

USC Suzanne Dworkak-Peck

School of Social Work



Social Work SOWK 609 Section 67075 (VAC)

Introduction to Social Work Practice with Children, Youth, and Families **3 units**

FALL 2021

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Office Hours	2 -3pm (Pacific time)
Course Day(s)	Monday's
Course Time(s)	5:45pm – 7:00pm
Course Location(s)	VAC

Course Pre-requisites, Co-requisites, and Concurrent Enrollment

SOWK 544, 506, 546, 536, 589A

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

Catalogue Description

This course introduces students to the concepts essential to understand typical development of children and families from birth through adolescence and the difficulties that may arise in that development from an ecological perspective. Assessment and engagement of families are core components. Interventions are introduced.

Course Description

As the introductory practice course in the Department of Children, Youth, and Families, this course will introduce students to understanding development of the child within the family and the role that the larger social environment has on that development. This will be done by highlighting current research that informs these theories. It will highlight risk and protective factors and common problems that can occur during each stage. It will present ways to engage with children and families in a developmentally appropriate manner through use of evidence-supported interventions at the micro, macro, and mezzo levels.

Course Objectives

1. Teach typical development of children and families from infancy through adolescence, understanding cultural and environmental factors that influence that development.
2. Teach about risk and protective factors throughout development with a particular focus on how adverse childhood experiences can impact development.
3. Provide strategies for engagement with children and families from infancy through adolescence in a culturally and developmentally appropriate way.

4. Provide skills for conducting an ecological assessment of families and children and experiences for students to practice assessment.
5. Provide general principles of intervention with families and children.
6. Provide opportunities for students to enhance self-awareness by critically evaluating thoughts, feelings, and behaviors when working with children and families.
7. Provide knowledge of the role of science in guiding assessment and intervention choices of children and their families and the way in which that evidence changes our understanding of children and their families and choices of appropriate intervention
8. Provide knowledge of the importance of intervention on micro, mezzo, and macro systems levels and the role of social policy in influencing decisions in working with children and their families.

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. Because 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.

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, which are the basis of the student learning outcomes in the MSW program:

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*

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Quiz x4	Week 3, 6, 10, 15	40%
Development and Practice Paper	Week 9 (Part 1) & Week 14 (Part 2)	10% 30%
Group Work	Ongoing	10%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

Assignment 1: Quiz. The quiz will include a variety of multiple-choice, matching, and fill in the blank questions.

Quiz 1 (Week 3): Covers Weeks 1–2. *Quiz is available beginning at the end of class time Week 3 (September 6, 2021) and closes out by the start of class time Week 4 (September 6, 2021).*

Quiz 2 (Week 6): Covers Weeks 3–5. *Quiz is available beginning at the end of class time Week 6 (September 27, 2021) and closes out by the start of class time Week 7 (October 4, 2021).*

Quiz 3 (Week 10): Covers Weeks 6–9. *Quiz is available beginning at the end of class time Week 10 (October 25, 2021) and closes out by the start of class time Week 11 (November 1, 2021).*

Quiz 4 (Week 15): Covers Weeks 10–11. *Quiz is available beginning at 12pm on the Sunday of Week 15 (December 5, 2021) and closes at 12pm the following Sunday (December 12, 2021).*

Quizzes will be done on the VAC platform and will cover content from cover content from the Konrad and Hauser-Cram et al. textbooks and other required readings listed within the units.

Quizzes must be done independently and will be timed for one hour (60 minutes). *Should you have an accommodation for additional time, please present that to the instructor by week #2 so that time can be adjusted for quizzes).* Quizzes must be completed anytime during the open time period.

Quizzes 1 and 3 have 20 multiple choice questions.

Quizzes 2 and 4 have 10 multiple choice questions that are centered around a specific vignette which will be provided at the time of the quiz.

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

Assignment 2: Development and Practice Paper: In this paper, you will be choosing a client-related challenge of your child and explore it through the lens of a developmental period covered in this course. This means that there must be something that would arise and is particularly relevant during the stage you have chosen. You will want to think about this stage of development from a biological, social, cultural, and psychological perspective. This is important because the impact of the issue you choose may vary based on developmental stage. Further, you will want to consider issues of gender, socioeconomic status, culture, race/ethnicity, sexual orientation, etc. Once established, you will describe how you would assess a child and family with this client-related challenge, and how you would engage them in an intervention process. Last, you will choose and describe one evidence-based intervention effective (or could be

effective) for this problem that meets the needs of a child and/or family at this developmental stage. The paper will be between 6-8 pages.

Part 1: **On Week 9, the 1st 3 pages of the paper are due before the start of class.** This is to ensure you will get initial feedback around the topic chosen, writing skills and formatting. This part of your paper will be worth 10% of your class grade and should include an introduction, state of the problem, and application of the problem to the developmental stage you have chosen.

Part 2: **The complete paper is due Week 14 by the start of class.** You will take feedback from Part 1 and incorporate it into the complete paper. This part of your paper is worth 30% of your final class grade.

**More detailed information about this assignment can be found on pages 16 & 17.
*This assignment relates to student learning outcomes 6a and 7a.***

Assignment 3: Group Work. You will work in groups throughout the semester on exercises presented by the instructor or developed by the group. This material will then be presented to the class as a whole. Your performance will be judged by your willingness to participate, your preparation for the groups by having done the required readings, and your mastery of the material in class exercises.

Assignment 4: Class Participation. It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in a reduction in grades.

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

Class grades will be based on the following:

Grade Points		Letter Grades	
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-

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

Attendance and Participation

Students' active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Class participation will be assessed according to the following criteria:

"A" grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

"B" grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

"C+" or "C": Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is "C".

"C- or "D": Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

"F": Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Required Instructional Materials and Resources

- 1) Konrad, S. C. (2020). *Child and family practice: A relational perspective*. (2nd ed.) New York: Oxford University Press.
****THIS BOOK IS AVAILABLE FREE THROUGH THE USC LIBRARY****
- 2) Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.
**** LIMITED COPIES OF THIS BOOK IS AVAILABLE FREE THROUGH THE USC LIBRARY****

See **Appendix C** for recommended instructional materials and resources

Course Overview (Summer)

Unit/Week #	Date	Topics	Assignments
1	8/23/21	Introduction and Overview of Course	3 AND 4 ONGOING
2	8/30/21	Engagement and Assessment of Children and Their Families, Part 1	
3	9/6/21	Engagement and Assessment of Children and Their Families, Part 2	Quiz 1
4	9/13/21	Neonate to Toddler and Their Families, Part 1	
5	9/20/21	Neonate to Toddler and Their Families, Part 2	
6	9/27/21	Young Children and Their Families, Part 1	Quiz 2
7	10/4/21	Young Children and Their Families, Part 2	
8	10/11/21	School-Age Children and Their Families, Part 1	
9	10/18/21	School-Age Children and Their Families, Part 2	2 – part one
10	10/25/21	Young Adolescents and Their Families, Part 1	Quiz 3
11	11/1/21	Young Adolescents and Their Families, Part 2	
12	11/8/21	Middle Adolescents and Their Families, Part 1	
13	11/15/21	Middle Adolescents and Their Families, Part 2	
14	11/22/21	Older Adolescents and Transitional-Age Youth and Their Families	2 - part two
15	11/29/21	Wrap-Up and Summary	Quiz 4

Course Schedule—Detailed Description

Unit 1: Introduction and Overview of Course	8/23/21
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Topics

- Introduction to the development of children and adolescents within the family
- Review the ecological framework and other theoretical perspectives as they apply to families
- The role of adverse childhood experiences in development
- How research informs our understanding of children and their families
- The integration of epigenetics and neurobiology into development
- Considering intersectionality, and the role of culture and environment on development and families

This session relates to Course Objectives 1–8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.
Chapter 1(p. 3-28): A child's journey
Chapter 2 (p.66-77): Biological foundations of child development

Konrad, S. C. (2020). *Child and family practice: A relational perspective*. (2nd ed.) New York: Oxford University Press.
Chapter 1 (pp. 1-20): Practice with children and their Families: A relational perspective
Chapter 2 (pp. 23-48): Early experiences matter

Suggested Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). Psychosocial development in infancy and toddlerhood. In *The development of children and adolescents* (pp. 235-242). Hoboken, NJ: John Wiley & Sons.

Nurius, P. S., Logan-Greene, P., & Green, S. (2012). Adverse childhood experiences (ACE) within a social disadvantage framework: Distinguishing unique, cumulative, and moderated contributions to adult mental health. *Journal of Prevention & Intervention in the Community*, 40(4), 278-290. Doi:<http://dx.doi.org/10.1080/10852352.2012.707443>

Sapienza, J. K., & Masten, A. S. (2011). Understanding and promoting resilience in children and youth. *Current Opinion in Psychiatry*, 24(4), 267-273.
doi:<http://dx.doi.org/10.1097/YCO.0b013e32834776a8>

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

8/30/21

JTopics

- Review of the primacy of the helping relationship
- Engaging with both the family and the individuals in the family
- The role of culture in engagement
- The role of Social Workers in child abuse assessment and reporting

This session relates to Course Objectives 1–8.

Required Readings:

Konrad, S. C. (2020). Therapeutic conversations with children *Child and family practice: A relational perspective*, 2nd ed. (Chap 5; 116-138). New York: Oxford University Press.

Murray, L. K., Nguyen, A., & Cohen, J. A. (2014). Child sexual abuse. *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 321-337.
doi:<http://dx.doi.org/10.1016/j.chc.2014.01.003>

Schilling, S., & Christian, C. W. (2014). Child physical abuse and neglect. *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 309-319.
doi:<http://dx.doi.org/10.1016/j.chc.2014.01.001>

Suggested Readings:

Canino, I. A., & Spurlock, J. (2000). The influence of culture and multiple social stressors on the culturally diverse child. In *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment* (2nd ed., pp. 7-44). New York, NY: Guilford Press.

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

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

9/6/21

Topics

- Review of ecological assessment
- Ecological assessment of a family and a child within a family
- Case Conceptualization

This session relates to Course Objectives 1–8.

QUIZ #1 OPENS

Required Readings:

Konrad, S. C. (2020). *Child and family practice: A relational perspective*. (2nd ed.) New York: Oxford University Press.
Chapter 4 (pp. 83-100): Child-centered assessment: Lives in translation
Chapter 6 (pp. 147-164): Working with parents

Hays-Grudo, J. & Sheffield Morris, A. (2020). The intergenerational transmission of ACEs and PACES. In *Adverse and protective childhood experiences: A developmental perspective* (pp. 69-84). Washington, D.C.: American Psychological Association.

Suggested Readings:

Chorpita, B. F., Daleiden, E. L., Ebetsutani, C., Young, J., Becker, K. D., Nakamura, B. J., & Starace, N. (2011). Evidence-based treatments for children and adolescents: An updated review of indicators of efficacy and effectiveness. *Clinical Psychology: Science and Practice*, 18(2), 154-172.

Unit 4: Neonate to Toddler and Their Families, Part 1

9/13/21

Topics

- Pregnancy, beginning of a family, development and family relationships, loss
- Critical tasks of development from ages 0 to 5 years
- The role of sex on development
- Gender and identity development in the early period
- The influence of adverse child experiences on development
- Common struggles in this period and the larger social context

This session relates to Course Objectives 1–8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.
Chapter 3 (p. 85-107): Prenatal Development
Chapter 4 (p. 138-152): Birth and the Newborn

Suggested Readings:

Koopmans, L., Wilson, T., Cacciato, J., & Flenady, V. (2013). Support for mothers, fathers and families after perinatal death. *Cochrane Database of Systematic Reviews*, Issue 6. Art. No.: CD000452. doi: 10.1002/14651858.CD000452.pub3

Mennen, F. E., Pohle, C., Monro, W. L., Duan, L., Finello, K. M., Ambrose, S., . . . Arroyo, W. (2015). The effect of maternal depression on young children's progress in treatment. *Journal of Child and Family Studies*, doi:<http://dx.doi.org/10.1007/s10826-014-0010-9>

Unit 5: Neonate to Toddler and Their Families, Part 2

9/20/21

Topics

- Engaging the young child and family
- Assessing the young child and family
- Skills for intervention with the young child and family
- How social policies and specific challenges influence service delivery

This session relates to Course Objectives 1–8.

Required Readings:

- Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.
Chapter 5 (p. 155-192): Physical Development and Health in Infancy and Toddlerhood
Chapter 6 (p. 197-220): Cognitive Development in Infancy and Toddlerhood
Chapter 7 (p. 231-266): Psychosocial Development in Infancy and Toddlerhood

Unit 6: Young Children and Their Families, Part 1

9/27/21

Topics

- Critical tasks of development from ages 4 to 5 years
- The role of sex on development
- The influence of adverse child experiences on development (e.g., child abuse, poverty, family violence, community violence, other trauma)
- Common struggles in this period
- The larger social context

This session relates to Course Objectives 1–8.

QUIZ #2 OPENS

Required Readings:

- Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.
Chapter 8 (p.273-289): Physical Health and Development in Early Childhood
Chapter 9 (p. 313-338): Cognitive development in early childhood

Suggested Readings:

- DiGangi, J. A., Gomez, D., Mendoza, L., Jason, L. A., Keys, C. B., & Koenen, K. C. (2013). Pretrauma risk factors for posttraumatic stress disorder: A systematic review of the literature. *Clinical Psychology Review*, 33(6), 728-744.
doi:<http://dx.doi.org/10.1016/j.cpr.2013.05.002>

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

Unit 7: Young Children and Their Families, Part 2

10/4/21

Topics

- Assessing the young child and family
- Engaging the young child and family
- Skills for intervention with the young child and family
- How social policies and specific challenges influence service delivery

This session relates to Course Objectives 1–8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). Psychosocial development in early childhood. In *The development of children and adolescents* (p. 355-391). Hoboken, NJ: John Wiley & Sons.

Sciaraffa, M. A., Zeanah, P. D., & Zeanah, C. H. (2018). Understanding and promoting resilience in the context of adverse childhood experiences. *Early Childhood Education Journal*, 46(3), 343-353.

Suggested Readings:

Konrad, S. C. (2020). Play and expressive therapies. In *Child and family practice: A relational perspective* (p. 171-204). Chicago, IL: Lyceum.

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

10/11/21

Topics

- Critical tasks of development from ages 6 to 10 years
- The influence of adverse child experiences on development
- The role of school and peers on development
- The role of sex, gender and identity development in the school-age child
- Common struggles in this period

This session relates to Course Objectives 1–8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.
Chapter 11 (p. 397-418): Physical health and development in middle childhood
Chapter 12 (p. 435-443): Cognitive development in middle childhood

Konrad, S. C. (2020). The impact of violence on children. *Child and family practice: A relational perspective, 2nd ed.* (pp333-358). New York: Oxford University Press.

Suggested Readings:

Bastaits, K., Ponnet, K., & Mortelmans, D. (2014). Do divorced fathers matter? The impact of parenting styles of divorced fathers on the well-being of the child. *Journal of Divorce & Remarriage*, 55(5), 363-390. doi:<http://dx.doi.org/10.1080/10502556.2014.920682>

Golombok, S., Mellish, L., Jennings, S., Casey, P., Tasker, F., & Lamb, M. E. (2014). Adoptive gay father families: Parent-child relationships and children's psychological adjustment. *Child Development*, 85(2), 456-468. doi:<http://dx.doi.org/10.1111/cdev.12155>

Jabagchourian, J. J., Sorkhabi, N., Quach, W., & Strage, A. (2014). Parenting styles and practices of Latino parents and Latino fifth graders' academic, cognitive, social, and behavioral outcomes. *Hispanic Journal of Behavioral Sciences*, 36(2), 175-194. doi:<http://dx.doi.org/10.1177/0739986314523289>

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

10/18/21

Topics:

- Engaging the school-age child and family
- Assessing the school-age child and family
- Skills for intervention with the school-age child and family
- How social policies and specific challenges influence service delivery

This session relates to Course Objectives 1–8.

Assignment 2 – Part 1 DUE

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). Psychosocial development in middle childhood milestones. In *The development of children and adolescents* (pp. 475-513). Hoboken, NJ: John Wiley & Sons.

Konrad, S. C. (2020). Family disruptions and ambiguous losses. *Child and family practice: A relational perspective*, 2nd ed. (pp. 269-302). New York: Oxford University Press.

Unit 10: Young Adolescents and Their Families, Part 1

10/25/21

Topics:

- Critical tasks of development from ages 11-13 years
- Influence of adverse childhood experiences on development
- Role of school and peers on development
- Role of sex, gender, and identity development in young adolescents
- Common struggles

This session relates to Course Objectives 1–8.

QUIZ #3 OPENS

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.
Chapter 14 (p 515-532): Physical health and development in adolescence
Chapter 15 (p. 555-573): Cognitive development in middle adolescence

Suggested Readings:

- Bøe, T., Sivertsen, B., Heiervang, E., Goodman, R., Lundervold, A. J., & Hysing, M. (2014). Socioeconomic status and child mental health: The role of parental emotional well-being and parenting practices. *Journal of Abnormal Child Psychology*, 42(5), 705-715. doi:<http://dx.doi.org/10.1007/s10802-013-9818-9>
- Gonzalez, M., Jones, D., & Parent, J. (2014). Coparenting experiences in African American families: An examination of single mothers and their nonmarital coparents. *Family Process* 53(1), 33-54. Retrieved from <http://search.proquest.com/docview/1515991192?accountid=14749>
- Juvonen, J., & Graham, S. (2014). Bullying in schools: The power of bullies and the plight of victims. *Annual Review of Psychology*, 65, 159-185. Retrieved from <http://search.proquest.com/docview/1515991298?accountid=14749>
- Sanchez, Y. M., Lambert, S. F., & Cooley-Strickland, M. (2013). Adverse life events, coping and internalizing and externalizing behaviors in urban African American youth. *Journal of Child and Family Studies*, 22(1), 38-47. doi:<http://dx.doi.org/10.1007/s10826-012-9590-4>
- Wormington, S. V., Anderson, K. G., Tomlinson, K. L., & Brown, S. A. (2013). Alcohol and other drug use in middle school: The interplay of gender, peer victimization, and supportive social relationships. *The Journal of Early Adolescence*, 33(5), 610-634. doi:<http://dx.doi.org/10.1177/0272431612453650>

Unit 11: Young Adolescents and Their Families, Part 2

11/1/21

Topics

- Engaging the young adolescent and family
- Assessing the young adolescent and family
- Skills for intervention with the young adolescent and family
- How social policies and specific challenges influence service delivery

This session relates to Course Objectives 1–8.

Required Readings:

- Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). Psychosocial development in middle adolescence. In *The development of children and adolescents* (pp. 591-617). Hoboken, NJ: John Wiley & Sons.
- Konrad, S. C. (2020). Working with adolescents. In *Child and family practice: A relational perspective*, 2nd ed. (pp. 209-234). New York: Oxford University Press.

Unit 12: Middle Adolescents and Their Families, Part 1

11/8/21

Topics

- Critical tasks of development from ages 14 to 16 years
- The influence of adverse child experiences on development
- The role of school and peers on development
- The role of sex, gender and identity development in adolescents
- Common struggles in this period
- Policies and specific challenges influence service delivery

This session relates to Course Objectives 1–8.

Required Readings:

- Bosma, L. M., Orozco, L., Barriga, C. C., Rosas-Lee, M., & Sieving, R. E. (2019). Promoting resilience during adolescence: voices of Latino youth and parents. *Youth & Society*, 51(6), 735-755.
- Dickerson, D. L., Brown, R. A., Johnson, C. L., Schweigman, K., & D'Amico, E. J. (2016). Integrating motivational interviewing and traditional practices to address alcohol and drug use among urban American Indian/Alaska Native youth. *Journal of Substance Abuse Treatment*, 65, 26-35.
- Stevens, R., Bleakley, A., Hennessy, M., Dunaev, J., & Gilliard-Matthews, S. (2019). # digital hood: Engagement with risk content on social media among Black and Hispanic youth. *Journal of Urban Health*, 96(1), 74-82.

Unit 13: Middle Adolescents and Their Families, Part 2

11/15/21

Topics

- Engaging & assessment with the adolescent and family
- Skills for intervention with the adolescent and family
- How social policies and specific challenges influence service delivery

This session relates to Course Objectives 1–8.

Required Readings:

- Bosma, L. M., Orozco, L., Barriga, C. C., Rosas-Lee, M., & Sieving, R. E. (2019). Promoting resilience during adolescence: voices of Latino youth and parents. *Youth & Society*, 51(6), 735-755.
- Dickerson, D. L., Brown, R. A., Johnson, C. L., Schweigman, K., & D'Amico, E. J. (2016). Integrating motivational interviewing and traditional practices to address alcohol and drug use among urban American Indian/Alaska Native youth. *Journal of Substance Abuse Treatment*, 65, 26-35.
- Stevens, R., Bleakley, A., Hennessy, M., Dunaev, J., & Gilliard-Matthews, S. (2019). # digital hood: Engagement with risk content on social media among Black and Hispanic youth. *Journal of Urban Health*, 96(1), 74-82.

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

11/22/21

Topics

- Critical tasks of development from ages 17 to 19 years
- Emerging independence; common struggles in this period
- Engaging & Assessing the older adolescent and family
- Skills for intervention with the older adolescent and family
- How social policies and specific challenges influence service delivery

This session relates to Course Objectives 1–8.

Assignment 2 – Part 2 DUE

Required Reading:

LaBrenz, C. A., O’Gara, J. L., Panisch, L. S., Baiden, P., & Larkin, H. (2020). Adverse childhood experiences and mental and physical health disparities: the moderating effect of race and implications for social work. *Social work in health care*, 1-26.

Rivas-Drake, D., & Stein, G. L. (2017). Multicultural developmental experiences: implications for resilience in transitional age youth. *Child and Adolescent Psychiatric Clinics*, 26(2), 271-281.

McConnell, E. A., Birkett, M., & Mustanski, B. (2016). Families matter: Social support and mental health trajectories among lesbian, gay, bisexual, and transgender youth. *Journal of Adolescent Health*, 59(6), 674-680.

Suggested Reading:

Walkner, A. J., & Rueter, M. A. (2014). Adoption status and family relationships during the transition to young adulthood. *Journal of Family Psychology*, 28(6), 877-886.
doi:<http://dx.doi.org/10.1037/fam0000020>

Unit 15: Wrap up and summary

11/29/21

Topics

- Integrating knowledge of child and family development, intervention, and assessment with practice settings in mental health, child welfare, health, school, and juvenile justice settings
- Empirical evaluation of practice
- Social work practice on micro, mezzo, and macro levels with children and families

This session relates to Course Objectives 1–8.

QUIZ #4 OPENS

Guidelines for Development and Practice Paper

Assignment 2: Development and Practice Paper: In this paper, you will be choosing a child-related challenge and explore it through the lens of a developmental period covered in this course. This means that there must be something that would arise and is particularly relevant during the stage you have chosen. You will want to think about this stage of development from a biological, social, cultural, and psychological perspective. This is important because the impact of the issue you choose may vary based on developmental stage. Further, you will want to consider issues of gender, socioeconomic status, culture, race/ethnicity, sexual orientation, etc. Once established, you will describe how you would assess a child and family with this client-related challenge, and how you would engage them in an intervention process. Last, you will choose and describe one evidence-based intervention effective (or could be effective) for this problem that meets the needs of a child and/or family at this developmental stage. The paper will be between 6-8 pages.

Part 1: **On Week 9, the 1st 3 pages of the paper are due by the start of class.** This is to ensure you will get initial feedback around the topic chosen, writing skills and formatting. This part of your paper will be worth 10% of your class grade and should include an introduction, state of the problem, and application of the problem to the developmental stage you have chosen.

Part 2: **The complete paper is due Week 14 by the start of class.** You will take feedback from Part 1 and incorporate it into the complete paper. This part of your paper is worth 30% of your final class grade.

Introduction – approximately 1 paragraph

The introduction will lay out your client-related challenge, population, developmental stage, and proposed intervention.

State of the problem and application to developmental stage (approximately 3 pages)

Choose one of the stages of development covered in class [prenatal development, infancy, toddlerhood (1 ½ years old through 3), young children (4-5), school age children (6-10), young adolescents 11-13), middle adolescence (14-16), older adolescents and transitional age youth (17-19)] and a problem you are interested in. Clearing your choice with your instructor before writing will help you know if you have chosen a subject that is doable.

What do we know about this problem? What is the incidence and/or prevalence? What does this problem look like for the developmental stage you have chosen? Who does it most impact most frequently? In what ways does it impact children and families (social-emotional, developmental, etc)? Why is it important to prevent the problem and/or treat this problem at/or before this developmental stage? *For example, if you are choosing poverty in toddlerhood, you would describe the frequency of the problem, the impact of the problem on toddlers and their families (you want to think about this from a cognitive, social-emotional, and physical development lens), and why this problem is particularly important to prevent or intervene on during this developmental stage.* Other examples: *autism in preschool immigrant Latinx children, sickle cell anemia among African American young adolescents, young Armenian children traumatized from*

exposure to domestic violence, or a middle class Irish American school age child with behavior problems whose parents have been referred to child welfare for physical abuse.

Engagement – ½ - 1 page

Talk about how you would go about engaging a child and a family at this developmental stage and with this client-related challenge. How would you tailor engagement for your specific age group and challenge? Include the way in which you would demonstrate cultural awareness (using an intersectional lens) as part of your engagement. Account for the child's age and address whether you would engage the family as a whole, the family and child separately, or just the child (in rare instances)

Assessment – 1-2 page

What are the strategies would you use for assessment? What domains are critical to understand for the particular challenge you have selected? What collateral sources might be important to assess to do a better assessment of the family?

Intervention – 1-2 page

Discuss one evidence-based intervention that would be appropriate for this client-related challenge. Consider the evidence for the intervention you have chosen and how would you make it age-appropriate (if not evidence based for your developmental stage of interest) for children or families with this problem. If there are no intervention(s) with compelling evidence, discuss what strategies you would use and make a good justification for your intervention.

Conclusion – approximately 1 paragraph

The conclusion will recap the information provided throughout the paper to emphasize argument for the intended intervention.

Your paper should be written in APA style, Times font size 12. You should have a **minimum** of 10 references. With the exception of citations for theory and intervention, all citations should be from within the last 5-10 years. Use a variety of citations; do not rely solely on one or two texts or solely on classroom readings. Readings should primarily be from peer-reviewed sources, thus information on websites that are not peer reviewed and therefore not appropriate.

Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers use their knowledge of theories of human behavior and the social environment to inform ongoing assessment as they work with diverse children, youth, and families, as well as with the groups, organizations, and institutions that play important parts in their lives. Social workers use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of children, youth, and families, which in turn advances the effectiveness of their practice. Social workers work collaboratively with other service providers involved in the family's life to	Objective 4: Provide skills for conducting an ecological assessment of families and children and experiences for students to practice assessment. Objective 7: Provide knowledge on the role of science in guiding assessment and intervention choices for children and their families and the way in which that evidence creates changes in our understanding of children and their families and choices of appropriate intervention.	7a. Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth, and families.	Skills/Values	<ul style="list-style-type: none"> 1. Weeks 1-12 of content, group, and individual participation for each age group 2. Unit 2: Engagement and Assessment of Children and Their Families 3. Quizzes 1-4 4. Assignment 2

obtain a comprehensive understanding of the family system to enhance the assessment process. Social workers are mindful of the potential influence of their personal experiences and affective reactions on the processes of assessment with children, youth, and families.				
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Appendix B: Definitions of Grades and Standards Established by Faculty of the School

Within the USC Suzanne Dworak-Peck 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.

Appendix C: Recommended Instructional Materials and Resources

Recommended Websites

APA 7th Edition:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

The California Evidence-Based Clearinghouse for Child Welfare

*The leading evidence-information portal that contains **A Guide for Students** and **A Guide for Professors**. <http://www.cebc4cw.org/home/using-the-cebc/>

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

On Reserve

All additional required reading that is not in the above required texts is available online through electronic reserve (ARES). The textbooks have also been placed on reserve at Leavey Library. Search under SOWK 609 and instructor name “Cederbaum” to add this course on ARES and access all non-textbook “required” readings. “Recommended” readings are not on ARES and not required to read for this course.

DSM-5: Just a reminder that the DSM-5 is available online through the library’s subscription using the link below. **URL:** <https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/> You’ll be asked to log in using your USC ID and password. Once you’re on the page, click the Explore the New Edition link to access the content.

ICD-10: <http://www.who.int/classifications/icd/en/>

Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

Appendix E: University Policies and Guidelines

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 (jcederba@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 Policies and Procedures](#) for additional information on attendance policies.

Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

Statement about Incompletes

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

Policy on Late or Make-up Work

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

Policy on Changes to the Syllabus and/or Course Requirements

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

Code of Ethics of the National Association of Social Workers (Optional)

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

Preamble

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

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

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

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

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

Academic Dishonesty Sanction Guidelines

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

Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

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.

Appendix F: Support Systems and Additional Resources

Counseling and Mental Health

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX

<https://eeotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment

https://usc-advocate.symplicity.com/care_report/index.php/pid422659?

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs

<https://dsp.usc.edu/>

Phone number (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC

<https://diversity.usc.edu/>

Phone number (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

Additional Resources

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