
	<p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<p>Paper Class Discussion Small Group Work</p>
	<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Paper Class Discussion Small Group Work</p>

V. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% of Final Grade
Quiz x4	Week 3, 6, 10, 12	40%
Paper	Week 9 (Part 1) & Week 15 (Part 2)	40%
Group Work	Ongoing	10%
Class Participation	Ongoing	10%

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4	A	93–100	A
3.60–3.84	A-	90–92	A-
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.87	B-	80–82	B-
2.25–2.50	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C-

Within the School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work that not only demonstrates very good mastery of content but that also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work that is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas, and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

Each of the major assignments is described below

Assignment 1: Quiz. Quiz will include a variation of multiple choice, matching and fill in the blank.

Quiz 1 (Week 3): Covers Weeks 1–2. *Quiz is available beginning at the end of class time Week 3 and closes out by the start of class time Week 4.*

Quiz 2 (Week 6): Covers Weeks 3–5.

Quiz 3 (Week 10): Covers Weeks 6–9.

Quiz 4 (Week 12): Covers Weeks 10–11.

Quiz will be done on Blackboard or the VAC platform and will cover content only from the Wiley (main) textbook. Quiz must be done independently and will be timed for 30 minutes. Quiz must be completed anytime during the open time period from Friday 8 p.m. to Friday 8 p.m. the week the quiz is due.

Assignment 2: Paper. This paper will be a research paper and can cover any developmental period. For this paper, choose one stage of development, describe the issues of that stage from a biological, social, cultural, and psychological perspective. Note how this stage may be impacted by issues such as gender, socioeconomic status, culture, race/ethnicity, and sexual orientation. Choose a problem that could arise in this stage, describe the problem, and discuss possible interventions. Describe how you would assess a child and family with this problem and how you would engage them in an intervention process. The paper is due in two parts: Part 1 due Week 9 and Part 2 due Week 15 by the start of class.

Part 1: In Week 9, the first two pages or introduction of the paper is due. This is to ensure the student will get initial feedback. The paper will not be graded but will be given a Credit or No Credit score. If the first two pages or introduction to the paper is not turned in or turned in by the due date, there will be a half-grade reduction on the paper (an A- becomes a B+). Part 1 is due by the start of class on Week 9.

Part 2: The complete final draft of the paper is due Week 15 before the start of class. Student will take feedback from Part 1 and incorporate it into the complete paper (Part 2).

Assignment 3: Group Work. You will work in groups throughout the semester on exercises presented by the instructor or developed by the group. This material will then be presented to the class as a whole. Your performance will be judged by your willingness to participate, your preparation for the groups by having done the required readings, and your mastery of the material in class exercises.

Assignment 4: Class Participation. It is expected that students will attend each class session, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in a 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, etc. Knowing the "right" answers is not nearly as important as being willing to risk and explore your ideas, and being 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.

It is expected that students will attend each class, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades. You should plan to attend each class as the VAC system automatically checks attendance at some point in sessions and unexcused absences can result in a grade deduction.

Additionally, the NASW Code of Ethics states that as social workers, we are to treat our clients with dignity and respect. I think this also applies to how we treat our colleagues, including each other. I believe that your professionalism in class (though different from professional practice and is in a very different environment), can be indicative of how you conduct yourself with clients in professional settings. Additionally, our code of ethics also have a section as related to our collegial relationships. In my class, your class participation grade is also reflected in your professionalism and how respectful you are to your colleagues in class and myself, as your instructor. I also believe as a social work practitioner and educator, this also applies to me as your instructor and I plan to model this.

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 offers a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, 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: Nonparticipant: Attends class only.

0: Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provides few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air time would be saved. Is unable to perform exercises and detracts from the experience.

VAC Classroom Decorum

- **It is required that your webcam is operational and you are visible on camera during your weekly class.**
- Proper dress attire is always important.
- **In respect for your instructor and other students, your learning space should be a well-lit, quiet room, and your camera should give full view of your face in order to engage with the others in the classroom.**
- **Although we are not in a physical classroom, we need to still treat the virtual environment with respect as a learning environment and try to keep external distractions to a minimum. Please do your best to find a quiet, well-lit space prior to logging onto the live session. The setting should be indicative of an environment conducive to learning.**
- **As in any academic setting, appropriate behavior is expected always. Third party distractions take away from the classroom setting and disrupt the learning environment.**
- Both television and music should not be on during class time, nor should music be listened to on your computer. Your classmates and instructor are able to hear what you are hearing and can view any distraction in the background.
- Unless for medical reasons, or with permission of the instructor, students should be sitting upright at a table or desk as they would in a physical classroom.
- **You are expected to engage and answer questions verbally during class. Typing comments should not take the place of speaking, but is used to further elaborate if needed. Also, your instructor may not always see written discussion comments in a timely manner.**
- Students should attend class in a timely manner, as well as in completing the class. Students should not attempt to leave early unless the instructor is notified or an emergency has taken place.
- **I know that you have been informed of the technical requirements of this class that enables you to transition as smoothly as possible to VAC courses. If you are experiencing technical difficulty, contact student support for assistance and testing of your equipment to immediately address issue at 1-877-455-4679, as having reoccurring technical problems will impact the quality of your learning in this course. Therefore, the technical issue should be addressed quickly so that it is not reoccurring prior to the next class session.**

Please see a complete copy of the VAC Classroom Decorum guidelines that I have attached here on the wall. As you read it, you will find additional details as it is policy that VAC students abide by each of them which is has been established and disseminated by VAC Director, Dr. June Wiley.

VI. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks

- 1) Konrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.
- 2) Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.
- 3) Family Assessment Form (FAF): A Practice-Based Approach to Assessing Family Functioning
*Copy of FAF to be obtained via instructor

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Recommended Websites

<https://owl.english.purdue.edu/owl/resource/560/01/>

The California Evidence-Based Clearinghouse for Child Welfare

*The leading evidence-information portal that contains **A Guide for Students** and **A Guide for Professors**.

<http://www.cebc4cw.org/home/using-the-cebc/>

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

On Reserve

All additional required reading that is not in the above required texts is available online through electronic reserve (ARES). The textbooks have also been placed on reserve at Leavey Library.

Search under SOWK 609 and instructor name “Schott” to add this course on ARES and access all nontextbook “required” readings. “Recommended” readings are not on ARES and not required to read for this course.

DSM-5

Just a reminder that the DSM-5 is available online through the library’s subscription using the link below.

URL: <https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/>

You’ll be asked to log in using your USC ID and password. Once you’re on the page, click the Explore the New Edition link to access the content.

ICD-10

<http://www.who.int/classifications/icd/en/>

Course Overview

Unit	Topics	Assignments
1	Introduction and Overview of Course	3 AND 4 ONGOING
2	Engagement and Assessment of Children and Their Families, Part 1	
3	Engagement and Assessment of Children and Their Families, Part 2	1
4	Neonate to Toddler and Their Families, Part 1	
5	Neonate to Toddler and Their Families, Part 2	
6	Young Children and Their Families, Part 1	1
7	Young Children and Their Families, Part 2	
8	School-Age Children and Their Families, Part 1	
9	School-Age Children and Their Families, Part 2	
10	Young Adolescents and Their Families, Part 1	1
11	Young Adolescents and Their Families, Part 2	
12	Middle Adolescents and Their Families, Part 1	1
13	Middle Adolescents and Their Families, Part 2	
14	Older Adolescents and Transitional-Age Youth and Their Families	
15	Wrap-Up and Summary	2
STUDY DAYS / NO CLASSES		
Summative Experience		
FINAL EXAMINATION		

Course Schedule—Detailed Description

Unit 1: Introduction and Overview of Course

Topics

- Introduction to the development of children and adolescents within the family
- Review of the ecological framework as it applies to families
- Risk and protective factors in families
- The role of adverse childhood experiences in development
- Types of families and role in development
- How research informs our understanding of children and their families
- The integration of epigenetics and neurobiology into development
- Culture and the family

This session relates to Course Objectives 1–8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.

Chapter 1: A child's journey

Chapter 2: Biological foundations of child development

Konrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.

Chapter 1: Practice with children and their families

Chapter 2: Early experience matters

Chapter 3: Learning how to love

Suggested Readings:

Nurius, P. S., Logan-Greene, P., & Green, S. (2012). Adverse childhood experiences (ACE) within a social disadvantage framework: Distinguishing unique, cumulative, and moderated contributions to adult mental health. *Journal of Prevention & Intervention in the Community*, 40(4), 278-290. doi:<http://dx.doi.org/10.1080/10852352.2012.707443>

Sapienza, J. K., & Masten, A. S. (2011). Understanding and promoting resilience in children and youth. *Current Opinion in Psychiatry*, 24(4), 267-273. doi:<http://dx.doi.org/10.1097/YCO.0b013e32834776a8>

van IJzendoorn, M. H., Bakermans-Kranenburg, M. J., & Ebstein, R. P. (2011). Methylation matters in child development: Toward developmental behavioral epigenetics. *Child Development Perspectives*, 5(4), 305-310. doi:<http://dx.doi.org/10.1111/j.1750-8606.2011.00202.x>

Unit 2: Engagement and Assessment of Children and Their Families, Part 1

Topics

- Review of the primacy of the helping relationship
- Engaging with both the family and the individuals in the family
- The role of culture in engagement

This session relates to course objectives 1–8.

Required Readings:

Konrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.
Chapter 4: Child-centered assessment: Lives in translation
Chapter 5: Therapeutic conversations with children
Chapter 6: Working with parents

McCroskey, J., Nishimoto, R., & Subramanian, K. (1991). Assessment in family support programs: Initial reliability and validity testing of the family assessment form. *Child Welfare: Journal of Policy, Practice, and Program*, 70(1), 19-33. Retrieved from <http://search.proquest.com/docview/617926362?accountid=14749>

Schilling, S., & Christian, C. W. (2014). Child physical abuse and neglect. *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 309-319.
doi:<http://dx.doi.org/10.1016/j.chc.2014.01.001>

Murray, L. K., Nguyen, A., & Cohen, J. A. (2014). Child sexual abuse. *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 321-337.
doi:<http://dx.doi.org/10.1016/j.chc.2014.01.003>

Suggested Readings:

Canino, I. A., & Spurlock, J. (2000). The influence of culture and multiple social stressors on the culturally diverse child. In *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment* (2nd ed., pp. 7-44). New York, NY: Guilford Press.

Chorpita, B. F., Daleiden, E. L., Ebesutani, C., Young, J., Becker, K. D., Nakamura, B. J., & Starace, N. (2011). Evidence-based treatments for children and adolescents: An updated review of indicators of efficacy and effectiveness. *Clinical Psychology: Science and Practice*, 18(2), 154-172.

Unit 3: Engagement and Assessment of Children and Their Families, Part 2

Topics

- Review of ecological assessment
- Ecological assessment of a family
- Ecological assessment of a child within a family
- The Family Assessment Form
- Case study: Child Welfare League of America

This session relates to Course Objectives 1–8.

Required Readings (readings repeat from Unit 2):

Konrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.
Chapter 4: Child-centered assessment: Lives in translation
Chapter 5: Therapeutic conversations with children

McCroskey, J., Nishimoto, R., & Subramanian, K. (1991). Assessment in family support programs: Initial reliability and validity testing of the family assessment form. *Child Welfare: Journal of Policy, Practice, and Program*, 70(1), 19-33. Retrieved from <http://search.proquest.com/docview/617926362?accountid=14749>

Schilling, S., & Christian, C. W. (2014). Child physical abuse and neglect. *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 309-319.
doi:<http://dx.doi.org/10.1016/j.chc.2014.01.001>

Murray, L. K., Nguyen, A., & Cohen, J. A. (2014). Child sexual abuse. *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 321-337.
doi:<http://dx.doi.org/10.1016/j.chc.2014.01.003>

Suggested Readings:

Canino, I. A., & Spurllock, J. (2000). The influence of culture and multiple social stressors on the culturally diverse child. In *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment* (2nd ed., pp. 7-44). New York, NY: Guilford Press.

Chorpita, B. F., Daleiden, E. L., Ebesutani, C., Young, J., Becker, K. D., Nakamura, B. J., & Starace, N. (2011). Evidence-based treatments for children and adolescents: An updated review of indicators of efficacy and effectiveness. *Clinical Psychology: Science and Practice*, 18(2), 154-172.

Unit 4: Neonate to Toddler and Their Families, Part 1

Topics

- Pregnancy and the beginning of a family
- How pregnancy influences development and family relationships
- Pregnancy loss and its influences on the family
- Critical tasks of development from ages 0 to 5 years
- Cultural influences on development
- The role of sex on development
- Gender and identity development in the early period
- The influence of adverse child experiences on development
- Common struggles in this period

PracticeWise MAP: Embracing Diversity

This session relates to Course Objectives 1–8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.
 Chapter 3: Prenatal development
 Chapter 4: Birth and the newborn
 Chapter 7: Psychosocial development in infancy and toddlerhood

Suggested Readings:

Carter, A. S., Godoy, L., Marakovitz, & Briggs-Gowan, M. J. (2009). Parent reports and infant-toddler mental health assessment. In C. Zeanah (Ed.), *Handbook of infant mental health*. New York, NY: Guildford Press.

Koopmans, L., Wilson, T., Cacciatore, J., & Flenady, V. (2013). Support for mothers, fathers and families after perinatal death. *Cochrane Database of Systematic Reviews*, Issue 6. Art. No.: CD000452. doi: 10.1002/14651858.CD000452.pub3

Mennen, F. E., Pohle, C., Monro, W. L., Duan, L., Finello, K. M., Ambrose, S., . . . Arroyo, W. (2015). The effect of maternal depression on young children's progress in treatment. *Journal of Child and Family Studies*, doi:http://dx.doi.org/10.1007/s10826-014-0010-9

Oppenheim, D., & Koren-Karie, N. (2009). Infant-parent relationship assessment: Parents' insightfulness regarding their young children's internal worlds. In C. Zeanah (Ed.), *Handbook of infant mental health*. New York, NY: Guildford Press.

Unit 5: Neonate to Toddler and Their Families, Part 2

Topics

- Engaging the young child and family
- Assessing the young child and family
- Skills for intervention with the young child and family
- What research tells us about effective interventions on the micro, macro, and mezzo levels
- How social policies influence service delivery

PracticeWise MAP: The MAP & The MAP Worksheet

This session relates to Course Objectives 1–8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.
 Chapter 5: Physical development and health in infancy and toddlerhood
 Chapter 6: Cognitive development in infancy and toddlerhood

Suggested Readings:

Carter, A. S., Godoy, L., Marakovitz, & Briggs-Gowan, M. J. (2009). Parent reports and infant-toddler mental health assessment. In C. Zeanah (Ed.), *Handbook of infant mental health*. New York, NY: Guilford Press.

Koopmans, L., Wilson, T., Cacciatore, J., & Flenady, V. (2013). Support for mothers, fathers and families after perinatal death. *Cochrane Database of Systematic Reviews*, Issue 6. Art. No.: CD000452. doi: 10.1002/14651858.CD000452.pub3

Mennen, F. E., Pohle, C., Monro, W. L., Duan, L., Finello, K. M., Ambrose, S., . . . Arroyo, W. (2015). The effect of maternal depression on young children's progress in treatment. *Journal of Child and Family Studies*, doi: <http://dx.doi.org/10.1007/s10826-014-0010-9>

Oppenheim, D., & Koren-Karie, N. (2009). Infant-parent relationship assessment: Parents' insightfulness regarding their young children's internal worlds. In C. Zeanah (Ed.), *Handbook of infant mental health*. New York, NY: Guilford Press.

Unit 6: Young Children and Their Families, Part 1

Topics

- Critical tasks of development from ages 4 to 5 years
- Cultural influences on development
- The role of sex on development
- The influence of adverse child experiences on development (e.g., child abuse, poverty, family violence, community violence, other trauma)
- Common struggles in this period

This session relates to Course Objectives 1–8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.

Chapter 8: Physical health and development in early childhood

Chapter 9: Cognitive development in early childhood

Chapter 10: Psychosocial development in early childhood

Konrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.

Chapter 7: Play and expressive therapies

Chapter 9: Neurodiversity and other developmental disabilities of childhood

Suggested Readings:

Nikitopoulos, J., Zohsel, K., Blomeyer, D., Buchmann, A. F., Schmid, B., Jennen-Steinmetz, C., . . . Laucht, M. (2014). Are infants differentially sensitive to parenting? Early maternal care, DRD4 genotype and externalizing behavior during adolescence. *Journal of Psychiatric Research*, *59*, 53-59. doi:<http://dx.doi.org/10.1016/j.jpsychires.2014.08.012>

DiGangi, J. A., Gomez, D., Mendoza, L., Jason, L. A., Keys, C. B., & Koenen, K. C. (2013). Pretrauma risk factors for posttraumatic stress disorder: A systematic review of the literature. *Clinical Psychology Review*, *33*(6), 728-744. doi:<http://dx.doi.org/10.1016/j.cpr.2013.05.002>

Unit 7: Young Children and Their Families, Part 2

Topics

- Skills for intervention with the young child and family
- Assessing the young child and family
- Engaging the young child and family
- Gender and identity development
- What research tells us about effective interventions on the micro, macro, and mezzo levels
- How social policies influence service delivery

PracticeWise MAP: The CARE Process

This session relates to Course Objectives 1–8.

Required Readings (readings repeat from Unit 6):

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.

Chapter 8: Physical health and development in early childhood

Chapter 9: Cognitive development in early childhood

Chapter 10: Psychosocial development in early childhood

Konrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.

Chapter 7: Play and expressive therapies

Chapter 9: Neurodiversity and other developmental disabilities of childhood

Suggested Readings:

Nikitopoulos, J., Zohsel, K., Blomeyer, D., Buchmann, A. F., Schmid, B., Jennen-Steinmetz, C., . . . Laucht, M. (2014). Are infants differentially sensitive to parenting? Early maternal care, DRD4 genotype and externalizing behavior during adolescence. *Journal of Psychiatric Research*, 59, 53-59. doi:<http://dx.doi.org/10.1016/j.jpsychires.2014.08.012>

DiGangi, J. A., Gomez, D., Mendoza, L., Jason, L. A., Keys, C. B., & Koenen, K. C. (2013). Pretrauma risk factors for posttraumatic stress disorder: A systematic review of the literature. *Clinical Psychology Review*, 33(6), 728-744. doi:<http://dx.doi.org/10.1016/j.cpr.2013.05.002>

Unit 8: School-Age children and Their Families, Part 1

Topics

- Critical tasks of development from ages 6 to 10 years
- Cultural influences on development
- The influence of adverse child experiences on development
- The role of school and peers on development
- The role of sex on development
- Gender and identity development in the school-age child
- The larger social context
- Common struggles in this period

This session relates to Course Objectives 1–8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.

Chapter 11: Physical health and development in middle childhood

Chapter 12: Cognitive development in middle childhood

Chapter 13: Psychosocial development in middle childhood

Konrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.

Chapter 10: Family disruption and ambiguous losses

Chapter 11: Death and grief in childhood

Suggested Readings:

Palermo, T. M., Law, E. F., Essner, B., Jessen-Fiddick, T., & Eccleston, C. (2014). Adaptation of problem-solving skills training (PSSST) for parent caregivers of youth with chronic pain. *Clinical Practice in Pediatric Psychology, 2*(3), 212-223. doi:<http://dx.doi.org/10.1037/cpp0000067>

Bastaitis, K., Ponnet, K., & Mortelmans, D. (2014). Do divorced fathers matter? The impact of parenting styles of divorced fathers on the well-being of the child. *Journal of Divorce & Remarriage, 55*(5), 363-390. doi:<http://dx.doi.org/10.1080/10502556.2014.920682>

Golombok, S., Mellish, L., Jennings, S., Casey, P., Tasker, F., & Lamb, M. E. (2014). Adoptive gay father families: Parent-child relationships and children's psychological adjustment. *Child Development, 85*(2), 456-468. doi:<http://dx.doi.org/10.1111/cdev.12155>

Jabaghourian, J. J., Sorkhabi, N., Quach, W., & Strage, A. (2014). Parenting styles and practices of Latino parents and Latino fifth graders' academic, cognitive, social, and behavioral outcomes. *Hispanic Journal of Behavioral Sciences, 36*(2), 175-194. doi:<http://dx.doi.org/10.1177/0739986314523289>

Unit 9: School-Age children and Their Families, Part 2

Topics:

- Engaging the school-age child and family
- Assessing the school-age child and family
- Skills for intervention with the school-age child and family
- What research tells us about effective interventions on the micro, macro, and mezzo levels
- How social policies influence service delivery

PracticeWise MAP: Applications with MAP. Applying The Session Planner, The Dashboard & The Treatment Planner to case study.

This session relates to Course Objectives 1–8.

Required Readings (readings repeat from Unit 8):

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.

Chapter 11: Physical health and development in middle childhood

Chapter 12: Cognitive development in middle childhood

Chapter 13: Psychosocial development in middle childhood

Konrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.

Chapter 10: Family disruption and ambiguous losses

Chapter 11: Death and grief in childhood

Suggested Readings:

Palermo, T. M., Law, E. F., Essner, B., Jessen-Fiddick, T., & Eccleston, C. (2014). Adaptation of problem-solving skills training (PSSST) for parent caregivers of youth with chronic pain. *Clinical Practice in Pediatric Psychology*, 2(3), 212-223. doi:<http://dx.doi.org/10.1037/cpp0000067>

Bastaitis, K., Ponnet, K., & Mortelmans, D. (2014). Do divorced fathers matter? The impact of parenting styles of divorced fathers on the well-being of the child. *Journal of Divorce & Remarriage*, 55(5), 363-390. doi:<http://dx.doi.org/10.1080/10502556.2014.920682>

Golombok, S., Mellish, L., Jennings, S., Casey, P., Tasker, F., & Lamb, M. E. (2014). Adoptive gay father families: Parent-child relationships and children's psychological adjustment. *Child Development*, 85(2), 456-468. doi:<http://dx.doi.org/10.1111/cdev.12155>

Jabaghourian, J. J., Sorkhabi, N., Quach, W., & Strage, A. (2014). Parenting styles and practices of Latino parents and Latino fifth graders' academic, cognitive, social, and behavioral outcomes. *Hispanic Journal of Behavioral Sciences*, 36(2), 175-194. doi:<http://dx.doi.org/10.1177/0739986314523289>

Unit 10: Young Adolescents and Their Families, Part 1

Topics

- Critical tasks of development from ages 11 to 13 years
- Cultural influences on development
- The influence of adverse child experiences on development
- The role of school and peers on development
- The role of sex on development
- Gender and identity development in young adolescents
- The larger social context
- Common struggles in this period

This session relates to Course Objectives 1–8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.

Chapter 14: Physical health and development in adolescence

Chapter 15: Cognitive development in middle adolescence

Chapter 16: Psychosocial development in middle adolescence

Konrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.

Chapter 8: Working with adolescents

Chapter 12: The impact of violence on children

Unit 11: Young Adolescents and Their Families, Part 2

Topics

- Engaging the young adolescent and family
- Assessing the young adolescent and family
- Skills for intervention with the young adolescent and family
- What research tells us about effective interventions on the micro, macro, and mezzo levels
- How social policies influence service delivery

(Optional) PracticeWise MAP: Applications with MAP. Applying The Session Planner, The Dashboard & The Treatment Planner to case study.

This session relates to Course Objectives 1–8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.

Chapter 14: Physical health and development in adolescence

Chapter 15: Cognitive development in middle adolescence

Chapter 16: Psychosocial development in middle adolescence

Konrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.

Chapter 8: Working with adolescents

Chapter 12: The impact of violence on children

Suggested Readings for Sessions 10 and 11:

Juvonen, J., & Graham, S. (2014). Bullying in schools: The power of bullies and the plight of victims. *Annual Review of Psychology*, 65, 159-185. Retrieved from

<http://search.proquest.com/docview/1515991298?accountid=14749>

Sanchez, Y. M., Lambert, S. F., & Cooley-Strickland, M. (2013). Adverse life events, coping and internalizing and externalizing behaviors in urban African American youth. *Journal of Child and Family Studies*, 22(1), 38-47. doi:<http://dx.doi.org/10.1007/s10826-012-9590-4>

Wormington, S. V., Anderson, K. G., Tomlinson, K. L., & Brown, S. A. (2013). Alcohol and other drug use in middle school: The interplay of gender, peer victimization, and supportive social relationships. *The Journal of Early Adolescence*, 33(5), 610-634. doi:<http://dx.doi.org/10.1177/0272431612453650>

Varner, F., & Mandara, J. (2014). Differential parenting of African American adolescents as an

- explanation for gender disparities in achievement. *Journal of Research on Adolescence*, 24(4), 667-680. doi:<http://dx.doi.org/10.1111/jora.12063>
- Bøe, T., Sivertsen, B., Heiervang, E., Goodman, R., Lundervold, A. J., & Hysing, M. (2014). Socioeconomic status and child mental health: The role of parental emotional well-being and parenting practices. *Journal of Abnormal Child Psychology*, 42(5), 705-715. doi:<http://dx.doi.org/10.1007/s10802-013-9818-9>
- Wang, M., & Kenny, S. (2014). Parental physical punishment and adolescent adjustment: Bidirectionality and the moderation effects of child ethnicity and parental warmth. *Journal of Abnormal Child Psychology*, 42(5), 717-730. doi:<http://dx.doi.org/10.1007/s10802-013-9827-8>
- Khafi, T. Y., Yates, T. M., & Luthar, S. S. (2014). Ethnic differences in the developmental significance of parentification. *Family Process*, 53(2), 267-287. doi:<http://dx.doi.org/10.1111/famp.12072>
- Gonzalez, M., Jones, D., & Parent, J. (2014). Coparenting experiences in African American families: An examination of single mothers and their nonmarital coparents. *Family Process*, 53(1), 33-54. Retrieved from <http://search.proquest.com/docview/1515991192?accountid=14749>
- Brody, G. H., Yu, T., Beach, S. R. H., Kogan, S. M., Windle, M., & Philibert, R. A. (2014). Harsh parenting and adolescent health: A longitudinal analysis with genetic moderation. *Health Psychology*, 33(5), 401-409. doi:<http://dx.doi.org/10.1037/a0032686>

Unit 12: Middle Adolescents and Their Families, Part 1

Topics

- Critical tasks of development from ages 14 to 16 years
- Cultural influences on development
- The influence of adverse child experiences on development
- The role of school and peers on development
- The role of sex on development
- Gender and identity development in adolescents
- The larger social context
- Common struggles in this period

This session relates to Course Objectives 1–8.

Required Readings:

Goldbach, J. T., Tanner-Smith, E., Bagwell, M., & Dunlap, S. (2014). Minority stress and substance use in sexual minority adolescents: A meta-analysis. *Prevention Science, 15*(3), 350-363. doi:<http://dx.doi.org/10.1007/s11121-013-0393-7>

Hernandez, R. (2016). Working with gang-involved/affiliated youth. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage Publications, Inc.

Orpinas, P., Horne, A. M., Song, X., Reeves, P. M., & Hsieh, H. (2013). Dating trajectories from middle to high school: Association with academic performance and drug use. *Journal of Research on Adolescence, 23*(4), 772-784. doi:<http://dx.doi.org/10.1111/jora.12029>

Rosselló, B., & Rivera-Medina, C. (2012). Individual and group CBT and IPT for Puerto Rican adolescents with depressive symptoms. *Journal of Latina/o Psychology, 1*(S), 36-51.

Saunders, B. E., & Adams, Z. W. (2014). Epidemiology of traumatic experiences in childhood. *Child and Adolescent Psychiatric Clinics of North America, 23*(2), 167-184. doi:<http://dx.doi.org/10.1016/j.chc.2013.12.003>

Zaleski, K. (2016). Crisis intervention with adolescent victims of sexual assault. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage Publications, Inc.

Unit 13: Middle Adolescents and Their Families, Part 2

Topics

- Engaging the adolescent and family
- Assessing the adolescent and family
- Skills for intervention with the adolescent and family
- What research tells us about effective interventions on the micro, macro, and mezzo levels
- How social policies influence service delivery

(Optional) PracticeWise MAP: Applications with MAP. Applying The Session Planner, The Dashboard & The Treatment Planner to case study.

This session relates to Course Objectives 1–8.

Required Readings:

Goldbach, J. T., Tanner-Smith, E., Bagwell, M., & Dunlap, S. (2014). Minority stress and substance use in sexual minority adolescents: A meta-analysis. *Prevention Science, 15*(3), 350-363. doi:<http://dx.doi.org/10.1007/s11121-013-0393-7>

Hernandez, R. (2016). Working with gang-involved/affiliated youth. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage Publications, Inc.

Orpinas, P., Horne, A. M., Song, X., Reeves, P. M., & Hsieh, H. (2013). Dating trajectories from middle to high school: Association with academic performance and drug use. *Journal of Research on Adolescence, 23*(4), 772-784. doi:<http://dx.doi.org/10.1111/jora.12029>

Rosselló, B., & Rivera-Medina, C. (2012). Individual and group CBT and IPT for Puerto Rican adolescents with depressive symptoms. *Journal of Latina/o Psychology, 1*(S), 36-51.

Saunders, B. E., & Adams, Z. W. (2014). Epidemiology of traumatic experiences in childhood. *Child and Adolescent Psychiatric Clinics of North America, 23*(2), 167-184. doi:<http://dx.doi.org/10.1016/j.chc.2013.12.003>

Zaleski, K. (2016). Crisis intervention with adolescent victims of sexual assault. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage Publications, Inc.

Suggested Readings:

- Han, X., Guo, J., & Han, W. J. (2016). The development and current status of the social work profession in China. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage Publications, Inc.
- Herpertz-Dahlmann, B. (2015). Adolescent eating disorders: Update on definitions, symptomatology, epidemiology, and comorbidity. *Child and Adolescent Psychiatric Clinics of North America*, 24(1), 177-196. doi:<http://dx.doi.org/10.1016/j.chc.2014.08.003>
- Cushing, C. C., Jensen, C. D., Miller, M. B., & Leffingwell, T. R. (2014). Meta-analysis of motivational interviewing for adolescent health behavior: Efficacy beyond substance use. *Journal of Consulting and Clinical Psychology*, 82(6), 1212-1218. doi:<http://dx.doi.org/10.1037/a0036912>
- Reitz, E., Deković, M., & Meijer, A. M. (2006). Relations between parenting and externalizing and internalizing problem behaviour in early adolescence: Child behaviour as moderator and predictor. *Journal of Adolescence*, 29(3), 419-436. doi:<http://dx.doi.org/10.1016/j.adolescence.2005.08.003>
- Killoren, S. E., & Deutsch, A. R. (2014). A longitudinal examination of parenting processes and Latino youth's risky sexual behaviors. *Journal of Youth and Adolescence*, 43(12), 1982-1993. doi:<http://dx.doi.org/10.1007/s10964-013-0053-z>
- Howell, K. H., & Miller-Graff, L. (2014). Protective factors associated with resilient functioning in young adulthood after childhood exposure to violence. *Child Abuse & Neglect*, doi:<http://dx.doi.org/10.1016/j.chiabu.2014.10.010>
- James-Hawkins, L., Denardo, D., Blalock, C., & Mollborn, S. (2014). Do depressive symptoms in male and female adolescents predict unintended births in emerging adulthood? *Maternal and Child Health Journal*, 18(9), 2115-2123. doi:<http://dx.doi.org/10.1007/s10995-014-1459-2>
- Mayers, H. A., Hager-Budny, M., & Buckner, E. B. (2008). The chances for children teen parent-infant project: Results of a pilot intervention for teen mothers and their infants in inner city high schools. *Infant Mental Health Journal*, 29(4), 320-342. doi:<http://dx.doi.org/10.1002/imhj.20182>

Unit 14: Older Adolescents and Transitional-Age Youth and Their Families

Topics

- Critical tasks of development from ages 17 to 19 years
- Cultural influences on development
- The influence of adverse child experiences on development
- The role of school and peers on development
- The role of sex on development
- The larger social context
- Emerging independence
- Common struggles in this period
- Engaging the older adolescent and family
- Assessing the older adolescent and family
- Skills for intervention with the older adolescent and family
- What research tells us about effective interventions on the micro, macro, and mezzo levels
- How social policies influence service delivery

This session relates to Course Objectives 1–8.

Required Reading:

Curry, S. R., & Abrams, L. S. (2014). Housing and social support for youth aging out of foster care: State of the research literature and directions for future inquiry. *Child & Adolescent Social Work Journal*, 32(2), 143-153.

Trickett, P. K., Noll, J. G., & Putnam, E. W. (2011). The impact of sexual abuse on female development: Lessons from a multigenerational, longitudinal research study. *Development and Psychopathology*, 23(2), 453-476.
doi:<http://dx.doi.org/10.1017/S0954579411000174>

Suggested Reading:

Côté, J. E. (2014). The dangerous myth of emerging adulthood: An evidence-based critique of a flawed developmental theory. *Applied Developmental Science*, 18(4), 177-188. Retrieved from <http://search.proquest.com/docview/1636821446?accountid=14749>

Walkner, A. J., & Rueter, M. A. (2014). Adoption status and family relationships during the transition to young adulthood. *Journal of Family Psychology*, 28(6), 877-886.
doi:<http://dx.doi.org/10.1037/fam0000020>

Unit 15: Wrap-Up and Summary

Topics

- Integrating knowledge of child and family development, intervention, and assessment with practice settings in mental health, child welfare, health, school, and juvenile justice settings
- Empirical evaluation of practice
- Social work practice on micro, mezzo, and macro levels with children and families

This session relates to Course Objectives 1–8.

University Policies and Guidelines

VII. 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 (lindalon@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.

VIII. ACADEMIC CONDUCT

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

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for*

Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

IX. SUPPORT SYSTEMS

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

Other Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>

X. 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."

XI. 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.

XII. 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.

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

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

Preamble

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

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

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

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

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

XIV. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the lead of the course. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean for further guidance.

XV. 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.
