USC Suzanne Dworak-Peck
School of Social Work

Social Work 621
Section

Social Work Practice with Adolescents, Young Adults and their Families

3 Units

Fall 2017

Instructor:
Steven Kim
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Telephone: **Course Time:**
714-909-5225   7:00 am – 8:15 am
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Office Hours:

I. COURSE PREREQUISITES

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

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

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

IV. COURSE OBJECTIVES

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

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

V. COURSE FORMAT AND INSTRUCTIONAL METHODS

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

VI.   STUDENT LEARNING OUTCOMES

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

Social Work Core Competencies	
1	**Demonstrate Ethical and Professional Behavior**
2	**Engage in Diversity and Difference in Practice**
3	**Advance Human Rights and Social, Economic, and Environmental Justice**

4	**Engage in Practice-informed Research and Research-informed Practice**
5	**Engage in Policy Practice**
6	**Engage with Individuals, Families, Groups, Organizations, and Communities**
7	**Assess Individuals, Families, Groups, Organizations, and Communities***
8	**Intervene with Individuals, Families, Groups, Organizations, and Communities***
9	**Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	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.	**1.** Teach the use of critical thinking to integrate knowledge and perspectives on adolescence and young adulthood and the developmental tasks and competencies associated with the transition to adulthood while focusing on youth in familial and cultural contexts. **4.** Teach students to critically consider and use current research, theory and evidence based practices when working with adolescents, transition age youth, young adults and their families, while taking into account the impact of the complex social environment on youth and their families.	**7b.** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of children, youth and families and the communities in which they live.	Cognitive and Affective Processes	**Unit 2:** Assessment of Adolescents and Young Adults and their Families **Unit 3:** Interventions with Adolescents, Young Adults and Their Families **Unit 4:** Family Based Interventions **Unit 5:** Group-based and System-Based Interventions **Assignment 1:** Take-home Exam **Assignment 3:** Research Paper

Competency	Objectives	Behaviors	Dimensions	Content
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers are knowledgeable about the evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients. Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve family and agency goals. Social workers understand the importance of inter-professional teamwork and communication in interventions, and employ strategies of interdisciplinary, inter-professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families.	**5.** Provide students with opportunities to develop skills in engaging, assessing, diagnosing, and intervening with adolescents, young adults and their families in diverse client populations.	**8a.** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Skills	**Unit 5:** Group-based and System-Based Interventions **Unit 14:** Complex Issues of Adolescents and Young Adults **Unit 15:** Transition Age Youth Leaving the Child Welfare System **Assignment 2:** Group Work **Class Participation**

VI. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Take- Home Exam	Unit 7	30%
Assignment 2: Group Work	TBA	20%
Assignment 3: Research Paper	Finals Week	40%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

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

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

Due: Unit 7

This assignment relates to student learning outcomes 1 & 4

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

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

Due: Presentation due date TBA

This assignment relates to student learning outcomes: 5

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

In this assignment, students will write a research-based paper that integrates the theory and practice dimensions of the course. Students will select and examine a problem area that they are dealing with in field placement (such as substance abuse, sexual abuse, depression in adolescents and young adults, etc.), include theories of etiology and effects on the problem on the youth in the context of the family and the systems in which the youth is being involved. The student will research and present an evidence-based intervention applicable to a client that they work with in their field placement. The student will explain in detail how the intervention is applied to the client from engagement, assessment, intervention, termination, evaluation and follow-up. The student will use a client from their fieldwork to illustrate the discussion and to explain what ethical and cultural issues may be present. Finally, the student will critically appraise the intervention. Paper length is 10 -13 pages.

Due: Final Week

This assignment relates to student learning outcomes: 1& 4

Class Participation (10% of Course Grade)

It is expected that students will attend class regularly, participate in class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

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

Guidelines for Evaluating Class Participation:

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

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

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

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

6: Inadequate: This student says little in class. Hence, there is not an adequate basis for evaluation. The student doesn't participate actively in exercises and sits mostly silently in group activities and in class discussions.

5: Non-participant: Attends class only. Does not appear to be engaged.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	92.5–100	A
3.60–3.84	A–	89.5–92.4	A–
3.25–3.59	B+	86.5–89.4	B+
2.90–3.24	B	82.5–86.4	B
2.60–2.89	B–	80.5–82.4	B–
2.25–2.59	C+	76.5–80.4	C+
1.90–2.24	C	73.5–76.4	C
		70.5–73.4	C–

VII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks

Kerig, P., Schulz, M. S., & Hauser, S. T. (2012). *Adolescence and beyond: Family processes and development*. New York, NY: Oxford University Press. (Available at the USC library online).

Weisz, J. R., & Kazdin, A. E. (Eds.). (2017). *Evidence-based psychotherapies for children and adolescents* (3rd ed.). New York, NY: Guilford Press.

Recommended Books

Arnett, J. J. (2015). *Emerging adulthood: The winding road from the late teens thorough the twenties.* (2nd ed.)*.* New York, NY: Oxford University Press.

Laser J. A., & Nicotera, N. (2011). *Working with adolescents: A guide for practitioners*. New York, NY: Guilford Press.

McLean, K. C., & Pasupathi, M. (2010). *Narrative development in adolescents: Creating the storied self.* New York, NY: Springer. Also available online.

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

Steiner, H. & Hall, R. E. (2015). *Treating adolescents* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Recommended Websites

U.S. Department of Health and Human Services, Office of Adolescents Health
http://www.hhs.gov/ash/oah/

Strengthening Families:

http://www.cssp.org/reform/strengtheningfamilies

http://www.strengtheningfamiliesprogram.org

Course Overview

Session	Topics	Assignments
1	Overview and Unique Considerations for Adolescents, Young Adults and Their Families	3-11-19
2	Assessment of Adolescents and Young Adults and Their Families	3-18-19
3	Interventions with Adolescents, Young Adults and Their Families	3-25-19
4	Family-Based Interventions	2-1-19
5	Group-based and System-Based Interventions	2-8-19
6	Neurodevelopment Disabilities and Their Impact on Adolescents, Young Adults and Their Families	2-15-19
7	Trauma and PTSD	Assignment 1 is due 2-22-19
8	Relational-Based Problems	3-1-19
9	Anxiety and Self-Injury	3-8-19
10	Depression and Suicidality	3-22-19
11	Bipolar Mood Disorder and Schizophrenia	3-29-19
12	Disruptive and Impulse Control Problems	4-5-19
13	Substance Use and Abuse	4-12-19
14	Complex Issues of Adolescents and Young Adults	4-19-19
15	Transition Age Youth Leaving Child Welfare System	4-26-19

STUDY DAYS / NO CLASSES

FINAL Paper is Due:

Course Schedule — Detailed Description

| Unit 1: Overview and Unique Considerations for Adolescents, Young Adults and Their Families | 1-11-19 |

Topics

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

Required Readings

- Arnett, J. J. (2014). A longer road to adulthood. In *Emerging adulthood: The winding road from the late teens through the twenties.*(Chapter 1 pp. 1-29). New York, NY: Oxford University Press.

- Friedman M., Marshal, M., Guadamuz, T., Wei, C., Wong, C., Saewyc, E., & Stall, R. (2011). A meta-analysis of disparities in childhood sexual abuse, parental physical abuse, and peer victimization among sexual minority and sexual nonminority individuals. *American Journal of Public Health, 101*(8), 1481-1494.

- Hope, E. C., Hoggard, L. S., & Thomas A. (2015). Emerging into adulthood in the face of racial discrimination: Physiological, psychological, and sociopolitical consequences for African American youth. *Translational Issues in Psychological Science.1*(4), 342–351.

- Zimmerman, M. A., Stoddard, S. A., Eisman, A. B., Caldwell, C. H., Aiyer, S. M., & Miller, A. (2013). Adolescent resilience: Promotive factors that inform prevention. *Child Development Perspectives, 7*(3), 215–220.

Recommended Readings

- American Psychologist Association (2015). APA Guidelines for clinical practice with transgender and gender non-conforming people. *American Psychologist, 70*(9). 832-864.

- Allen, J. P., & Miga, E. (2010). Attachment in adolescence: A move to the level of emotional regulation. *Journal of Social and Personal Relationships, 27*(2), 181-190.

- Brownlee, K., Rawana, J., Franks, J., Harper, J., Bajwa, J., O'Brien, E., & Clarkson, A. (2013). A systematic review of strengths and resilience outcome literature relevant to children and adolescents. *Child and Adolescent Social Work Journal*, *30,* 435-459.

- Maholmes, V. (2014). Thriving in adversity: Toward a framework of hope, optimism and resilience. In *Fostering resilience and well-being in children and families in poverty*. (Chapter 2 pp. 13-33). New York, NY: Oxford University Press.

Unit 2: Assessment of Adolescents and Young Adults and Their Families	1-18-19

Topics

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

Required Readings

- Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: Taking diversity, culture, and context seriously. *Administration and Policy in Mental Health Services Research, 37*(1-2), 48-60.

- Cavendish, W., Montague, M., Enders, C., & Dietz, S. (2014). Mothers' and adolescents' perceptions of family environment and adolescent social-emotional functioning. *Journal of Child and Family Studies, 23*(1), 52-66.

- De Los Reyes, A., Augenstein, T. M., Aldao, A. (2017). Assessment issues in child and adolescent psychotherapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (3rd ed. pp. 537- 554)*.* New York, NY: Guilford Press.

- Friedberg, R. D., & McClure, J. M. (2015). Case conceptualization. In *Cognitive therapy with children and adolescents: The nuts and bolts* (Chapter 2 pp.9-41)*.* New York, NY: Guilford Press.

Recommended Readings

- Delgado, M., Killoren, S., & Updegraff, K. (2013). Economic hardship and Mexican-origin adolescents' adjustment: Examining adolescents' perceptions of hardship and parent-adolescent relationship quality. *Journal of Family Psychology* 27(5), 827-837.

- Frances, A., & Batstra, L. (2013). Why so many epidemics of childhood mental disorder? *Journal of Developmental and Behavioral Pediatrics*, *34*(4), 291-292.

Unit 3: Engagement and Interventions with Adolescents, Young Adults and Their Families   1-25-19

Topics

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

Required Readings

- Allan, D., Power, L., & Robinson, E. (2010). What works with adolescents? Family connections and involvement in interventions for adolescent problem behaviors. *Australian Institute of Family Studies,16*,1-13.

- Huey Jr. S.J., & Polo, A. (2017). Evidence-Based Psychotherapies with Ethnic Minority Children and Adolescents. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (3rd ed. pp. 361-378). New York, NY: Guilford Press.

- Kim, H., Munson M., R., & McKay, M. (2012). Engagement in mental health treatment among adolescents and young adults: A systematic review. *Child and Adolescence Social Work, 29,* 241-266.

- Laser J. A., & Nicotera, N. (2011). Challenges in clinical work with adolescents. In *Working with adolescents a guide for practitioners* (pp. 3-13.) New York, NY: Guilford Press.

Recommended Readings

- Pineda, J., & Dadds, M. R. (2013). Family intervention for adolescents with suicidal behavior: A randomized controlled trial and mediation analysis. *Journal of the American Academy Child and Adolescent Psychiatry, 52*(8), 851-862.

Unit 4: Family-Based Engagement and Interventions   2-1-19

Topics

- Methods for family engagement: Special consideration to diversity and culture
- Family-based interventions: Brief Strategic Family Therapy
- Working with families impacted by adversity:
  - Single-parenting
  - Mental illness
  - Immigration and deportation

Required Readings

- Carr, A. (2014). The evidence base for family therapy and systemic Interventions for child-focused problems. *Journal of Family Therapy, 36,* 107-157.

- Henderson S. W. and Baily, C. (2013). Parental deportation, families, and mental health. *Journal of the American Academy of Child & Adolescent Psychiatry, 52*(5), 451-453.

- Stein, H. C., Osborn, L. A., & Greenberg, S. C. (2016). Understanding young adults' reports of

  contact with their parents in a digital world: Psychological and familial relationship factors. *Journal of Child and Family Studies. 25(6).* 1802 – 1814.

- Szapocznik, J., Zarate, M., Duff, J., & Muir, J. (2013). Brief strategic family therapy: Engaging drug using/problem behavior adolescents and their families in treatment. *Social Work in Public Health*, *28*(3-4), 206-223.

Recommended Readings

- Johnson, E. & Easterling, B. (2012). Understanding unique effects of parental incarceration on children: Challenges, progress, and recommendations. *Journal of Marriage and Family, 74*(2), 342-356.

- Kaslow, N. J., Broth, M. R., Smith, C. O., & Collins, M. H. (2012). Family-Based interventions for child and adolescent disorders. *Journal of Marital and Family Therapy, 38*(1), 82-100.

- Nichols, M. P. (2014). Strategic family therapy. In *The essentials of family therapy* (6th ed., Chapter 6, pp. 89-109). Boston, MA: Allyn and Bacon.

Unit 5: Group-Based and System-Based Interventions   **2-8-19**

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

Required Readings

- Cole, A., Jenfskey, N., Ben-David, S.,& Munson, M. (2016). Feeling connected and understood: The role of creative arts in engaging young adults in their mental health services. Social Work with Groups.1-15. DOI: 10.1080/01609513.2016.1258619

- D'Amico, E. J., Houck, J. M., Hunter, S. B., Miles, J. N. V., Osilla, K. C., & Ewing, B. A. (2015). Group motivational interviewing for adolescents: Change talk and alcohol and marijuana outcomes. *Journal of Consulting and Clinical Psychology, 83*(1), 68-80 http://dx.doi.org/10.1037/a0038155

- Sheets, E. S., Wilcoxon, E., Brosse, A., Hauser, M., Madsen, J., & Craighead, E. (2013). Prevention of recurrence of major depression among emerging adults by a group cognitive-behavioral/interpersonal intervention. *Journal of Affective Disorders. 147(1*), 425-430.

- Liddle, H.A. (2016). Multidemensional family therapy: Evidence base for transdiagnostic treatment outcomes, change mechanisms, and implementation in community setting. *Family Process, 55* (3), pp. 558-576 Doi: 10.1111/famp.12243

Recommended Readings

- Rhoades, K. A., Chamberlain, P., Roberts, R., & Leve, L. (2013). MTFC for high-risk adolescent girls: A comparison of outcomes in England and the United States. *Journal of Child &*

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

Unit 6: Neurodevelopment Disorders and Their Impact on Adolescents, Young Adults and Their Families   2-15-19

Topics

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

Required Readings

- Gotham, K., Brunwasser, S. M., & Lord, C. (2015). Depressive and anxiety symptom trajectories from school age through young adulthood in samples with autism spectrum disorder and developmental delay. *Journal of the American Academy of Child & Adolescent Psychiatry*, *54*(5), 369-376. Doi: http://dx.doi.org/10.1016/j.jaac.2015.02.005

- Schohl, K., Van Hecke, A., Carson. A., Dolan, B., Karst, J. & Stevens. S. (2014). A replication and extension of the PEERS intervention: Examining effects on social skills and social anxiety in adolescents with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 44,* 532-545.

- Van den Berg, S., Scheeren, A., Bergeer, S., Koot, H., & Geurts, H. (2014). Age related differences of executive functioning problems in everyday life of children and adolescents in the autism spectrum. *Journal of Autism and Developmental Disorders, 44, 1959-1971.*

- Walkup, J., Stossel, L., & Rendleman, R. (2014). Beyond rising rates: Personalized medicine and public health approaches to the diagnosis and treatment of attention-deficit/hyperactivity disorder. *Journal of the American Academy of Child and Adolescent Psychiatry, 53* (1), 14-16.

Recommended Readings

- Daley, D., van der Oord, S., Ferrin, M., Danckaerts, M., Doepfner, M., Cortese S., & Sonuga-Barke, E. (2014). Behavioral interventions in attention-deficit/hyperactivity disorder: A meta-analysis of randomized controlled trials across multiple outcome domains. *Journal of the American Academy of Child & Adolescent Psychiatry*, *53* (8), 825-829.

- Kulage, K., Smaldone A., & Cohn. E. (2014). How will DSM-5 affect autism diagnosis? A systematic literature review and meta-analysis. *Journal of Autism and Developmental Disorders, 44,* 1918-1932.

- Laugeson, E., Frankel, F. Gantman A., Dillon A., & Mogil, C. (2012). Evidence-based social skills training for adolescents with autism spectrum disorders: The UCLA PEERS program. *Journal of Autism and Developmental Disorders, 42*(6), 1025-1036.

- Young, R., & Rodi, M. (2014). Redefining autism spectrum disorder using DSM-5: The implications of the proposed DSM-5 criteria for autism spectrum disorders. *Journal of Autism and Developmental Disorders, 44,* 758–765.

Unit 7: Trauma and PTSD   2-22-19

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

Required Readings

- Black, P., Woodworth, M., Tremblay, M., & Carpenter, T. (2012). A review of trauma-informed treatment for adolescents. *Canadian Psychology, 53*(3), 192-203.

- Cary, C. E., & McMillen, J. C. (2012). The data behind the dissemination: A systematic review of trauma-focused cognitive behavioral therapy for use with children and youth. *Children and Youth Services Review, 34*, 748–757.

- Lam, A., Lyons, J. S., Griffin, G., & Kisiel, C. (2015). Multiple traumatic experiences and the expression of traumatic stress symptoms for children and adolescents. *Residential Treatment for Children & Youth, 32*(2), 167-181.

- McKenzie-Mohr, S., Coates, J., & McLeod, H. (2012). Responding to the needs of youth who are homeless: Calling for politicized trauma-informed intervention. *Children and Youth Services Review, 34*(1), 136-143.

Recommended Readings

- Carrion, V. G., & Kletter, H. (2012). Posttraumatic stress disorder: Shifting toward a developmental framework. *Child and Adolescent Psychiatric Clinics of North America, 21*(3), 573-591

- Cohen, J. A., Mannarino, A. P., & Deblinger, E. (Eds). (2012). *Trauma-focused CBT for children and adolescents: Treatment Applications.* New York, NY: Guilford Press. Note: This is the manual for TF-CBT.

- Palinkas, L., Fuentes, D., Finno, M., Garcia, A. R., Holloway, I.W., & Chamberlain, P. (2012). Inter-organizational collaboration in the implementation of evidence-based practices among public agencies serving abused and neglected youth. *Administration and Policy in Mental Health and Mental Health Services Research, 41*(1), 74-85.

Unit 8: Relational-Based Problems   3-1-19

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

Required Readings

- Moed, A., Gershoff, E., Eisenberg, N., Hofer, C., Losova, S., Spinrad, T., & Liew, J. (2015). Parent–adolescent conflict as sequences of reciprocal negative emotion: Links with conflict resolution and adolescents' behavior problems. *Journal of Youth and Adolescence, 44*(8), 1607-1622.

- Mustanski, B., Andrews, R., & Puckett, J. A. (2016). The effects of cumulative victimization on mental health among lesbian, gay, bisexual, and transgender adolescents and young adults. *American Journal of Public Health, 106*(3), 527-533. doi:10.2105/AJPH.2015.302976

- Stonard, K. E., Bowen, E., Walker K., & Price, S. (2015). "They'll always find a way to get to you:" Technology use in adolescent romantic relationships and its role in dating violence and abuse. *Journal of Interpersonal Violence*, 1-35. DOI: 10.1177/0886260515590787

Recommended Readings

- Almaida, J., Jonson, R., Corliss, H. & Azrael, D. (2009). Emotional distress among LGBT youth: The influence of perceived discrimination based on sexual orientation. *Journal of Youth and Adolescence, 38*, 1001- 1014.

- Foshee, V. A., Heath L., McNaughton R., Ernett, S. T., Ennett, Cance, D., Bauman, K. E., & Bowling, M. (2012). Assessing the effects of families for safe dates, a family-based teen dating abuse prevention program. *Journal of Adolescent Health, 51,* 349-356.

- Konishi, C., & Saewyc, E. (2014). Still a target: Sexual diversity and power of caring. *School Psychology International, 35*(5), 504-515.

- Shulman, S., Scharf, M. & Shachar-Shapira, L. (2012). The intergenerational transmission of adolescents romantic relationships. In Kerig, P., Schulz, M. S. & Hauser, S. T. (Eds.), *Adolescence and beyond: Family processes and development.* (pp 113- 133). New York, NY: Oxford University Press

Unit 9: Anxiety and Self-injury   3-8-19

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

Required Readings

- LeCloux, M. (2013). Understanding the meanings behind adolescent non-suicidal self-injury: Are we missing the boat? *Clinical Social Work Journal, 41*(4), 324-332. doi:10.1007/s10615-012-0417-y

- Thompson, E. D., May, A., & Whiting, S. E. (2011). Evidence-based treatment of anxiety and phobia in children and adolescents: Current status and effects on the emotional response. *Clinical Psychology Review, 31*(4), 592-602.

- Young, J., Makover, H., Cohen, J., Mufson, L., Gallop, R., & Benas, J. (2012). Interpersonal psychotherapy-adolescent skills training: Anxiety outcomes and impact of comorbidity. *Journal of Clinical Child and Adolescent Psychology, 41*(5), 640-653.

Recommended Readings

- Cohen, J. A., Mannarino, A. P., & Deblinger, E. (Eds). (2012). *Trauma-focused CBT for children and adolescents: Treatment applications.* New York, NY: Guilford Press.

- Gulbas, L. E., Hausmann-Stabile, C., De Luca, S. M., Tyler, T. R., & Zayas, L. H. (2015). An exploratory study of non-suicidal self-injury and suicidal behaviors in adolescent Latinas. *American Journal of Orthopsychiatry,85*(4), 302-314. doi:10.1037/ort0000073

- Hoffman, R., Gimenez, M., & White, V. (2010). Letter writing as an intervention in family therapy with adolescents who engage in nonsuicidal self-injury. *The Family Journal: Counseling and Therapy for Couples and Families, 18 (*1), 24-30.

- Schore, J., & Schore, A. (2012). Modern attachment theory: The central role of affect regulation in development and treatment. In *The science of the art of psychotherapy* (pp. 28-51). New York, NY: W.W. Norton.

Unit 10: Depression and Suicidality   3-22-19

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

Required Readings

- Boeninger, D. K., & Coger, R. D. (2012).Risk and protective factors for suicidality during the transition to adulthood: Parenting, self-regulatory processes and successful resolution of stage-salient tasks. In Kerig, P., Schulz, M. S. & Hauser, S. T. (Eds.). *Adolescence and beyond: Family processes and development* (pp. 43- 63). New York, NY: Oxford University Press.

- Brent, D. A., Poling, K. D., & Goldstein, T. R. (2011). Assessment and treatment of suicidal ideation and behavior. In *Treating depressed and suicidal adolescents: A clinician's guide* (Chapter 2, pp.42-84). New York, NY: Guilford Press.

- Jacobson, C. M., Mufson, L., & Young, J. F. (2017). Treating adolescent depression using interpersonal psychotherapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (3rd ed. pp. 66-84). New York, NY: Guilford Press.

Recommended Readings

- Cummings, J. R., & Druss, B. G. (2011). Racial/ethnic differences in mental health service use among adolescents with major depression. *Journal of the American Academy of Child and Adolescent Psychiatry, 50*(2),160-70.

- Ford-Paz, R. E., Reinhard, C., Kuebbeler, A., Contreras, R., & Sánchez, B. (2015). Culturally tailored Depression/Suicide prevention in Latino youth: Community perspectives. *The Journal of Behavioral Health Services & Research, 42*(4), 519-533. doi:10.1007/s11414-013-9368-5

- Varghese, D., Scott J., Welham, J., Bor, W., Najma, J., O'Callaghan, M., William, G., & McGrath, J. (2011). Psychotic-like experiences in major depression and anxiety disorders: A population-based survey in young adults. *Schizophrenia Bulletin 37*(2), 389-393. doi:10.1093/schbul/sbp083

Unit 11: Bipolar and Schizophrenia   3-29-19

Topics
- Bipolar disorder
- Schizophrenia Prodromal and early phases
- Interventions

Required Readings

- Fisher, M., Loewy, R., Hardy, K., Schlosser, D., & Vinogradov, S. (2013). Cognitive interventions targeting brain plasticity in the prodromal and early phases of Schizophrenia. *Annual Review of Clinical Psychology, 9,* 435-463. http://doi.org/10.1146/annurev-clinpsy-032511-143134.

- Goldstein, T.R., Fersch-Podrat, R.K., Rivera, M., Axelson, D.,Merranko, J., YU, B., Brent, D.A.,& Birmaher, B. (2015). Dialectical Behavior Therapy for Adolescents with bipolar disorder: Results from a pilot randomized trial. *Journal of Child and Adolescent Psychopharmacology, 25*, 140-149. doi:10.1089/cap.2013.0145.

- Kozloff, N., Cheung, A. Schaffer, A., Cairney, J., Dewa C., Veldhizen S., Kurdyak P., & Levitt, A. (2010). Bipolar disorder among adolescents and young adults: Results from an epidemiological sample. *Journal of Affective Disorders, 125* (1), 350-354.

Recommended Readings

- Kurtz, M.M. (2016). Psychological and psychosocial treatment. In *Schizophrenia and its Treatment: Where is the Progress* (Chap. 8, pp. 159-179). New York, NY: Oxford Press University.

- Painter, K., & Scannapieco, M. (2015). Bipolar disorder. In *Understanding the Mental Health Problems of Children and Adolescents* (159- 173). Chicago; Lyceum.

Unit 12: Disruptive Behavior and Aggression   4-15-19

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

Required Readings

- Alcorn. T. (2014). Rethinking mental health care for young offenders*. The Lancet, 383, 1283-4.*

- Bostic, J., Thurau, L., Potter, M., & Drury, S. (2014). Policing the teen brain. *Journal of Child and Adolescent Psychiatry, 53(2),* 127-129.

- Henggeler, S. W. & Schaeffer, C. (2017). Treating serious antisocial behavior using multi-systemic therapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (3rd ed., pp.197- 214). New York, NY: Guilford Press.

Recommended Readings

- Barrett, D. E., Ju, S., Katsiyannis, A., & Zhang, D. (2015). Females in the juvenile justice system: Influences on delinquency and recidivism. *Journal of Child and Family Studies, 24*(2), 427-433.
- Darnell, A. J., & Schuler, M. S. (2015). Quasi-experimental study of Functional Family Therapy effectiveness for juvenile justice aftercare in a racially and ethnically diverse community sample. *Children and Youth Services Review, 50,* 75-82.
- Henggeler, S. W., & Sheidow, A. J. (2012). Empirically supported family-based treatments for conduct disorder and delinquency in adolescents. *Journal of Marital and Family Therapy, 38,* 30- 58.
- Robbins, M. S., Alexander, J. F., Turner, C. W., & Hollimon, A. (2016). Evolution of functional family as an evidence-based practice for adolescents with disruptive behavior problems. *Family Process, 55*(3), 543-557.

Unit 13: Substance Use and Abuse   4-12-19

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

Required Readings

- Burrow-Sanchez, J., & Wrona, M. (2012). Comparing culturally accommodated versus standard group CBT for Latino adolescents with substance use disorders: A pilot study. *Cultural Diversity and Ethnic Minority Psychology, 18*(4), 373-383.

- Down, A. B., Seedall, R. B., Taylor, N. C., & Downs, K. J. (2014). Attachment-based considerations for addressing adolescent substance use (ASU) in a family context. *The American Journal of Family Therapy*, *43,* 28-43. DOI: 10.1080/01926187.2014.935683

- Patton, R., Deluca, P., Kaner, E., Newbury-Birch, D., Phillips, T., & Drummond, C. (2013). Alcohol screening and brief intervention for adolescents: The how, what and where of reducing alcohol consumption and related harm among young people. *Alcohol & Alcoholism*, *49* (2), 207-212. http://dx.doi.org/10.1093/alcalc/agt165

- Waldron, H. B., Brody, J. L. & Hope, H. (2017). Functional family therapy for adolescent

  substance use disorders. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (2nd ed., pp. 401-416). New York, NY: Guilford Press.

Recommended Readings

- Henderson, C., Dakof, G., Greenbaum, P., & Liddle, H. (2010). Effectiveness of multidimensional family therapy with higher severity substance-abusing adolescents: Report from two

randomized controlled trials. *Journal of Consulting and Clinical Psychology, 78*(6), 885-897.

- Hock, R., Priester, M. A., Iachini, A. L., Browne, T., DeHart, D., & Clone, S. (2015). A review of family engagement measures for adolescent substance use services. *Journal of Child and Family Studies, 24*(12), 3700-3710. doi:10.1007/s10826-015-0178-7

- Rowe, C. L. (2012). Family therapy for drug abuse: Review and updates 2003–2010. *Journal of Marital and Family Therapy, 38*(1), 59-81. doi:10.1111/j.1752-0606.2011.00280.x

- Santisteban, D., & Maite, M. (2009). Culturally informed and flexible family-based treatment for adolescents: A tailored and integrative treatment for Hispanic youth. *Family Process, 48*(2), 253-268.

- Stockings, E., Hall, W., Lynskey M., Morley, K., Reavley, N., Strang J.. Pattan G., & Dengenhardt, L. (2016). Prevention, early intervention, harm reduction, and treatment of substance use in young people. *The Lancet Psychiatry*, *3*(3), 280-296.

- Wetherill, R., & Tapert, S. F. (2013). Adolescent brain development, substance use, and psychotherapeutic change. *Psychology of Addictive Behaviors: Journal of the Society of Psychologists in Addictive Behaviors, 27*(2), 393-402. doi:10.1037/a0029111

Unit 14: Complex Issues of Adolescents and Young Adults   4-19-19

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

Required Readings

- Bender, K. A., Thompson S., Ferguson, K., Yoder, J. R., & Kern, L. (2014). Trauma among street-involved youth. *Journal of Emotional and Behavioral Disorders, 22(1), 53-64.*

- Coren, E., Hossain, R., Pardo, J. P., Veras, M. M., Chakraborty, K., Harris, H. & Martin, A. J. (2013). Interventions for promoting reintegration and reducing harmful behavior and lifestyles in street-connected children and young people*. Evidence-Based Child Health, 8,* 1140–1272.

- Patel, P. H., & Sen, B. (2012). Teen motherhood and long-term health consequences*. Maternal and Child Health Journal, 16(*5),1063- 71.

Recommended Readings

- Asheer, S., Berger, A., Meckstroth, A., Kisker, E., & Keating, B. (2014). Engaging pregnant and parenting teens: Early challenges and lessons learned from the evaluation of adolescent pregnancy prevention approaches. *Journal of Adolescent Health, 54*(3), S84-S91. doi:10.1016/j.jadohealth.2013.11.019

- Fielding, K., & Forchuk, C. (2013). Exploring the factors associated with youth homelessness and arrests. *Journal of Child and Adolescent Psychiatric Nursing*, *26,* 225–233. doi: 10.1111/jcap.12056

- McDonell, J. R., Limber, S. P., & Connor-Godbey, J. (2007). Pathways teen mother support project*. Children and Youth Services Review*, *29(7),* 840-855.

- Wong, C., Clark L., & Marlotte, L. (2014). The impact of specific and complex trauma on the mental health of homeless youth. *Journal of Interpersonal Violence*, *31* (5),831- 854. doi: 10.1177/0886260514556770

**Unit 15: Special Issues of Transition Age Youth Leaving the Child
Welfare System**   **4-26-19**

Topics

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

Required Readings

- Batsche, C., Hart, S., Ort, R., Armstrong, M., Strozier, A., & Hummer, V. (2014). Post secondary transitions of youth emancipated from foster care. *Child & Family Social Work, 19*(2), 174-184.

- Curry, S. R., & Abrams, L. S. (2015). 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. doi:10.1007/s10560-014-0346-4

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

- Powers, L., Greenen, S., Powers J., Summer-Pommier, S., Turner A., Dalton L., Drummond, D., & Swank, P. (2012). My life: Effects of a longitudinal, randomized study of self-determination enhancement on the transition outcomes of youth in foster care and special education. *Child and Youth Services Review*, *34*(11), 2179–2187.

Recommended Readings

- California Child Welfare Co-Investment Partnership. (2010). Understanding outcomes for youth aging out of foster care. *Insights, 3.*

- Ferguson, K. M., Kim, M. A., & McCoy, S. (2011). Enhancing empowerment and leadership among homeless youth in agency and community settings: A grounded theory approach. *Child and Adolescent Social Work Journal, 28*(1),1-22. doi:10.1007/s10560-010-0217-6

- Linda, W. P., Marroquín, B., & Miranda, R. (2012). Active and passive problem solving as moderators of the relation between negative life event stress and suicidal ideation among suicide attempters and non-attempters. *Archives of Suicide Research, 16*(3), 183-197. doi:10.1080/13811118.2012.695233

- Pottick, K., Warner, L., Stoep, A., & Knight, N. (2014). Clinical characteristics and outpatient mental health service use of transition-age youth in the USA. *The Journal of Behavioral Health Services & Research, 41*(2), 230-243.

- Stott, T. (2012). Placement instability and risky behaviors of youth aging out of foster care. *Child and Adolescent Social Work Journal*, *29*(1), 61-83. doi:10.1007/s10560-011-0247-8

- Smith, W. (2011). The child welfare system as context. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 5-19). New York, NY: Oxford University Press.

- Wagner, M., & Newman, L. (2012). Longitudinal transition outcomes of youth with emotional disturbances. *Psychiatric Rehabilitation Journal*, *35*(3), 199- 208.

University Policies and Guidelines

I. ATTENDANCE POLICY

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

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

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

II. STATEMENT ON ACADEMIC INTEGRITY

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

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

III. STATEMENT FOR STUDENTS WITH DISABILITIES

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

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

IV. EMERGENCY RESPONSE INFORMATION

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

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

> To leave a message, call (213) 740-8311,
>
> For additional university information, please call (213) 740-9233.
>
> Or visit university website: http://emergency.usc.edu.

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at https://trojansalert.usc.edu.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12th and Olive)	**Orange County**	Faculty Parking Lot
MRF	Leavey Lawn	**San Diego**	Building Parking Lot
SWC	Leavey Lawn	**Skirball**	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not reenter the building until given the "all clear" by emergency personnel.

V. STATEMENT ABOUT INCOMPLETES

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

VI. POLICY ON LATE OR MAKE-UP WORK

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

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

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

VIII. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

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

Preamble

The primary mission of the social work profession is to enhance human 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 well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

IX. COMPLAINTS

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

X. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

Be mindful of getting proper nutrition, exercise, rest, and sleep!

Come to class.

Complete required readings and assignments BEFORE coming to class.

BEFORE coming to class, review the materials from the previous unit AND the current unit, AND scan the topics to be covered in the next unit.

Come to class prepared to ask any questions you might have.

Participate in class discussions.

AFTER you leave class, review the materials assigned for that unit again, along with your notes from that unit.

If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through e-mail.

Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.