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
E-Mail: roberthe@usc.edu
Office: Virtual Room
Office Hours: Thursday’s 8:30am or TBA

Course Day: Thursday
Course Time: 7:00AM
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

<table>
<thead>
<tr>
<th>Objective #</th>
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<tbody>
<tr>
<td>1</td>
<td>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.</td>
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<tr>
<td>2</td>
<td>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.</td>
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<tr>
<td>3</td>
<td>Demonstrate skill in using best practices, evidence-based and evidence-informed programs to meet the needs of youth, families, and communities.</td>
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<td>4</td>
<td>Understand the context of social and criminal justice policy, the policy-making process, and effective advocacy strategies for improving policy and practice.</td>
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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:

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

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</strong></td>
<td>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.</td>
<td>3a. Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.</td>
<td>Values</td>
<td>Unit 1: Introduction</td>
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<td>Unit 2: Origins of Juvenile Justice and How the Legal System Works</td>
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<td>Unit 4: Looking Toward Reform</td>
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<td>Unit 5: Who Gets Caught Up in the System?</td>
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<td>Unit 6: Evidence-Based Programs and Promising Practices for Youth</td>
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<td>Unit 7: Evidence-Based Programs and Promising Practices for Families</td>
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<td>Unit 8: Cross-System Collaboration</td>
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<td>Unit 9: Reentry and Community-Based Alternatives</td>
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<td>Unit 10: Girls in the Juvenile Justice System</td>
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<td>Unit 11: Youth With Special Needs</td>
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<td>Unit 12: Prevention, Early Intervention, and Diversion</td>
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<td>Unit 13: The Central Importance of Relationships, Family, and Community</td>
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<td>Unit 14: Student Presentations</td>
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<td>Unit 15: Summing Up</td>
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<td><strong>Assignment 3</strong>: Report on Policy Meeting</td>
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<td><strong>Assignment 4</strong>: Final Presentation</td>
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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.
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<tr>
<th>Competency</th>
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<tr>
<td>Competency 4: Engage In Practice-informed Research and Research-informed Practice</td>
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<td>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.</td>
<td>Cognitive and Affective Processes</td>
<td>Unit 4: Looking Toward Reform</td>
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<td></td>
<td>3. Demonstrate skill in using best practices, evidence-based and evidence-informed programs to meet the needs of youth, families and communities.</td>
<td></td>
<td>Unit 5: Who Gets Caught Up in the System?</td>
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<td>4b. Apply various forms of data to inform practice with children, youth, and families.</td>
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<td>Unit 6: Evidence-Based Programs and Promising Practices for Youth</td>
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<td>Unit 15: Summing Up</td>
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<td>Assignment 1: Midterm Paper</td>
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<td>Assignment 2: Data Tracking</td>
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### VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1: Midterm Paper</td>
<td>Unit 7</td>
<td>40%</td>
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<tr>
<td>Assignment 2: Data Tracking</td>
<td>Unit 10</td>
<td>10%</td>
</tr>
<tr>
<td>Policy Meeting Paper</td>
<td>Finals week</td>
<td>10%</td>
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<tr>
<td>Final Presentation</td>
<td>Unit 15</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
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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:

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


Recommended Guidebook for APA Style Formatting


Recommended Websites


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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
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<td>Social work and the promise of reform</td>
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<td>Punishment and rehabilitation</td>
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<td>“Criminogenic” factors, needs, and risks</td>
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<td>Adverse childhood experiences (ACEs)</td>
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<td>2</td>
<td>Origins of Juvenile Justice and How the Legal System Works</td>
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<td>Parens patriae</td>
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<td>Society for the Prevention of Pauperism, New York House of Refuge, Chicago Juvenile Court</td>
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<td>Aspects of the criminal legal system: filing a petition, pretrial detention, fitness to stand trial, disposition, alternative courts, and transfer to adult court</td>
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<td>3</td>
<td>How the Juvenile Justice System Works</td>
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<td>Roles of law enforcement, prosecutors, and public defenders</td>
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<td>Allied systems: health, mental health, substance abuse, child welfare, schools</td>
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<td>Probation functions: home on probation, suitable placement, and probation camps</td>
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<td>Experiences of young people</td>
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<td>Disproportionate minority contact</td>
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<td>4</td>
<td>Looking Toward Reform</td>
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<td>Adolescent cognition and impulsivity</td>
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<td>Rehabilitation and treatment</td>
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<td>Restorative justice</td>
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<td>5</td>
<td>Who Gets Caught Up in the System?</td>
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<td>“Disproportionality” and disparity</td>
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<td>Poor families</td>
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<td>Youth with disabilities</td>
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<td>Youth with mental illness and substance use</td>
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<td>Gang prevention, suppression, and intervention</td>
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<td>6</td>
<td>Evidence-Based Programs and Promising Practices for Youth</td>
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<td>Trauma-informed care and trauma-informed systems</td>
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<td>CBT/DBT/ART</td>
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<td>Positive youth development</td>
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<td>Integrated treatment models</td>
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<td>Unit</td>
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| 7    | Evidence-Based Programs and Promising Practices for Families | - Functional family therapy  
- Multisystem therapy  
- Family strengthening  
- Building the capacity of community-based services |
| 8    | Cross-System Collaboration | - Schools and educational supports for youth  
- Vocational education and college preparation  
- Health and mental health and substance abuse services  
- Dependency and delinquency |
| 9    | Reentry and Community-Based Alternatives | - Best practices in reentry programming  
- Graduation and employment  
- Community supports for youth and families |
| 10   | Girls in the Juvenile Justice System | - What do we know about girls in the system?  
- Status offenses  
- Commercial sexual exploitation of children (CSEC) |
| 11   | Youth With Special Needs | - Crossover youth  
- Immigrant youth  
- Youth with disabilities  
- LGBTQ youth  
- Understanding the experiences and trauma of system youth |
| 12   | Prevention, Early Intervention, and Diversion | - Early care and education  
- Charter and alternative schools  
- Arts, sports, and technology  
- Comprehensive community-based support initiatives |
| 13   | The Central Importance of Relationships, Family, and Community | - Bringing back hope  
- Helping kids and families see a future  
- Mentors and peer support  
- Self-reflective practice |
| 14   | Student Presentations | - Making the case for program and system improvement  
- Best practices and effective programs |
| 15   | Summing Up | - What works for youth?  
- Building brighter futures |
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<th>Unit</th>
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<tr>
<td></td>
<td>STUDY DAYS / NO CLASSES</td>
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<td>FINAL EXAMINATIONS</td>
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### Unit 1: Introduction  
**August 29**

**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**


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

### Unit 2: Origins of Juvenile Justice and How the Legal System Works  
**September 5**

**Topics**
- Parens patriae
- Society for the Prevention of Pauperism, New York House of Refuge, Chicago Juvenile Court
- 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**


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](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 12

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


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 19

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

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

Required Reading


Unit 5: Who Gets Caught Up in the System? September 26

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


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


Unit 6: Evidence-Based Programs and Promising Practices for Youth October 3

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**


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):


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](http://www.naco.org/sites/default/files/documents/03%20Knowledge_Brief_How_Can_We_Know_If_Juvenile_Justice_Reforms_Are_Worth_the_Cost.pdf)


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### Unit 7: Evidence-Based Programs and Promising Practices for Families
October 10

**Topics**

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

This unit relates to course objective 3.

**Required Readings**


Unit 8: Cross-System Collaboration  

- 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


Recommended reading for classroom activity

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

Unit 9: Reentry and Community-Based Alternatives  

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.

Chapter 9. The things they carry: Juvenile reentry, pp. 181–197
Chapter 10. A new wave of reform, pp. 201–223

Unit 10: Girls in the Juvenile Justice System October 31

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


Unit 11: Youth With Special Needs November 7

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


Unit 12: Prevention, Early Intervention, and Diversion November 14

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


Unit 13: The Central Importance of Relationships, Family, and Community November 21

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


up, speaking out, youth transforming Los Angeles County's juvenile justice system.


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

Unit 14: Summing Up

Topics

- What works for youth?
- Building brighter futures

This unit relates to course objectives 1–4.

Required Readings

None.

Unit 15: Student Presentations

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
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 by 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

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 department (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.

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*Don’t procrastinate or postpone working on assignments.*

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Page 22 of 22