

**SOWK 620  
Section 60915**

**Social Work Practice with Transition Age Youth**

**3 Units**

*“Because of the institutional environments I was raised in, I had never learned how to manage relationships with adults or peers, to learn progressive responsibility, or to feel or take responsibility. I was unbelievably lonely, scared and depressed when I exited care. I felt like everyone else in the world was connected and I was just a free blowing leaf.”*

*– Jessica, foster care alumna*

**Fall 2020**

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**Office Hours:** Thursdays 11:00 a.m. to 12 noon  
Other times by arrangement

**Course Day:** Thursday  
**Course Time:** 1:15 to 2:30 p.m.  
**Course Location:** Online

**I. COURSE PREREQUISITES**

None

**II. CATALOGUE DESCRIPTION**

N/A

**III. COURSE DESCRIPTION**

Each year over 20,000 youth emancipate from the foster care system in the United States. These adolescents are more likely than their counterparts in the general population to experience a host of negative developmental and social outcomes, such as low educational attainment, unemployment, homelessness, substance abuse, and involvement in the criminal justice system.

In this course, we will use a biopsychosocial perspective to address work with transitional youth on macro, meso, and micro levels. The student will be introduced to policies affecting transitional youth and to the implications of early disrupted attachments and chronic trauma associated with the neglect and abuse that many children in foster care have experienced. Developmental issues and clinical treatment of social and psychological problems will be addressed. The class will look at current models of service (and gaps in service) to these youth, hearing from advocates, providers, and former foster youth.

#### IV. COURSE OBJECTIVES

Objectives	
1	Present major policies affecting transitional youth on a local and national level.
2	Facilitate students' ability to identify biological, psychosocial, and environmental risks and protective factors affecting youth who exit from foster care.
3	Promote awareness of the impact of diversity issues on former foster youth, including ethnicity, culture, and sexual orientation.
4	Teach the use and integration of attachment theory, resilience theory, neurobiology, and current research for understanding problematic sequelae of maltreatment and disrupted early attachments.
5	Present techniques for using current research to discuss and critically evaluate models of service to transitional youth, nationally and in Los Angeles County. Teach students how to identify and utilize models of evidence-based clinical treatment for transitional youth who suffer from attachment problems, depression, anxiety, sleep disorders, and substance abuse.

#### 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	<b>Demonstrate Ethical and Professional Behavior</b>
2	<b>Engage in Diversity and Difference in Practice</b>
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>
4	<b>Engage in Practice-informed Research and Research-informed Practice</b>
5	<b>Engage in Policy Practice</b>
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>

*\* 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><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p>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><b>1.</b> Present major policies affecting transitional youth on a local and national level.</p> <p><b>3.</b> Promote awareness of the impact of diversity issues on former foster youth, including ethnicity, culture, and sexual orientation.</p>	<p><b>3a.</b> Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth, and families</p>	<p>Values</p>	<p><b>Unit 2:</b> The Policy Landscape</p> <p><b>Unit 13:</b> Education and Employment Issues</p> <p><b>Unit 14:</b> Transitional Living Services and Programs</p> <p><b>Assignment 1:</b> Policy Analysis</p> <p><b>Assignment 2:</b> Program Analysis</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Child and family social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse children, youth, and, families. They understand the importance of significant relationships and development from an ecological perspective with an understanding of risk and protective factors and how these interact within the larger social environment. Social workers utilize theories of human behavior and the social environment to facilitate engagement with their clients and the groups, organizations, institutions, and communities that impact them. Social workers understand and utilize varied engagement strategies to advance practice effectiveness with diverse children, youth, and families and thus advance social, economic and environmental justice within marginalized communities. Social workers understand that their personal experiences and affective reactions may have an impact on their ability to effectively engage with diverse families and children. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with children, youth, and families.</p>	<p><b>2.</b> Facilitate students' ability to identify biological, psychosocial, and environmental risks and protective factors affecting youth who exit from foster care.</p> <p><b>3.</b> Promote awareness of the impact of diversity issues on former foster youth, including ethnicity, culture, and sexual orientation.</p> <p><b>4.</b> Teach the use and integration of attachment theory, resilience theory, neurobiology, and current research for understanding problematic sequelae of maltreatment and disrupted early attachments.</p>	<p><b>6a.</b> Apply knowledge of human behavior and the social environment and development to engage with children, youth, and families in a culturally and developmentally appropriate manner</p>	<p>Knowledge</p>	<p><b>Unit 3:</b> Conceptual Frameworks; Development, Attachment, and Resiliency</p> <p><b>Unit 4:</b> Developmental Considerations</p> <p><b>Unit 5:</b> Mental Health Issues: Anxiety and PTSD</p> <p><b>Unit 6:</b> Mental Health Issues: Depression and Suicidality</p> <p><b>Unit 7:</b> Mental Health Issues: High Risk Behaviors</p> <p><b>Unit 8:</b> Mental Health Issues: Substance Abuse</p> <p><b>Assignment 3:</b> Case Study</p>

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Policy Assignment	Unit 4	20%
Assignment 2: Program Assignment	Unit 9	30%
Assignment 3: Case Study	Unit 15	40%

Each of the major assignments is described below.

### Assignment 1: Policy Assignment

This is an individually developed policy research paper on a topic relevant to homeless youth or youth exiting the foster care or juvenile justice systems. The student will provide historical background on the topic, discuss how the relevant policies emerged, and identify both positive and negative impacts of the policies on youth and on practice. (See instructions and rubric for details) This paper will be 5-6 pages in length.

**Due:** Before class on unit 4

*This assignment relates to student learning outcomes 2, 3, 5, and 9.*

### Assignment 2: Program Assignment

This assignment requires you to explore programs in your community. You will select a program in your community that serves transition age youth, currently or formerly in the foster care and/or probation systems or homeless youth. Students will visit the program, speak with providers and youth, and write a 5-7page paper describing the program, its services, the strengths and limitations of the program, and how it fits into the policy and service landscape in the area of transition age youth. Each student will make a short presentation to the class. (See instructions and rubric for details.).

**Due:** Before class on unit 9

*This assignment relates to student learning outcomes 2,3,6,7,8, and 9.*

### Assignment 3: Case Study

This is an individual paper that will provide an opportunity to integrate theory, policy, and practice. The student will draw on theories covered in class to discuss a problem facing foster youth in general through discussion of a specific case of a transition age youth who has this problem. (If the student has no relevant case in the field, an alternative case will be developed.) The paper will examine developmental issues, psychological and environmental factors, as well as practice issues and implications. Interventions on the micro, meso, and macro levels will be incorporated into this “capstone” assignment for the course. This paper will be 12-15 pages in length.

**Due:** Before class on unit 15

*This assignment relates to student learning outcomes 2,4,6,7,8 and 9.*

### Class Participation (10% of Course Grade)

Class attendance and participation are critical to students’ learning. Students are expected to attend, to be prepared, and to actively participate in class.

Class grades will be based on the following:

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

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

- (1) Grades of A or A- are reserved for student work 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 & RESOURCES

#### Required Textbooks

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

**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"> <li>Introduction</li> <li>Overview of TAY population: demographics and outcomes</li> </ul>	
2	<ul style="list-style-type: none"> <li>The Policy Landscape</li> </ul>	
3	<ul style="list-style-type: none"> <li>Conceptual Framework: Development, Attachment, and Resiliency</li> </ul>	
4	<ul style="list-style-type: none"> <li>Developmental Considerations</li> </ul>	Assignment 1
5	<ul style="list-style-type: none"> <li>Mental Health Issues</li> <li>Anxiety and PTSD</li> </ul>	
6	<ul style="list-style-type: none"> <li>Mental Health Issues</li> <li>Depression and Suicidality</li> </ul>	
7	<ul style="list-style-type: none"> <li>Mental Health Issues</li> <li>High Risk Behaviors and Delinquency</li> </ul>	
8	<ul style="list-style-type: none"> <li>Mental Health Issues *Fall Break – No Live Session*</li> <li>Substance Abuse</li> </ul>	
9	<ul style="list-style-type: none"> <li>IN CLASS PRESENTATIONS ON PROGRAMS</li> <li>Special Populations</li> <li>Expecting and Parenting Transition Age Youth</li> </ul>	Assignment 2
10	<ul style="list-style-type: none"> <li>Special Populations</li> <li>Commercially Sexually Exploited Youth (CSEC)</li> </ul>	
11	<ul style="list-style-type: none"> <li>Special Populations</li> <li>Lesbian, Gay, Bisexual and Transgender Youth</li> </ul>	
12	<ul style="list-style-type: none"> <li>Special Populations</li> <li>Homeless and “Crossover” Youth</li> </ul>	
13	<ul style="list-style-type: none"> <li>Education and Employment Issues</li> </ul>	
14	<ul style="list-style-type: none"> <li>*Thanksgiving Break – No Live Session*</li> </ul>	
15	<ul style="list-style-type: none"> <li>Transitional Living Services and Programs</li> <li>The Voice of Transition Age Youth and Looking to the Future</li> </ul>	Assignment 3

## Course Schedule—Detailed Description

### Unit 1: Introduction and Overview

#### Topics

- Overview of TAY population: demographics and outcomes

This Unit relates to course objectives 1,2, and 3..

#### Required Readings

- Children's Bureau (2016). *National Youth Transition Database; Data Brief #4*. Retrieved from [https://www.acf.hhs.gov/sites/default/files/cb/nytd\\_data\\_brief\\_5.pdf](https://www.acf.hhs.gov/sites/default/files/cb/nytd_data_brief_5.pdf)
- Collins, M.E. (2015) Young people leaving foster care: Common traits and outcomes. In *Macro perspectives on youth aging out of foster care* (pp. 25-34). Washington D.C: NASW PRESS
- Lee, T. & Morgan, W. (2017) Transitioning to adulthood from foster care. *Child and Adolescent Psychiatric Clinics of North America*, 26 (2) pp 283-296.
- Smith, W. (2011). Introduction. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. xi-xvii). New York, NY: Oxford University Press.
- Wulczyn, F. (2009). Foster youth in context. In B. Kerman, M. Freundlich, & A. M. Maluccio (Eds.), *Achieving permanence for older children and youth in foster care* (pp. 13-31). New York, NY: Columbia University Press.

#### Recommended Readings

- Dworsky, A. (2008). The transition to adulthood among youth “aging out” of care: What have we learned? In D. Lindsey & A. Shlonsky (Eds.), *Child welfare research: Advances for practice and policy* (pp.125-144.) New York, NY: Oxford University Press.
- Wildeman, C. & Emanuel, N. (2014) Cumulative Risks of Foster Care Placement by Age 18 for U.S. Children, 2000-2011. PLoS ONE 9 (3) pp 1-7: e92755 doi: 10.1371/journal.pone.0092785 <http://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0092785&type=printable>

### Unit 2: The Policy Landscape

This Unit relates to course objectives 1 and 3.

#### Required Readings

- Collins, M., & Clay, C. (2009). Influencing policy for youth transitioning from care: Defining problems, crafting solutions, and assessing politics. *Children and Youth Services Review*, 31, 743-751.
- Grandfamilies National Partnership Working Group, Children's Defense Fund & Center for Law and Social Policy (nd) *A Short Summary of the Fostering Connections to Success and Increasing Adoptions Act* Retrieved from: <http://www.grandfamilies.org/Portals/0/documents/fostering/shortSummary.pdf>
- Mendez, M., & Vandervort, F. (n.d.). *The Foster Care Independence Act of 1999 and the John H. Chafee foster care independence program*.
- Russ, E. & Fryar, G. (2014) *Creating Access to Opportunities for Youth in Transition from Foster Care. An AYPF Policy Brief*. Retrieved from <http://www.aypf.org/wp-content/uploads/2014/12/2014-AYPF-Foster-Care-Issue-Brief3.pdf>



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.

### Unit 3: Conceptual Framework: Development, Attachment and Resiliency

This Unit relates to course objectives 2,3, and 4.

#### Required Readings

Greeson, J. K. P. (2013). Foster youth and the transition to adulthood: The theoretical and conceptual basis for natural mentoring. *Emerging Adulthood*, 1(1), 40-51.  
Retrieved from <http://eax.sagepub.com/content/1/1/40.full.pdf+html>

Hass, M., & Graydon, K. (2009). Sources of resiliency among successful foster youth. *Children and Youth Services Review*, 31, pp 457-463.

Lee, C. & Berrick, J.D. (2014) Experiences of youth who transition to adulthood out of care: Developing a theoretical framework. *Children and Youth Services Review* 46, 78-84.

McCutcheon, V. (2006). Toward an integration of social and biological research. *Social Services Review*, 80(1) 159-214.

Smith, W. (2011). Theoretical perspectives. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 20-34). New York, NY: Oxford University Press.

Ungar, M. (2011). The social ecology of resilience: Addressing contextual and cultural ambiguity of a nascent construct. *American Journal of Orthopsychiatry*, 81, 1-17.

### Unit 4: Developmental Considerations

Unit relates to course objectives 2,3, and 4.

#### This Required Readings

D'Andrea, W., Ford, J., Stolback, B., Spinazzola, J. & Van Der Kolk, B.A. (2012). Understanding interpersonal trauma in children: Why we need a developmentally appropriate trauma diagnosis. *American Journal of Orthopsychiatry* 82 (2) 187-200.

Douglass, S., Wang, Y. & Yip, T. (2016) The everyday implications of ethnic-racial identity processes: Exploring variability in ethnic-racial identity salience across situations. *Journal of Youth and Adolescence* 45(7) pp. 1396-1411.

Smith, W. (2013). The role of neurobiology in social work practice with youth transitioning from care. In Matto, H., Strolin-Goltzman, J. & Ballan, M. (Eds.) *Neuroscience for social work: Current research and practice*. p.141-160. New York: NY, Springer Publishing Company.

Smith, W. (2011). Adolescent development in foster care. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 68-84). New York, NY: Oxford University Press.

Smith, W. (2011). Neurobiology and development. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 37-51). New York, NY: Oxford University Press.

Smith, W. (2011). The importance of early attachments. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 52-67). New York, NY: Oxford University Press.

## Unit 5: Mental Health Issues

### Topics

- Anxiety and PTSD

This Unit relates to course objectives 2,3, and 5.

### Required Readings

Connor, D., Ford, J., & Arnsten, A.F. T. (2015) An update on posttraumatic stress disorder in children and adolescents. *Clinical Pediatrics* 54 (6) 517-528.

Dvir, Y., Ford, J. D., Hill, M., & Frazier, J. A. (2014). Childhood maltreatment, emotional dysregulation, and psychiatric comorbidities. *Harvard Review of Psychiatry*, 22(3), 149–161.

Kaess, M., Brunner, R., & Chanen, A. (2014). Borderline personality disorder in adolescence. *Pediatrics* 134(4) 782-793.

Matulis, S., Resnick, P.A., Rosner, R. et al. (2014) Developmentally adapted cognitive processing therapy for adolescents suffering from posttraumatic stress disorder after childhood sexual or physical abuse: A pilot study. *Clinical Child and Family Psychology Review* 17 (2) pp. 173-190.

Smith, W. (2011). Anxiety, trauma, and post-traumatic stress disorders. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 93-107). New York, NY: Oxford University Press.

## Unit 6: Mental Health Issues

### Topics

- Depression and Suicidality

This Unit relates to course objectives 2, 3, and 5.

### Required Readings

Crenshaw, D. (2006-2007). An interpersonal neurobiological-informed treatment model for childhood traumatic grief. *Omega*, 54(4), 319-335.

Maniglio, R. (2010). Child sexual abuse in the etiology of depression: A systematic review of reviews. *Depression and Anxiety*. 27(7) pp. 631-642.

Rizvi, S. H., Ong, M., & Youngstrom, E. A. (2014). Bipolar disorder in children and adolescents: An update on diagnosis. *Clinical Practice*, 11(6), 665-676.

Smith, W. (2011). Mood disorders and self-harm. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 108-124). New York, NY: Oxford University Press.

Szalavitz, M. (2011) *Why are so many foster care children taking antipsychotics?* Retrieved from: <http://healthland.time.com/2011/11/29/why-are-so-many-foster-care-children-taking-antipsychotics/>

Optional Reading:

Ulibarri, M., Ulloa, E.C. & Salazar, M. (2014) Associations between mental health, substance use and sexual abuse experiences among Latinas. *Journal of Child Sexual Abuse* 24 pp 35-54.

## Unit 7: Mental Health Issues

### Topics

- High Risk Behaviors and Delinquency

This Unit relates to course objectives 2,3,4, and 5.

### Required Readings

Johnson, R., Rew, L., & Sternglanz, R. (2006). The relationship between childhood sexual abuse and sexual health practices of homeless adolescents. *Adolescence*, 41(162), 221-234.

Oshiri, A., Tubman, J.G. & Burnette, M.L. (2012). Childhood maltreatment histories, alcohol and other drug use symptoms and sexual risk behaviors in a treatment sample of adolescents. *American Journal of Public Health*, Vol. 102 (S2) pp 250-257.

Rogers, K. (2002). The violent adolescent: The urge to destroy versus the urge to feel alive. *The American Journal of Psychoanalysis*, 62(3), 237-253.

Smith, W. (2011). Mental health dimensions of delinquency. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 146-168). New York, NY: Oxford

Underwood, L. A., & Washington, A. (2016). Mental illness and juvenile offenders. *International Journal of Environmental Research and Public Health*, 13(2), 1-14.  
<http://dx.doi.org.libproxy1.usc.edu/10.3390/ijerph13020228>

## Unit 8: Mental Health Issues

### Topics

- Substance Abuse

This Unit relates to course objectives 2,3,4, and 5.

### Required Readings

Briere, J., & Lanktree, C. (2013) Intervening in Maladaptive Substance Use. In *Integrative treatment of complex trauma for adolescents (ITCT-A) treatment guide*. (2<sup>nd</sup> Ed, ch 14). USC

Adolescent Trauma Training Center, Los Angeles, CA. Retrieved from: <http://keck.usc.edu/adolescent-trauma-training-center/wp-content/uploads/sites/169/2016/06/ITCT-A-TreatmentGuide-2ndEdition-rev20131106.pdf>

Hamburger, M., Leeb, R., & Swahn, M. (2008). Childhood maltreatment and early alcohol use among high-risk adolescents. *Journal of Studies on Alcohol and Drugs*, 291-295.

Roberts, N.P., Roberts, P.A., Jones, N. & Bisson, J.I. (2015). Psychological interventions for PTSD and comorbid substance use disorder: A systematic review and meta-analysis. *Clinical Psychology Review* 38 pp. 25-38.

Smith, W. (2011). Substance abuse. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 125-145). New York, NY: Oxford University Press.

### OPTIONAL:

Kolodny, A., Courtwright, D.T., Hwang, C.S., Kreiner, P., Eadie, J.L., Clark, T.W. & Alexander, G.C. (2015) The prescription opioid and heroin crisis: A public health approach to an epidemic of addiction. *Annual Review of Public Health* 36 pp. 559-574.

Roberts, A., & Yeager, K. (2005). Adolescent substance abuse and crisis intervention. *Brief Treatment and Crisis Intervention* 5(1), 19-33.

## Unit 9 Special Populations & IN CLASS PRESENTATION on PROGRAM

### Topics

- Expecting and parenting transition age youth

This Unit relates to course objectives 1,2,3, and 5.

### Required Readings

Acoca, L. (2004). Are those cookies for me or my baby? Understanding detained and incarcerated teen mothers and their children. *Juvenile and Family Court Journal*, Spring, 65-79.

Ahrens, K., Spencer, R., Bonnar, M., Coatney., & Hall, T. (2016). Qualitative evaluation of historical and relational factors influencing pregnancy and sexually transmitted infection risks in foster youth. *Children and Youth Services Review*, 61 pp 245-252.

Harper Browne, C. (2015). Expectant and parenting youth in foster care: Addressing their developmental needs to promote healthy parent and child outcomes. Washington DC *Center for the Study on Social Policy*. Retrieved from: <http://www.cssp.org/reform/child-welfare/expectant-parenting-youth-in-foster-care/tools-resources-research/section-front-image/EPY-developmental-needs-paper-web.pdf>

Smith, W. (2011). Populations needing special attention. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (chap. 10 pp. 184-191). New York: Oxford University Press

Svetlana Shpiegel & Michele Cascardi (2015) Adolescent parents in the first wave of the National Youth in Transition Database, *Journal of Public Child Welfare*, 9:3, 277-298, DOI:10.1080/15548732.2015.1043687  
Retrieved from <http://dx.doi.org/10.1080/15548732.2015.1043687>

## Unit 10: Special Populations

### Topics

- Commercially Sexually Exploited Youth (CSEC)

This Unit relates to course objectives 3,6, and 7.

### Required Readings

California Child Welfare Council, CSEC Action Team (2015). *Holistic needs of commercially sexually exploited children*. Retrieved from <http://youthlaw.org/wp-content/uploads/2015/05/Core-Competencies-for-Serving-CSEC.pdf>

Children's Defense Fund. (2014). *Preventing Sex Trafficking and Strengthening Families Act (H. R. 4980)*. Retrieved from <http://www.childrensdefense.org/library/data/fact-sheet-on-hr-4980.pdf>

Hardy, V. (2013). Domestic Minor Sex Trafficking: Practice Implications for Mental Health Professionals". *Affilia* , 28 (1), p. 8.

Krol, S., & Reed, J. (2016). *H.R. 4980: An important advance in child welfare*. Retrieved from <http://youthlaw.org/publication/hr-4980-an-important-advance-for-child-welfare/>

Newcombe, A. (2015). An advocates guide to protecting trafficking victims in the child welfare system. *Child Law Practice*, 34 (10) 149-157.

## Unit 11: Special Populations

### Topics

- Lesbian, Gay, Bisexual and Transgender Youth

This Unit relates to course objectives 2,3, and 5.

### Required Readings

Desai, K. (2010). *It's your life. Opening doors: Improving the legal system's approach to LGBTQ youth in foster care*. Washington DC: American Bar Association Center on Children and the Law.

Hunt, J. & Moodie-Mills, (2012) A. The unfair criminalization of gay and transgender youth: An overview of the experiences of LGBT youth in the juvenile justice system. Washington D.C. Center for American Progress. Report. Retrieved from: [https://www.americanprogress.org/wp-content/uploads/issues/2012/06/pdf/juvenile\\_justice.pdf](https://www.americanprogress.org/wp-content/uploads/issues/2012/06/pdf/juvenile_justice.pdf)

Kosciw, J., Greytak, E., Palmer, N. & Boesen, M. (2014) The 2013 national school climate survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools. Executive Summary pp xv-xxiv. New York GLSEN report Retrieved from: [https://www.glsen.org/sites/default/files/2013 National School Climate Survey Full Report 0.pdf](https://www.glsen.org/sites/default/files/2013%20National%20School%20Climate%20Survey%20Full%20Report%200.pdf)

Smith, W. (2011). Populations needing special attention. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 171-191). New York, NY: Oxford University Press

Wilson, B.D.M. & Kastanis, A. (2015). Sexual and gender minority disproportionality and disparities in child welfare: A population-based study. *Children and Youth Services Review*, 58, pp 11-17.

## Unit 12: Special Populations

### Topics

- Homeless and "Crossover" Youth

This Unit relates to course objectives 1,2,3, and 5.

### Required Readings

Calvin, E. (2010). *My so-called emancipation: From foster care to homelessness for California youth*. New York, NY: Human Rights Watch.

Dworsky, A., & Courtney, M. E. (2009). Homelessness and the transition from foster care to adulthood. *Child Welfare*, 88(4), 23-56. Retrieved from <http://libproxy.usc.edu/login?url=http://search.proquest.com.libproxy2.usc.edu/docview/213808527?accountid=14749>

Hollywood Homeless Youth Partnership. (2009). *The ARC framework for runaway and homeless youth serving agencies*. Retrieved from: [http://hhyp.org/wpcontent/uploads/2012/02/HHYP\\_ARC\\_Framework.pdf](http://hhyp.org/wpcontent/uploads/2012/02/HHYP_ARC_Framework.pdf)

Olafson, E., Goldman, J. H., & Gonzalez, C. (2016). Trauma-informed collaborations among juvenile justice and other child-serving systems: An update. *Journal of Juvenile Justice*, 5(1), 1-13.

Schneir, A., Ballin, D., Carmichael, H., Stefanidis, N., Hendrickson, C., McGaffey, J., Rodriguez, M. (2009). *Psychological first aid for youth experiencing homelessness*. National Child Traumatic Stress Network. Hollywood Homeless Youth Partnership. Retrieved from [http://hhyp.org/wp-content/uploads/2012/02/HHYP\\_PFA\\_Youth.pdf](http://hhyp.org/wp-content/uploads/2012/02/HHYP_PFA_Youth.pdf)

Schneir, A., Ballin, D., Carmichael, H., Stefanidis, N., Mounier, C., Gailey, D., & Battle, T. (2007). *Culture and trauma brief, trauma among homeless youth*. National Child Traumatic Stress Network. Retrieved from [http://hhyp.org/wp-content/uploads/2012/02/culture\\_and\\_trauma\\_brief\\_v2n1\\_HomelessYouth.pdf](http://hhyp.org/wp-content/uploads/2012/02/culture_and_trauma_brief_v2n1_HomelessYouth.pdf)

Schneir, A., Ballin, D., Carmichael, H., Stefanidis, N., Phillips, L., Hendrickson, C., & De Gyarfas, L. (2009). *Trauma informed consequences for homeless youth*. Hollywood Homeless Youth Partnership. Retrieved from <http://hhyp.org/wp-content/uploads/2012/02/Trauma-Informed-Consequences.pdf>

### Unit 13: Education and Employment Among TAY

This Unit relates to course objectives 1,2,3, and 5.

#### Required Readings

Griffin, B. (2002). Academic disidentification, race, and high school dropouts. *The High School Journal*, 85(4), 71-81.

Jones, M. G. (2014) Outline to improve the postsecondary educational outcomes of students from foster care. *Foster Care to Success*, Sterling, Va., August 12.  
<https://www.washingtonpassportnetwork.org/file/Outline-to-Improve-Postsecondary-Outcomes.pdf>

Legal Center for Foster Care and Education (nd). *Fostering Connections to Success and Increasing Adoptions Act of 2008-Education Provisions*. American Bar Association, Center on Children and the Law. Retrieved from:  
[https://www.americanbar.org/content/dam/aba/publications/center\\_on\\_children\\_and\\_the\\_law/education/qa\\_fostering\\_connections\\_final.authcheckdam.pdf](https://www.americanbar.org/content/dam/aba/publications/center_on_children_and_the_law/education/qa_fostering_connections_final.authcheckdam.pdf)

Smith, W. (2011). Transition to adulthood: Education, employment, and relationships. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 192-210). New York, NY: Oxford University Press.

Vorhies, V., Davis, K., Frounfelker, R., & Kaiser, S. (2012). Applying social and cultural capital frameworks: Understanding employment perspectives of transition age youth with serious mental health conditions. *Journal of Behavioral Health Services & Research*, 39(3), 257-270.

### Unit 14: Transitional Living Services and Programs

This Unit relates to course objectives 1,2,3,4,and 5.

#### Required Readings

Dworsky, A., & Dion, R. (2014) *Evaluating Housing Programs for Youth Who Age out of Foster Care*. Issue Brief: Mathematica Policy Research and Chapin Hill, University of Chicago.  
[https://www.huduser.gov/publications/pdf/housingfostercare\\_literaturereview\\_0412\\_v2.pdf](https://www.huduser.gov/publications/pdf/housingfostercare_literaturereview_0412_v2.pdf)

MDRC (2015). *Study Shows Boost to Positive Outcomes for Young Adults Aging Out of Foster Care and Juvenile Justice*. Retrieved from <http://www.mdrc.org/news/press-release/study-shows-boost-positive-outcomes-young-adults-aging-out-foster-care-and>

Naccarato, T., & DeLorenzo, E. (2008). Transitional youth services: Practice implications. *Child and Adolescent Social Work*, 25, 287-308.

Propp, J., Ortega, D., & Newheart, F. (2003). Independence or interdependence: Rethinking the transition from "ward of the court" to adulthood. *Families in Society* 84(2), 259-265.

Smith, W. (2011). Transitional living programs: Best practices. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 211-232). New York, NY: Oxford University Press

The ABC's of Transition and the Transition Independent Living Program. (2016). Public Counsel Law Center (7<sup>th</sup> ed.). Retrieved from <http://www.publiccounsel.org/tools/publications/files/0042.pdf>

Youth Transition Funders Group. (Spring 2010). *Connected by 25: A Plan for Investing in the Social, Emotional, and Physical Well-Being of Older Youth in Foster Care*. Retrieved [http://ytfg.org/wp-content/uploads/2015/02/FCWG\\_Well-Being\\_Investment\\_Agenda.pdf](http://ytfg.org/wp-content/uploads/2015/02/FCWG_Well-Being_Investment_Agenda.pdf)

## Unit 15: The Voice of Transition Age Youth and Looking Forward

This Unit relates to course objectives 1,2,3, and 5.

### Required Readings

Cunningham, M., & Diversi, M. (2012). Aging out: Youths' perspectives on foster care and the transition to independence. *Qualitative Social Work* 12(5), 587-602.

Leathers, S., & Testa, M. (2006). Foster youth emancipating from care: Caseworkers' reports on needs and services. *Child Welfare*, 85(3), 463-497.

Mendes, P., & Moslehuddin, B. (2006). From dependence to interdependence: Towards better outcomes for young people leaving state care. *Child Abuse Review*, 14, 110-126.

Smith, W. (2011). Policy implications and directions for future research. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 233-243). New York, NY: Oxford University Press



## University Policies and Guidelines

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### 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 [newmyer@usc.edu](mailto:newmyer@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. <https://engemannshc.usc.edu/counseling/>

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

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

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

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

*Sexual Assault Resource Center*

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

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

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

*Bias Assessment Response and Support*

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



*Student Support & Advocacy – (213) 821-4710*

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

*Diversity at USC – <https://diversity.usc.edu/>*

Tabs for Events, Programs and Training, Task Force (including representatives for each school),  
Chronology, Participate, Resources for Students

**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 2008 NASW Delegate Assembly*  
*[<http://www.socialworkers.org/pubs/Code/code.asp>]*

**Preamble**

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

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

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

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

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

#### **XVI. 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 your advisor and/or MSW Chair Dr. Leslie Wind for further guidance.

#### **XVII. 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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