

Social Work 624

Section

Social Work in Juvenile Justice Settings

3 Units

A system ostensibly designed to protect and improve children has turned on them instead, scarring one generation after another, and—after decades of institutional impunity—leaving today’s youth vulnerable to practices we would decry were they perpetrated anywhere but behind prison walls.

—Nell Bernstein

Fall semester 2019

Instructor: Robert Hernandez

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Office: Virtual Room

Office Hours: Tuesday’s 11:30am or TBA

Course Day: Tuesday

Course Time: 10:15AM

Course Location: Virtual Room

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

Provides orientation to the context and operations of juvenile justice systems, and advanced skills for social work practitioners working with youth, families, and communities.

III. COURSE DESCRIPTION

This advanced elective course will enhance knowledge and skills for social work practice at all levels of juvenile justice. Course content will support social work in a range of programs, including community-based diversion, intervention, and treatment and support for youth and families, as well as work in juvenile detention and incarceration facilities. Practice responsibilities may include direct practice in community-based prevention and aftercare, work with detained and incarcerated youth and their families, program development, administration, advocacy, data management, and research.

Students will explore the history and development of approaches to preventing and working with delinquent youth, including long-term tensions between rehabilitation and punishment, community-based service delivery and incarceration, detention, and restorative justice. They will analyze key legal concepts, policies, and reform proposals, and examine disproportional minority confinement in light of poverty and racism, as well as resource limitations that make it difficult to address underlying issues including poverty and lack of employment, underperforming schools, and gangs.

Students will review emerging science on adolescent development, and research on evidence-based and promising programs that support youth development and improve family functioning. They will use data to track involvement by youth from different communities, and assess programmatic and system improvements, as well as needed reforms. Students will examine aspects of the core social work practice model used in juvenile justice settings. They will focus on working collaboratively with allied law enforcement, education, health, and behavioral health professionals. Students will also examine the special needs of key populations (i.e., those with serious mental illness, substance abuse, and developmental disorders, and youth who crossover between dependency and delinquency systems).

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Compare and contrast historical and current perspectives on social justice, including those of youth and families, different kinds of professionals, community members, and staff who work in the juvenile justice system.
2	Demonstrate skill in using data and research to assess problems, track improvement, and measure the impact of services, programs, and the juvenile justice service delivery system.
3	Demonstrate skill in using best practices, evidence-based and evidence-informed programs to meet the needs of youth, families, and communities.
4	Understand the context of social and criminal justice policy, the policy-making process, and effective advocacy strategies for improving policy and practice.

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

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
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every child, young person, and family member, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and employ social justice strategies to promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.</p>	<p>1. Compare and contrast historical and current perspectives on social justice, including those of youth and families, different kinds of professionals, community members and staff who work in the juvenile justice system.</p> <p>4. Understand the context of social and criminal justice policy, the policy making process and effective advocacy strategies for improving policy and practice.</p>	<p>3a. Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.</p>	<p>Values</p>	<p>Unit 1: Introduction</p> <p>Unit 2: Origins of Juvenile Justice and How the Legal System Works</p> <p>Unit 3: How the Juvenile Justice System Works</p> <p>Unit 4: Looking Toward Reform</p> <p>Unit 5: Who Gets Caught Up in the System?</p> <p>Unit 6: Evidence-Based Programs and Promising Practices for Youth</p> <p>Unit 7: Evidence-Based Programs and Promising Practices for Families</p> <p>Unit 8: Cross-System Collaboration</p> <p>Unit 9: Reentry and Community-Based Alternatives</p> <p>Unit 10: Girls in the Juvenile Justice System</p> <p>Unit 11: Youth With Special Needs</p> <p>Unit 12: Prevention, Early Intervention, and Diversion</p> <p>Unit 13: The Central Importance of Relationships, Family, and Community</p> <p>Unit 14: Student Presentations</p> <p>Unit 15: Summing Up</p> <p>Assignment 3: Report on Policy Meeting</p> <p>Assignment 4: Final Presentation</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge related to practice and evaluation of practice with children, youth, and families. Social workers use scientific, ethical, and culturally informed approaches to building knowledge related to practice with children, youth, and families. Social workers utilize various forms of data such as agency administrative data, public data and empirical data sources, to inform their practice within the field of children, youth and families. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and use the knowledge to inform research inquiry through critical analysis. Social workers utilize data to inform and evaluate practice with this population and understand how to measure outcomes as part of the evaluation process.</p>	<p>2. Demonstrate skill in using data and research to assess problems, track improvement and measure the impact of services, programs and the juvenile justice service delivery system.</p> <p>3. Demonstrate skill in using best practices, evidence-based and evidence-informed programs to meet the needs of youth, families and communities.</p>	<p>4b. Apply various forms of data to inform practice with children, youth, and families.</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 4: Looking Toward Reform</p> <p>Unit 5: Who Gets Caught Up in the System?</p> <p>Unit 6: Evidence-Based Programs and Promising Practices for Youth</p> <p>Unit 7: Evidence-Based Programs and Promising Practices for Families</p> <p>Unit 9: Reentry and Community-Based Alternatives</p> <p>Unit 10: Girls in the Juvenile Justice System</p> <p>Unit 11: Youth With Special Needs</p> <p>Unit 14: Student Presentations</p> <p>Unit 15: Summing Up</p> <p>Assignment 1: Midterm Paper</p> <p>Assignment 2: Data Tracking</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Midterm Paper	Unit 7	40%
Assignment 2: Data Tracking	Unit 10	10%
Policy Meeting Paper	Finals week	10%
Final Presentation	Unit 15	30%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

Assignment 1—40% (Midterm)

A twelve to fifteen-page group paper focused on integration and critical thinking about the multiple sources of information explored in class during the first half of the semester. The paper will include five to seven questions, students will respond to each question in which they will write a brief analysis. Questions will cover the context and history of the juvenile justice system, the evidence base supporting current practice approaches, and tensions between perspectives of the different constituencies and actors in the field today.

Due: Unit 7

This assignment relates to student learning outcomes 1 and 4.

Assignment 2—10% (Data Tracking)

Students will review recent reports on identified websites in order to respond to a set of key questions on the population served by the juvenile justice system, system operations, and outcomes achieved for detained youth. Directions about which websites to review and a worksheet to complete will be provided to frame the students' responses and guide their thinking about research-informed practice and practice-informed research.

Due: Unit 10

This assignment relates to student learning outcome 2.

Assignment 3—10% (Report on Policy Meeting)

Students will be required to attend a meeting where policy on juvenile justice or working with vulnerable youth populations is determined by elected officials, and/or various stakeholders (city council, school officials, probation, county board of supervisors, etc.) and to report on any policy and/or practice informed debates under way and how they relate to social justice issues discussed in class. Attention will be drawn to meetings of city, county, or state that would be relevant for this assignment; students will be asked to submit a three- to five -page paper describing the meeting they attended, the decision makers in attendance, at least one of the policy matters discussed and/or policy, practice implications, and any action taken at the meeting.

Due: Finals week

This assignment relates to student learning outcome 4.

Assignment 4—30% (Final Presentation)

Students will work in small groups of three or four to make research- and evidence-informed presentations on a new or amended direction of a program/policy in juvenile justice that they believe is particularly promising or effective in addressing social justice and community concerns and/or responding to the needs of youth and families. Groups will be expected to “make the case” for this policy, program, or practice proposal. Student groups will be expected to describe the policy, program, or practice; its current utilization (locally and/or nationally), the population served, resource and service delivery requirements, and present data on which groups it appears to benefit most. Presentations will be graded on these key elements, as well as the critical thinking and advocacy skills demonstrated. Students will turn in a one-page demonstration brief which highlights their proposals.

Due: Units 14 and 15

This assignment relates to student learning outcome 3.

Class Participation—10% of Course Grade

Students are expected to demonstrate critical thinking, grasp of key concepts, and ability to integrate multiple sources of information through their questions and comments in class and during small-group exercises aligned with subject matter explored during specific course sessions.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	93–100	A
3.60–3.84	A–	90–92	A–
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.89	B–	80–82	B–
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C–

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 which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which 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 which 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.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbook

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*.

New York, NY: New Press.

Bernstein, N. (2014). *Burning down the house: The end of juvenile prison*. New York, NY: New Press.

Recommended Guidebook for APA Style Formatting

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

Recommended Websites

National Council of Juvenile and Family Court Judges: <http://www.ncjfcj.org/our-work/juvenile-justice>

National Council on Crime and Delinquency: <http://www.nccdglobal.org>

Office of Juvenile Justice and Delinquency Prevention: <http://www.ojjdp.gov>

Center for Educational Excellence in Alternative Settings: <http://www.ceeas.org>

Children's Defense Fund: <http://www.childrensdefense.org>

California Board of State and Community Corrections: <http://www.bscc.ca.gov>

Justice Policy Institute: <Http://www.justicepolicy.org>

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

Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> Introduction <ul style="list-style-type: none"> Social work and the promise of reform Punishment and rehabilitation “Criminogenic” factors, needs, and risks Adverse childhood experiences (ACEs) 	
2	<ul style="list-style-type: none"> Origins of Juvenile Justice and How the Legal System Works <ul style="list-style-type: none"> Parens patriae Society for the Prevention of Pauperism, New York House of Refuge, Chicago Juvenile Court Supreme Court Cases: <i>Kent v. US</i> (1966), <i>In re Gault</i> (1967), <i>Winship</i> (1970) Aspects of the criminal legal system: filing a petition, pretrial detention, fitness to stand trial, disposition, alternative courts, and transfer to adult court 	
3	<ul style="list-style-type: none"> How the Juvenile Justice System Works <ul style="list-style-type: none"> Roles of law enforcement, prosecutors, and public defenders Allied systems: health, mental health, substance abuse, child welfare, schools Probation functions: home on probation, suitable placement, and probation camps Experiences of young people Disproportionate minority contact 	
4	<ul style="list-style-type: none"> Looking Toward Reform <ul style="list-style-type: none"> Adolescent cognition and impulsivity Rehabilitation and treatment Restorative justice 	
5	<ul style="list-style-type: none"> Who Gets Caught Up in the System? <ul style="list-style-type: none"> “Disproportionality” and disparity Poor families Youth with disabilities Youth with mental illness and substance use Gang prevention, suppression, and intervention 	
6	<ul style="list-style-type: none"> Evidence-Based Programs and Promising Practices for Youth <ul style="list-style-type: none"> Trauma-informed care and trauma-informed systems CBT/DBT/ART Positive youth development Integrated treatment models 	

Unit	Topics	Assignments
7	<ul style="list-style-type: none"> Evidence-Based Programs and Promising Practices for Families <ul style="list-style-type: none"> Functional family therapy Multisystem therapy Family strengthening Building the capacity of community-based services 	
8	<ul style="list-style-type: none"> Cross-System Collaboration <ul style="list-style-type: none"> Schools and educational supports for youth Vocational education and college preparation Health and mental health and substance abuse services Dependency and delinquency 	
9	<ul style="list-style-type: none"> Reentry and Community-Based Alternatives <ul style="list-style-type: none"> Best practices in reentry programming Graduation and employment Community supports for youth and families 	
10	<ul style="list-style-type: none"> Girls in the Juvenile Justice System <ul style="list-style-type: none"> What do we know about girls in the system? Status offenses Commercial sexual exploitation of children (CSEC) 	
11	<ul style="list-style-type: none"> Youth With Special Needs <ul style="list-style-type: none"> Crossover youth Immigrant youth Youth with disabilities LGBTQ youth Understanding the experiences and trauma of system youth 	
12	<ul style="list-style-type: none"> Prevention, Early Intervention, and Diversion <ul style="list-style-type: none"> Early care and education Charter and alternative schools Arts, sports, and technology Comprehensive community-based support initiatives 	
13	<ul style="list-style-type: none"> The Central Importance of Relationships, Family, and Community <ul style="list-style-type: none"> Bringing back hope Helping kids and families see a future Mentors and peer support Self-reflective practice 	
14	<ul style="list-style-type: none"> Student Presentations <ul style="list-style-type: none"> Making the case for program and system improvement Best practices and effective programs 	
15	<ul style="list-style-type: none"> Summing Up <ul style="list-style-type: none"> What works for youth? Building brighter futures 	

Unit	Topics	Assignments
STUDY DAYS / NO CLASSES		
FINAL EXAMINATIONS		

Course Schedule—Detailed Description

Unit 1: Introduction August 27

Topics

- Social work and the promise of reform
- Punishment and rehabilitation
- “Criminogenic” factors, needs, and risks
- Adverse childhood experiences (ACEs)

This unit relates to course objective 1.

Required Reading

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: New Press.

Moraff, C. (2014). 10-year-old murder defendant shows failure of US juvenile justice system. *Daily Beast* (10/18/14). <http://www.thedailybeast.com/articles/2014/10/18/10-year-old-murder-defendant-shows-failure-of-u-s-juvenile-justice-system.html>

Patrick McCarthy. No place for kids. TEDX Pennsylvania Avenue. <https://www.youtube.com/watch?v=Acm41p89lsY&feature=share>

Unit 2: Origins of Juvenile Justice and How the Legal System Works September 3

Topics

- Parens patriae
- Society for the Prevention of Pauperism, New York House of Refuge, Chicago Juvenile Court
- Supreme Court Cases: *Kent v. US* (1966), *In re Gault* (1967), *Winship* (1970)
- Aspects of the criminal legal system: filing a petition, pretrial detention, fitness to stand trial, disposition, alternative courts, and transfer to adult court

This unit relates to course objectives 1 and 4.

Required Readings

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: New Press.

Rosenheim, M. K. (2002). The modern American juvenile court. In Roseheim, Zimring, Tananhaus & Dohrn (Eds.), *A century of juvenile justice*. Chicago, IL: University of Chicago Press, pp. 341–359.

American Bar Association Division for Public Education. The history of juvenile justice, Part 1. <http://www.americanbar.org/content/dam/aba/migrated/publiced/features/DYJpart1.authcheckdam.pdf>

Bernstein, N. (2014). Prelude and Chapter 1. Inside juvenile prison, pp. 1–37
Chapter 2. Birth of an abomination, pp. 38–51

Unit 3: How the Juvenile Justice Service System Works September 10

Topics

- Roles of law enforcement, prosecutors, and public defenders
- Allied systems: health, mental health, substance abuse, child welfare, schools
- Probation functions
- Experiences of young people
- Disproportionate minority contact
- System failures

This unit relates to course objective 1.

Required Readings

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: New Press.

Latessa, E. J., & Lowenkamp, C. *What are criminogenic needs and why are they important?*
http://ojj.la.gov/ojj/files/What_Are_Criminogenic_Needs.pdf

Yamashiro, C., Azzam, T., & Himmelfarb, I. (2013). Kids, counsel and costs: An empirical study of indigent defense services in the Los Angeles Juvenile Delinquency Courts. *Criminal Law Bulletin* and Loyola-LA Legal Studies Paper No. 2013-9.
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2222376

Bernstein, N. (2014). Chapters 3–4.

Chapter 3. Other people's children, pp. 52–70.

Chapter 4. The rise of the super-predator and the decline of the rehabilitative ideal, pp. 71–80.

Unit 4: Looking Toward Reform September 17

Topics

- Adolescent cognition and impulsivity
- Rehabilitation and treatment
- Restorative justice

This unit relates to course objectives 1, 3, and 4.

Required Reading

Casey, B. J., Jones, R. M., & Somerville, L. H. (2011). Braking and accelerating of the adolescent brain. *Journal of Research on Adolescence*, 21(1), 21–33.

MacArthur Foundation Research Network on Adolescent Development and Juvenile Justice. Less guilty by reason of adolescence. http://www.adjj.org/downloads/6093issue_brief_3.pdf

Steinberg, L. (2013). The influence of neuroscience on US Supreme Court decisions about adolescents' criminal culpability. *Nature Reviews Neuroscience*, 14, 513–518.
<http://www.nature.com/nrn/journal/v14/n7/pdf/nrn3509.pdf>

Holman, B., & Zedenberg, J. (2006). The dangers of detention: The impact of incarcerating youth in detention and other secure facilities. Washington DC: Justice Policy Institute.
http://www.justicepolicy.org/images/upload/06-11_rep_dangersofdetention_jj.pdf

Prison Fellowship International Centre for Justice and Reconciliation. Restorative Justice Online. What is restorative justice? Retrieved January 3, 2015, from <http://www.restorativejustice.org/whatislide/whatispart1>

Unit 5: Who Gets Caught Up in the System? September 24

Topics

- “Disproportionality” and disparity
- Poor families
- Youth with disabilities
- Youth with mental illness and substance use
- Gang prevention, suppression, and intervention
- Multiple marginality

This unit relates to course objectives 1–3.

Required Readings

Lauritsen, J. L. (2003, November). How families and communities influence youth victimization. *Juvenile Justice Bulletin*. Office of Juvenile Justice and Delinquency Prevention.

<https://www.ncjrs.gov/pdffiles1/ojjdp/201629.pdf>

Bell, J., & Ridolfi, L. J. (2008). Adoration of the question: Reflections on the failure to reduce racial and ethnic disparities in the juvenile justice system. San Francisco, CA: W. Haywood Burns Institute.

<http://www.thechicagourbanleague.org/cms/lib07/IL07000264/Centricity/Domain/80/JJResources/Reflections%20on%20the%20Failure%20to%20Reduce%20Racial%20and%20Ethnic%20Disparities%20in%20the%20Juvenile%20Justice%20System-%20December%202008.PDF>

Hernandez, R. A. (2016). Working with gang involved/affiliated youth. In E. M. Schott & E. L. Weiss (Eds.), *Transformative social work practice* (pp. 284–296). Thousand Oaks, CA: Sage.

Center for Program Evaluation and Performance Measurement, Bureau of Justice Resources. Gang programs/strategies. Retrieved January 3, 2015, from <https://www.bja.gov/evaluation/program-crime-prevention/gangs-index.htm>

Leap, J. (2012). *Jumped in: What gangs taught me about violence, drugs, love and redemption*. Boston, MA : Beacon Press. Chapter 5, Big Mike, pp. 37–48.

Bernstein, N. (2014). Chapters 5 and 6
Chapter 5. The fist and the boot, pp. 81–102
Chapter 6. An open secret: Sexual abuse behind bars, pp. 103–128

Vigil, J. D., & Yun, S. C. (2002). A cross-cultural framework to understand gangs: Multiple marginality and Los Angeles. In C. R. Huff (Ed.), *Gangs in America* (3rd ed., pp. 161–174). Thousand Oaks, CA: Sage.

Unit 6: Evidence-Based Programs and Promising Practices for Youth October 1

Topics

- Trauma-informed care and trauma-informed systems
- CBT/DBT/ART
- Positive youth development
- Integrated treatment models

This unit relates to course objective 3.

Required Readings

- Greenwood, P. (2010). *Preventing and reducing youth crime and violence: Using evidence-based practices*. Sacramento, CA: Governor's Office of Crime and Youth Violence Policy.
- Butts, J. A., Bazemore, G., & Meroe, A. S. (2010). *Positive youth justice: Framing justice interventions using the concepts of positive youth development*. Washington DC: Coalition for Youth Justice.
http://www.nijn.org/uploads/digital-library/resource_1548.pdf
- Newell, M., & Leap, J. (2011). Reforming the nation's largest juvenile justice system. Children's Defense Fund—California and UCLA Luskin School of Public Policy.
<http://www.cdfca.org/library/publications/2013/reforming-the-nations.pdf>
- Bernstein, N. (2014) Chapters 7–8
Chapter 7. The hole: Solitary confinement of juveniles, pp. 129–150
Chapter 8. Hurt people hurt people: Trauma and incarceration, pp. 151–180

Recommended readings for classroom activity (pick one to review for classroom discussion):

- Dialectical Behavior Therapy, Evidence for implementation in juvenile corrections settings. California Department of Corrections and Rehabilitation, March 2011.
http://www.cdcr.ca.gov/Reports_Research/docs/DBT_Evidence_Draft_04_06_2011.pdf
- How can we know if juvenile justice reforms are worth the cost? Knowledge brief. Models for Change, Systems Reform in Juvenile Justice. December 2011.
http://www.naco.org/sites/default/files/documents/03%20Knowledge_Brief_How_Can_We_Know_If_Juvenile_Justice_Reforms_Are_Worth_the_Cost.pdf
- Aggression Replacement Therapy, Practice Overview. California Institute for Behavioral Health Solutions, 2015. <http://www.cibhs.org/aggression-replacement-trainingr-art>

Unit 7: Evidence-Based Programs and Promising Practices for Families October 8

Topics

- Functional family therapy
- Multisystemic therapy
- Family strengthening
- Building the capacity of community-based services

This unit relates to course objective 3.

Required Readings

- Alexander, J. F. Functional family therapy: An integrative model for working with at risk adolescents and their families. Slide deck. Retrieved January 3, 2015, from
<http://www.ftsverige.se/files/pdf/workshop-alex-1.pdf>
- Barton, C., & Alexander, J. F. (2014). Functional family therapy. In A. S. Gurman & D. P. Kniskern (Eds.), *Handbook of family therapy*. New York, NY: Routledge.
- Henggler, S. W., & Schoenwald, S. K. (2011). Evidence based interventions for juvenile offenders and juvenile justice policies that support them. In *Sharing child and youth development knowledge* (vol. 25, no. 1). iles.eric.ed.gov/fulltext/ED519241.pdf

Center for the Study of Social Policy. Knowledge of adolescent development: Protective and Promotive factors. Retrieved January 3, 2014, from http://www.cssp.org/reform/child-welfare/youth-thrive/2013/YT_Knowledge-of-Adolescent-Development.pdf

Unit 8: Cross-System Collaboration

October 15

- Schools and educational supports for youth
- Vocational education and college preparation
- Health and mental health and substance abuse services
- Dependency and delinquency
- Faith-based services

This unit relates to course objective 1.

Required Readings

Branch Associates. Faith and action: Implementation of the National Faith-Based Initiative for High-Risk Youth. Retrieved August 10, 2015, from http://ojp.gov/fbnp/pdfs/23_publication.pdf

Leone, P., & Weinberg, L. (2010). Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems. Washington, DC: Center for Juvenile Justice Reform, Georgetown University. Available at <http://cjjr.georgetown.edu/pdfs/ed/edpaper.pdf>

Herz, D. C., Chan, K., Ross, M. N., McCroskey, J., Newell, M., & Fraser, C. (2015, January). *The Los Angeles County Juvenile Probation Outcomes Study: Executive summary and case studies*. Los Angeles, CA: Advancement Project and California State University School of Criminal Justice and Criminalistics.

<http://67.20.108.158/sites/default/files/imce/LAPOS%20Executive%20Summary%20FINAL%203-25-15.pdf>

Juvenile justice and mental health and substance use disorders fact sheet. (2014, August). Act 4 Juvenile Justice.

<http://act4jj.org/sites/default/files/ckfinder/files/ACT4JJ%20Mental%20Health%20Fact%20Sheet%20August%202014%20FINAL.pdf>

Leap, J. (2012). *Jumped in: What gangs taught me about violence, drugs, love and redemption*. Boston, MA : Beacon Press. Chapter 16. Self-medication, pp. 167–178.

Recommended reading for classroom activity

Review website for Center for Excellence in Alternative Settings (CEEAS.org)

Unit 9: Reentry and Community-Based Alternatives

October 22

Topics

- Best practices in reentry programming
- Graduation and employment
- Community supports for youth and families

This unit relates to course objectives 2 and 3.

Required Readings

Culhane, D., Byrne, T., Moreno, M., Toros, H., & Stevens, M. (2011). Young adult outcomes of youth exiting dependent or delinquent care in Los Angeles County.

Bernstein, N. (2014). Chapters 9–11.

Chapter 9. The things they carry: Juvenile reentry, pp. 181–197

Chapter 10. A new wave of reform, pp. 201–223

Chapter 11. A better mousetrap: The therapeutic prison, pp. 224–253.

Unit 10: Girls in the Juvenile Justice System **October 29**

Topics

- What do we know about girls in the juvenile justice system?
- Status offenses
- Commercial sexual exploitation of children (CSEC)

This unit relates to course objective 3.

Required Readings

Avinger, K. A., & Jones, R. A. (2007). Group treatment of sexually abused adolescent girls: A review of outcome studies. *American Journal of Family Therapy*, 35(4), 315–326.

California Child Welfare Council, CSEC Workgroup. (2014). Prevalence of commercially sexually exploited children. <http://www.chhs.ca.gov/CWCDOC/CSEC%20Fact%20Sheet%20-%201.pdf>

Watson, L., & Edelman, P. (2012). Improving the juvenile justice system for girls: Lessons from the states. Georgetown Center on Poverty, Inequality and Policy. http://www.law.georgetown.edu/academics/centers-institutes/poverty-inequality/upload/JDS_V1R4_Web_Singles.pdf

Leap, J. (2012). *Jumped in: What gangs taught me about violence, drugs, love and redemption*. Boston, MA : Beacon Press. Chapter 7. Nuns and bitches, pp. 57–67.

Unit 11: Youth With Special Needs **November 5**

Topics

- Crossover youth
- Immigrant youth
- Youth with disabilities
- LGBTQ youth
- Understanding the experiences and trauma of system youth

This unit relates to course objective 3.

Required Readings

Huang, H., Ryan, J. P., & Herz, D. (2012). The journey of dually-involved youth: Description and prediction of re-reporting and recidivism. *Children and Youth Services Review*, 34(1), 254–260.

Smith, W. B. (2011). Chapter 3. Neurobiology and development. In *Youth leaving foster care: A developmental, relationship-based approach to practice*. Oxford, UK: Oxford University Press, pp. 37–51.

Valentino, A. (2011). Part 1: LGBTQ youth in the juvenile justice system. Washington DC: American Bar Association. Retrieved January 3, 2015, from <http://apps.americanbar.org/litigation/committees/lgbt/articles/winter2011-valentino-juvenile-justice-system.html>

Estrada, R., & Markamer, J. (2006). The legal rights of LGBT youth in state custody: What child welfare and juvenile justice professionals need to know. *Child Welfare, LXXXV*(2), 171–194.

Dagilvio, M. T., Epps, N., Swartz, K., Huq, M. S., Sheer, A., & Hadit, N. S. (2014) The prevalence of adverse childhood experiences (ACE) in the lives of juvenile offenders. *Journal of Juvenile Justice, 3*(2). <http://www.journalofjuvjustice.org/JOJJ0302/article01.htm>

Juvenile Detention Alternatives Initiative. (2014). Noncitizen youth in the juvenile justice system: Guide to juvenile justice reform. Annie E. Casey Foundation. <http://www.aecf.org/m/resourcedoc/aecf-NoncitizenYouthintheJJSytem-2014.pdf>

Unit 12: Prevention, Early Intervention, and Diversion November 12

Topics

- Early care and education
- Charter and alternative schools
- Arts, sports, and technology
- Comprehensive community-based support initiatives

This unit relates to course objective 4.

Required Readings

Reynolds, A. J., Ou, S. R., & Topitzes, J. W. (2004). Paths of effects of early childhood intervention on educational attainment and delinquency: A confirmatory analysis of the Chicago Parent Child Centers. *Child Development, 75*(5), 1299–1328.

Herz, D. C., Leap, J., McCroskey, J., Franke, T., Chan, K., Rivas, L., & Lane, A. (2014, March). *Camp Kilpatrick AWARE Program Evaluation Study*. Los Angeles, CA: California State University School of Criminal Justice and Criminalistics.

Arts programs help break the cycle of delinquency and violence. (2011, September/October). OJJDP news at a glance. https://www.ncjrs.gov/html/ojjdp/news_at_glance/232007/sf_2.html

Strategy: Alternative high schools. National Crime Prevention Council. <http://www.ncpc.org/topics/school-safety/strategies/strategy-alternative-high-schools>

Unit 13: The Central Importance of Relationships, Family, and Community November 22

Topics

- Bringing back hope
- Helping kids and families see a future
- Mentors and peer support
- Self-reflective practice

This unit relates to course objective 1.

Required Readings

Konrad, S. C. (2013). Chapter 8. Working with adolescents. In *Child and family practice: A relational perspective*. Chacago, IL: Lyceum Books, pp. 176–197.

Alexander, M. (2010). The fire this time. In *The new Jim Crow: Mass Incarceration in the age of colorblindness*. New York, NY: New Press, pp. 221–261.

CDF-CA Juvenile Justice Policy Team & CDF-CA Youth Policy Program Fellows. (2015, January). Rising

up, speaking out, youth transforming Los Angeles County's juvenile justice system.
<http://www.cdfca.org/library/publications/2015/rising-up-speaking-out.pdf>

Bernstein, N. (2014). Chapters 12 and 13

Chapter 12. Only connect: Rehabilitation happens in the context of relationship, pp. 254–273

Chapter 13. Connection in action: Transforming juvenile justice, pp. 274–289

Unit 14: Summing Up November 26

Topics

- What works for youth?
- Building brighter futures

This unit relates to course objectives 1–4.

Required Readings

None.

Unit 15: Student Presentations December 3

Topics

- Making the case for program and system improvement
- Best practices and effective programs

This unit relates to course objective 4.

Required Readings

Bernstein, N. (2014). Chapters 14 and 15

Chapter 14. The real recidivism problem: One hundred years of reform and relapse at the Arthur G. Dozier School for Boys, pp. 290–306

Chapter 15. Against reform: Beyond the juvenile prison, pp. 307–319

STUDY DAYS / NO CLASSES December 7 - 10

FINAL EXAMINATIONS December 11 - 18

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 (roberthe@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. 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.”

XIII. 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.

XIV. 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.

XV. 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.

XVI. 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.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the (213) 740-2711. 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.

XVIII. 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.
