USC Suzanne Dworak-Peck
School of Social Work

Social Work 609
Section

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.

Fall/Spring/Summer 2018

Instructor: Michele Grethel
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Course Day: Thursdays
Course Time: 8:45 - 10PM EST
VAC

I.   COURSE PREREQUISITES

SOWK 544, 506, 546, 536, 589A

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

II.   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.

III.   COURSE DESCRIPTION

As the introductory specialized 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.

IV.   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.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

VI.   **STUDENT LEARNING OUTCOMES**

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**		**8**
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.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Child and family social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse children, youth, and, families. They understand the importance of significant relationships and development from an ecological perspective with an understanding of risk and protective factors and how these interact within the larger social environment. Social workers utilize theories of human behavior and the social environment to facilitate engagement with their clients and the groups, organizations, institutions, and communities that impact them. Social workers understand and utilize varied engagement strategies to advance practice effectiveness with diverse children, youth, and families and thus advance social, economic and environmental justice within marginalized communities. Social workers understand that their personal experiences and affective reactions may have an impact on their ability to effectively engage with diverse families and children. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with children, youth, and families.	Objective 2: Teach about risk and protective factors throughout development with a particular focus on how adverse childhood experiences can impact development. Objective 3: Provide strategies for engagement with children and families from infancy through adolescence in a culturally and developmentally appropriate way. Objective 6: Provide opportunities for students to enhance self-awareness by critically evaluating thoughts, feelings, and behaviors when working with children and families. Objective 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.	6a. Apply knowledge of human behavior and the social environment and development to engage with children, youth, and families in a culturally and developmentally appropriate manner.	Knowledge/Skills	1. Weeks 1-15: Group and individual participation in class discussions and role-play around specific age group based vignettes. 2. Units 2 and 3: "Engagement and Assessment of Children and their families 3. Quizzes 1-4 4. Assignment 2

Competency	Objective	Behavior	Dimension	Content
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities 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.	Objective 4: Provide skills on conducting an ecological assessment of families and children and experiences for students to practice assessment. Objective 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	7a. Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth, and families.	Skills/Values	1. Weeks 1-15 of content, group, and individual participation for each age group. 2. Units 2 and 3 "Engagement and Assessment of Children and their families." 3. Quizzes 1-4 4. Assignment 2

VII. 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) &	10%
	Week 15 (Part 2)	30%
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 may include a variation of multiple choice, matching and fill in the blank.

Quiz 1 (Week 3): Covers Weeks 1–2.
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 the VAC platform and will cover content from **all of the required readings**. Quiz must be done independently and will be timed for 45 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.

This assignment relates to student learning outcomes 6a and 7a.

Assignment 2: Paper: Within this research paper, the student is allowed to cover any developmental period. Choose one stage of development and describe the issues of that stage from a biological, social, cultural, and psychological perspective. Note how the stage the student chooses may be impacted by issues such as gender, socioeconomic status, culture, race/ethnicity, sexual orientation, etc. Choose a problem that could arise in this stage, describe the problem, and discuss possible interventions. Also, describe how you would assess a child and family with this problem and how you would engage them in an intervention process. The student's paper will be between 13-15 pages. **Due Week 15 by the start of class.**

Part 1: **On Week 9, the 1ˢᵗ 5 pages of the paper is due**. This is including the Introduction, Stage of Development, and topic the student is researching. This is to ensure the student will get initial feedback around the topic chosen, writing skills and formatting.

Part 2: **The complete paper is due Week 15 by the start of class**. Student will take feedback from Part 1 and incorporate it into the complete paper.

This assignment relates to student learning outcomes 6a and 7a.

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 class regularly, 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.

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.

VIII. 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/

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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/

<h1 style="text-align:center;color:#b00;">Course Overview</h1>

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   Aug 30

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

Winnicott, D.W. (1965) "The theory of the parent-infant relationship" in The Maturational
Process and the Facilitating Environment, NY: Int. Univ. Press, pp. 37-55.

Unit 2: Engagement and Assessment of Children and Their Families, Part 1　　　　　　Sept 6

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

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

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

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.

Lanyado, M. (1996). Winnicott's children: The holding environment and therapeutic communication in brief and non-intensive work. *Journal of Child Psychotherapy, 22*(3), 423-443.

Unit 3: Engagement and Assessment of Children and Their Families, Part 2	Sept 13

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

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

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

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 4: Neonate to Toddler and Their Families, Part 1	Sept 20

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

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	Sept 27

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

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: 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 6: Young Children and Their Families, Part 1   **Oct 4**

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: Pyschosocial 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:

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

Kohut, H. (2010). On Empathy. *International Journal of Psychoanalytic Self Psychology, 5*(2), 122-131.

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

Unit 7: Young Children and Their Families, Part 2   Oct 11

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

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: Pyschosocial 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:

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

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

Unit 8: School-Age children and Their Families, Part 1   **Oct 18**

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: Pyschosocial 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:

Bastaits, 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

Jabagchourian, 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

Palermo, T. M., Law, E. F., Essner, B., Jessen-Fiddick, T., & Eccleston, C. (2014). Adaptation of problem-solving skills training (PSST) 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

Unit 9: School-Age children and Their Families, Part 2	Oct 25

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

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: Pyschosocial 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:

Bastaits, 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

Jabagchourian, 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

Palermo, T. M., Law, E. F., Essner, B., Jessen-Fiddick, T., & Eccleston, C. (2014). Adaptation of problem-solving skills training (PSST) 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

Unit 10: Young Adolescents and Their Families, Part 1   Nov 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: Pyschosocial 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:

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

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

Cass. V.C. (1984). Homosexual identity formation: Testing a theoretical model. The Journal of Sex Research, 20(2), 143-167. Doi:10.1080/00224498409551214

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

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

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

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

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

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

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

Unit 11: Young Adolescents and Their Families, Part 2   Nov 8

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

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

See Unit 10 for Suggested Readings

Unit 12:   Middle Adolescents and Their Families, Part 1   Nov 15

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   Nov 22

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

This session relates to Course Objectives 1–8.

Required Readings (Same as Unit 12):

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

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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:

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

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

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

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

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

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

Unit 14: Older Adolescents and Transitional-Age Youth and Their Families   Nov 29

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

Strozier, C. B. (2007). Heinz Kohut and the Meanings of Identity. *Contemporary Psychoanalysis, 43*(3), 399-410.

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	Dec 6

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

IX.   ATTENDANCE POLICY

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

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

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

X.   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 Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. 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.

XI.   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. 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. www.suicidepreventionlifeline.org

Relationship and 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. 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: 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. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XII.   ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XIII.   STATEMENT ABOUT INCOMPLETES

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

XIV.   POLICY ON LATE OR MAKE-UP WORK

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

XV.   POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

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

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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 well-being 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.

XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.

- ✔ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✔ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✔ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.

Deleted: University Policies and Guidelines¶

ATTENDANCE POLICY¶

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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.¶

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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. 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. www.suicidepreventionlifeline.org¶

¶

Relationship and 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. 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: 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. equity.usc.edu ¶

¶

Bias Assessment Response and Support¶

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and ... [1]

University Policies and Guidelines

ATTENDANCE POLICY

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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.

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 Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. 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.

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. 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. www.suicidepreventionlifeline.org

Relationship and 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. 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: 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. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

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."

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.

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.

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

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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 well-being 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.

ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

Tips for Maximizing Your Learning Experience in this Course (Optional)

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

Don't procrastinate or postpone working on assignments.