**Social Work 621**

**Section #67145**

**Social Work Practice with Adolescents, Young Adults and their Families**

**3 Units**

***Fall 2022***

|  |  |
| --- | --- |
| **Instructor** | Azure Darby |
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| **Telephone** | 702-762-1216 |
| **Office** | VAC |
| **Office Hours** | Mon 7:45 pm PST or By Appointment |
| **Course Day(s)** | Mon |
| **Course Time(s)** | 6:30 pm – 7:45 pm PST |
| **Course Location(s)** | VAC |

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

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

**Catalogue Description**

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

**Course Description**

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

**Course Objectives**

Upon completion of Social Work Practice with Adolescents, Young Adults and their Families course (SOWK 621) students will have:

1. Used critical thinking to integrate knowledge and perspectives on adolescence, and young adulthood with the developmental tasks and competencies associated with the transition to adulthood.
2. Demonstrated understanding of contexts of practice with adolescents, transition age youth and young adults, including the family, and the systems and service systems that assist clients before and after age eighteen. Students will locate resources at federal, state and county levels, and understand how these resources may differ depending on geographical location and the service-providing agency.
3. Developed their perspectives, theoretical understanding, and research-based knowledge on major mental health issues that may affect adolescents and young adults.
4. Critically considered and used current research, theory and evidence- based practices when working with adolescents, transition age youth, young adults and their families, while taking into account the impact of the complex social environment on youth and their families.
5. Demonstrated skills in engaging, assessing, diagnosing, and intervening with adolescents, young adults and their families in diverse client populations and various contexts.
6. Demonstrated enhanced self-awareness by critically examining thoughts, feelings, and practices with adolescents, young adults and their families.

**Course Format / Instructional Methods**

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

**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** |
| **Assignment 1 (a, b, c): Three Quizzes** | Units 4, 7, 10 | 30% |
| **Assignment 2: Group Presentation** | TBA | 20% |
| **Assignment 3: Practice Demonstration and Paper** | Unit 14 | 40% |
| **Class Participation** | Ongoing | 10% |

Each of the major assignments is described below.

**Assignment 1: Three quizzes 10% each (30% of Course Grade)**

These three quizzes consist of multiple-choice questions and short answer questions. They will consist of questions on the material covered during class (both asynchronous and synchronous time), and course readings. Students are expected to show knowledge and understanding of the required readings and be able to integrate the information learned through the assigned readings along with the class lectures, presentations, and discussions. Each quiz will have **10** multiple choice questions (worth .5 points each) and **1** short answer question (worth 5 points).

Quiz 1: Week 4 will cover Weeks 1,2, and 3 *Quiz opens after class week 4 and closes before class week 5*

Quiz 2: Week 7 will cover Weeks 4, 5, and 6 *Quiz opens after class week 7 and closes before class week 8*

Quiz 3: Week 10 will cover Weeks 7,8, and 9 *Quiz opens after class week 10 and closes before class week 11*

**Due: weeks 4, 7, 10**

***This assignment relates to course objectives 1, 3, 4, 6 and social work competency 7 and 8.***

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

Students will work in small groups of two to three individuals per group on this class presentation assignment addressing a current event that impacts adolescents, or young adults and their families. Students will present in a 30 minute presentation on a current-events (from the past 2 months) topic (as it relates to the week’s unit) and how it connects to practice with adolescents, young adults, and their families. The presentation should include: 1. a synopsis of the current event, 2. connection to practice and policy/ prevention implications 3. The presentation should include both lecture and an interactive learning or practice activity ie. A worked vignette, an art project, or an interactive game such as jeopardy

*A more detailed prompt will be provided.*

**Due: Presentation date TBA**

***This assignment relates course objective 1,2,3,4,5 and social work competency 7, 8.***

**Assignment 3: Practice Demonstration and Paper (40% of Course Grade)**

In this assignment, students will be asked to select one intervention skill with an adolescent or their family that they wish to demonstrate. Students will submit a 15-20 minute video of themselves demonstrating how they would provide an evidence informed intervention with an adolescent client or family member (a list of interventions will be provided). Students will also support the video with a 2-3 page paper which outlines the context of the intervention and supports the intervention with relevant literature.

*A more detailed prompt will be provided.*

**Due: Unit 14**

***This assignment relates to course objective 4,5,6 and social work competency 8.***

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

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

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

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**

***Required Textbooks***

*Weisz, J. R., & Kazdin, A. E. (Eds.). (2017). Evidence-based psychotherapies for children and*

*adolescents (3rd ed.). New York, NY: Guilford Press.*

***This book is available for free online at the USC Library with this link:***

<https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_askewsholts_vlebooks_9781462530076&context=PC&vid=01USC_INST:01USC&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Everything&mode=Basic>

***Course Reader***

Available online through electronic reserve (ARES) under instructor name: **Lily Ross**

***Notes:***

* Additional required and recommended readings may be assigned by the instructor throughout the course.
* See **Appendix C** for recommended instructional materials and resources

**Course Overview**

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| --- | --- | --- | --- |
| **Unit/Week #** | **Date** | **Topics** | **Assignments** |
| 1 |  | Overview and Unique Considerations for Adolescents, Young Adults and Their Families |  |
| 2 |  | Assessment of Adolescents and Young Adults and Their Families |  |
| 3 |  | Engagement and Interventions with Adolescents, Young Adults and Their Families |  |
| 4 |  | Family-Based Interventions | Quiz #1 |
| 5 |  | Group-based and System-Based Interventions |  |
| 6 |  | Neurodevelopmental Disabilities and Their Impact on Adolescents, Young Adults and Their Families |  |
| 7 |  | Trauma, PTSD, and Resilience | Quiz #2 |
| 8 |  | Relational-Based Problems |  |
| 9 |  | Anxiety and Self-Injury |  |
| 10 |  | Depression and Suicidality | Quiz #3 |
| 11 |  | Bipolar Disorder and Schizophrenia |  |
| 12 |  | Externalizing Behaviors |  |
| 13 |  | Substance Use and Abuse |  |
| 14 |  | Complex Issues of Adolescents and Young Adults | Assignment 3 |
| 15 |  | Transition Age Youth Leaving Child Welfare System |  |

**Course Schedule—Detailed Description**

**Unit 1 – Week of month/day Overview and Unique Considerations for Adolescents, Young Adults and Their Families**

***Topics***

* Introduction to the course
* Overview of developmental and ecological context of practice with adolescents, young adults and their families, and identity development experiences
* Ethical considerations in working with adolescents, young adults and their families
* Strengths-based perspective and resilience in adolescents and young adults

This unit relates to course objective(s) 1, 2, 6.

***Required Readings***

* Côté, J. E. (2014). The dangerous myth of emerging adulthood: An evidence-based critique of a flawed developmental theory. *Applied Developmental Science*, *18*(4), 177-188
* Curtis, A. C. (2015). Defining adolescence. *Journal of adolescent and family health*, *7*(2), 2
* Hope, E. C., Hoggard, L. S., & Thomas A. (2015). Emerging into adulthood in the face of racial discrimination: Physiological, psychological, and sociopolitical consequences for African American youth. *Translational Issues in Psychological Science,1*(4), 342–351.
* Singh, S., Roy, M. D., Sinha, C. P. T. M. K., Parveen, C. P. T. M. S., Sharma, C. P. T. G., & Joshi, C. P. T. G. (2020). Impact of COVID-19 and lockdown on mental health of children and adolescents: A narrative review with recommendations. *Psychiatry research*, 113429.

***Recommended Readings***

* + [Brownlee, K., Rawana, J., Franks, J., Harper, J., Bajwa, J., O’Brien, E., & Clarkson, A. (2013). A systematic review of strengths and resilience outcome literature relevant to children and adolescents. *Child and Adolescent Social Work Journal*, *30(5),* 435-459.](http://link.springer.com.libproxy.usc.edu/article/10.1007/s10560-013-0301-9#page-1)
  + Friedman M., Marshal, M., Guadamuz, T., Wei, C., Wong, C., Saewyc, E., & Stall, R. (2011). A meta-analysis of disparities in childhood sexual abuse, parental physical abuse, and peer victimization among sexual minority and sexual nonminority individuals. *American Journal of Public Health, 101*(8), 1481-1494.
  + Maholmes, V. (2014). Thriving in adversity: Toward a framework of hope, optimism and resilience. In *Fostering resilience and well-being in children and families in poverty*. (Chapter 2 pp. 13-33). New York, NY: Oxford University Press.

**Unit 2 – Week of month/day Assessment of Adolescents and Young Adults and Their Families**

***Topics***

* Strengths-based, culturally-informed, assessment of adolescents and young adults
* The role of the family, and other involved adults in youth assessment
* Consideration and Implication of diagnosing adolescents and young adults
* Measurements of adolescent assessment

This unit relates to course objective(s) 1-6.

***Required Readings***

* Benner, A. D., Wang, Y., Shen, Y., Boyle, A. E., Polk, R., & Cheng, Y. P. (2018). Racial/ethnic discrimination and well-being during adolescence: A meta-analytic review. *American Psychologist*, *73*(7), 855
* Lee, D. B., Anderson, R. E., Hope, M. O., & Zimmerman, M. A. (2020). Racial discrimination trajectories predicting psychological well-being: From emerging adulthood to adulthood. *Developmental psychology*, *56*(7), 1413.
* Rabiau, M. A. (2019). Culture, migration, and identity formation in adolescent refugees: a family perspective. *Journal of Family Social Work*, *22*(1), 83-100.
* Rawana, B. (2018). Making the Possible Probable: A Strength-Based Assessment and Intervention Framework for Clinical Work with Parents, Children, and Adolescents. *Families in Society*, *90*(3), 255–260. https://doi.org/10.1606/1044-3894.3900

***Recommended Readings***

* + Cavendish, W., Montague, M., Enders, C., & Dietz, S. (2014). Mothers’ and adolescents’ perceptions of family environment and adolescent social-emotional functioning. *Journal of Child and Family Studies, 23*(1), 52-66.
  + Friedberg, R. D., & McClure, J. M. (2015). Case conceptualization. In *Cognitive therapy with children and adolescents: The nuts and bolts* (Chapter 2 pp.9-41)*.* New York, NY: Guilford Press.
  + Segrin, C., Givertz, M., Swaitkowski, P., & Montgomery, N. (2015). Overparenting is associated with child problems and a critical family environment. *Journal of Child and Family Studies*, *24,* 740-749. DOI: 10.1007/s10826-013-9858-3

**Unit 3 – Week of month/day Engagement and Interventions with Adolescents, Young Adults and Their Families**

***Topics***

* Engagement and introducing treatment
* Identifying intervention goals and objectives
* Assessing intervention using measurements
* Social worker’s advocacy role in working with adolescents & young adults

This unit relates to course objective(s) 1-6.

***Required Readings***

* Dean, S., Britt, E., Bell, E., Stanley J., & Collin, S. (2016). Motivational interviewing to enhance adolescent mental health treatment engagement: A randomized clinical trial. *Psychological Medicine 46,*1961-1969*.*
* Goldstein, F., & Glueck, D. (2016). Developing rapport and therapeutic alliance during telemental health sessions with children and adolescents. *Journal of child and adolescent psychopharmacology*, *26*(3), 204-211.
* Kim, H., Munson M., R., & McKay, M. (2012). Engagement in mental health treatment among adolescents and young adults: A systematic review. *Child and Adolescence Social Work, 29,* 241-266.
* Pina, A. A., Polo, A. J., Huey, S. J. (2019). Evidence-based psychosocial interventions for ethnic minority youth: The 10-year update. Journal of Clinical Child and Adolescent Psychology. Vol. 48 (2), pp. 179-202.

***Recommended Readings***

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

**Unit 4 – Week of month/day Family-Based Engagement and Interventions**

***Topics***

* + Methods for family engagement: Special consideration to diversity and culture
  + Family-based interventions: Brief Strategic Family Therapy
  + Working with families with various presenting challenges

This unit relates to course objective(s) 1-6.

***Required Readings***

* + Carr, A. (2014). The evidence base for family therapy and systemic Interventions for child- focused problems. *Journal of Family Therapy, 36 (2),* 107-157. **Please read pages 113- 131**
  + Szapocznik, J., Zarate, M., Duff, J., & Muir, J. (2013). Brief strategic family therapy: Engaging drug using/problem behavior adolescents and their families in treatment. *Social Work in Public Health*, *28*(3-4), 206-223.
  + Wu, C., & Chao, R. K. (2017). Parent–adolescent relationships among Chinese immigrant families: An indigenous concept of qin. *Asian American journal of psychology*, *8*(4),

***Recommended Readings***

* + Johnson, E., & Easterling, B. (2012). Understanding unique effects of parental incarceration on children: Challenges, progress, and recommendations. *Journal of Marriage and Family, 74*(2), 342-356.
  + Kaslow, N. J., Broth, M. R., Smith, C. O., & Collins, M. H. (2012). Family-Based interventions for child and adolescent disorders. *Journal of Marital and Family Therapy, 38*(1), 82-100.
  + Nichols, M. P. (2014). Strategic family therapy. In *The essentials of family therapy* (6th ed., Chapter 6, pp. 89-109). Boston, MA: Allyn and Bacon.

**Unit 5 – Week of month/day Group-Based and System-Based Interventions**

***Topics***

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

This unit relates to course objective(s) xxx.

***Required Readings***

* + Brawner, B. M., Abboud, S., Reason, J., Wingood, G., & Jemmott, L. S. (2019). The development of an innovative, theory-driven, psychoeducational HIV/STI prevention intervention for heterosexually active black adolescents with mental illnesses. *Vulnerable children and youth studies*, *14*(2), 151-165.
  + Cole, A., Jenfskey, N., Ben-David, S., & Munson, M. (2016). Feeling connected and understood: The role of creative arts in engaging young adults in their mental health services. *Social Work with Groups*,1-15. doi: 10.1080/01609513.2016.1258619
  + D'Amico, E. J., Houck, J. M., Hunter, S. B., Miles, J. N. V., Osilla, K. C., & Ewing, B. A. (2015). Group motivational interviewing for adolescents: Change talk and alcohol and marijuana outcomes. *Journal of Consulting and Clinical Psychology, 83*(1), 68-80 [http://dx.doi.org/10.1037/a0038155](http://psycnet.apa.org/doi/10.1037/a0038155)
  + Fuller, R. D., Percy, V. E., Bruening, J. E., & Cotrufo, R. J. (2013). Positive youth development: Minority male participation in a sport-based afterschool program in an urban environment. *Research quarterly for exercise and sport*, *84*(4), 469-482.

***Recommended Readings***

* + Rhoades, K. A., Chamberlain, P., Roberts, R., & Leve, L. (2013). MTFC for high-risk adolescent girls: A comparison of outcomes in England and the United States. *Journal of Child & Adolescent Substance Abuse*, *22,* 435-449.

**Unit 6 – Week of month/day Neurodevelopmental Disabilities and Their Impact on Adolescents, Young Adults and Their Families**

***Topics***

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

This unit relates to course objective(s) 1-6.

***Required Readings***

* Deshmukh, P., & Patel, D. (2020). Mindfulness and ADHD (Attention Deficit Hyperactivity Disorder) in Adolescents. *Current Developmental Disorders Reports*, *7*, 93-99.
  + Gotham, K., Brunwasser, S. M., & Lord, C. (2015). Depressive and anxiety symptom trajectories from school age through young adulthood in samples with autism spectrum disorder and developmental delay. *Journal of the American Academy of Child & Adolescent Psychiatry*, *54*(5), 369-376. doi: <http://dx.doi.org/10.1016/j.jaac.2015.02.005>
  + Schohl, K., Van Hecke, A., Carson. A., Dolan, B., Karst, J. & Stevens, S. (2014). A replication and extension of the PEERS intervention: Examining effects on social skills and social anxiety in adolescents with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 44(3),* 532-545.
  + Strang, J. F., Knauss, M., van der Miesen, A., McGuire, J. K., Kenworthy, L., Caplan, R., ... & Balleur, A. (2020). A clinical program for transgender and gender-diverse neurodiverse/autistic adolescents developed through community-based participatory design. *Journal of Clinical Child & Adolescent Psychology*, 1-16.

***Recommended Readings***

* + Daley, D., van der Oord, S., Ferrin, M., Danckaerts, M., Doepfner, M., Cortese S., & Sonuga- Barke, E. (2014). Behavioral interventions in attention-deficit/hyperactivity disorder: A meta-analysis of randomized controlled trials across multiple outcome domains. *Journal of the American Academy of Child & Adolescent Psychiatry***,** *53* (8), 825-829.
  + Kulage, K., Smaldone A., & Cohn. E. (2014). How will DSM-5 affect autism diagnosis? A systematic literature review and meta-analysis. *Journal of Autism and Developmental Disorders, 44,* 1918-1932.
  + Laugeson, E., Frankel, F. Gantman A., Dillon A., & Mogil, C. (2012). Evidence-based social skills training for adolescents with autism spectrum disorders: The UCLA PEERS program. *Journal of Autism and Developmental Disorders, 42*(6), 1025-1036.
  + Young, R., & Rodi, M. (2014). Redefining autism spectrum disorder using DSM-5: The implications of the proposed DSM-5 criteria for autism spectrum disorders. *Journal of Autism and Developmental Disorders, 44,* 758–765.

**Unit 7 – Week of month/day Trauma, PTSD, and Resilience**

***Topics***

* Trauma and PTSD reactions in adolescents and young adults
* Neuroscience of trauma and post-trauma recovery
* Assessment in trauma and PTSD
* Trauma and Resilience Interventions

This unit relates to course objective(s) 1-6.

***Required Readings***

* Castañeda, E., Jenks, D., Chaikof, J., Cione, C., Felton, S., Goris, I., ... & Hershberg, E. (2021).

Symptoms of PTSD and Depression among Central American Immigrant Youth. *Trauma Care*, *1*(2), 99-118.

* Calleja, N. (2020). Assessing and Treating Trauma in Detained Adolescents: A Pre–Post Within Subjects Evaluation. *Journal of Child and Family Studies.*, *29*(4), 934–941.

https://doi.org/10.1007/s10826-019-01564-9

* + Ginwright, S. (2018). The future of healing: From trauma informed care to healing centered engagement. *Kinship Carers Victoria 25,*
  + Saleem, F. T., Anderson, R. E., & Williams, M. (2020). Addressing the “myth” of racial trauma: Developmental and ecological considerations for youth of color. *Clinical child and family psychology review*, *23*(1), 1-14.

***Recommended Readings***

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

* + Cary, C. E., & McMillen, J. C. (2012). The data behind the dissemination: A systematic review of trauma-focused cognitive behavioral therapy for use with children and youth.*Children and Youth Services Review, 34*, 748–757.
  + Cohen, J. A., Mannarino, A. P., & Deblin ger, E. (Eds). (2012). *Trauma-focused CBT for children and adolescents: Treatment Applications.* New York, NY: Guilford Press. Note: This is the manual for TF-CBT.
  + Stonard,, A., Lyons, J. S., Griffin, G., & Kisiel, C. (2015). Multiple traumatic experiences and the expression of traumatic stress symptoms for children and adolescents. *Residential Treatment for Children & Youth, 32*(2), 167-181.

**Unit 8 – Week of month/day Relational-Based Problems**

***Topics***

* Caregiver/ Teen Conflict
* The impact of heterosexism and transphobia
* Intimate-partner relationship and dating violence

This unit relates to course objective(s) 1-6.

***Required Readings***

* Cederbaum, J. A., He, A. S., Fulginiti, A., Sullivan, K., Krauss, M. D., Amutah, N., & Pohle, C. (2017). Caregiver qualities, family closeness, and the well-being of adolescents engaged in the child welfare system. *Children and Youth Services Review*, *73*, 113-120.
  + Mustanski, B., Andrews, R., & Puckett, J. A. (2016). The effects of cumulative victimization on mental health among lesbian, gay, bisexual, and transgender adolescents and young adults. *American Journal of Public Health, 106*(3), 527-533. doi:10.2105/AJPH.2015.302976
  + Stonard, K. E., Bowen, E., Walker K., & Price, S. (2015). “They’ll always find a way to get to you:” Technology use in adolescent romantic relationships and its role in dating violence and abuse. *Journal of Interpersonal Violence*, 1-35. doi: 10.1177/0886260515590787

***Recommended Readings***

* + American Psychologist Association (2015). APA Guidelines for clinical practice with transgender and gender non-conforming people. American Psychologist, 70(9), 832-864.
  + Foshee, V. A., Heath L., McNaughton R., Ernett, S. T., Ennett, Cance, D., Bauman, K. E., & Bowling, M. (2012). Assessing the effects of families for safe dates, a family-based teen dating abuse prevention program. *Journal of Adolescent Health, 51,* 349-356.
  + Konishi, C., & Saewyc, E. (2014). Still a target: Sexual diversity and power of caring. *School Psychology International, 35*(5), 504-515.
  + Shulman, S., Scharf, M. & Shachar-Shapira, L. (2012). The intergenerational transmission of adolescents romantic relationships. In Kerig, P., Schulz, M. S. & Hauser, S. T. (Eds.), *Adolescence and beyond: Family processes and development.* (pp 113- 133). New York, NY: Oxford University Press.
  + Stein, H. C., Osborn, L. A., & Greenberg, S. C. (2016). Understanding young adults’ reports of contact with their parents in a digital world: Psychological and familial relationship factors. *Journal of Child and Family Studies, 25(6),* 1802 – 1814.

**Unit 9 – Week of month/day Anxiety and Self-injury**

***Topics***

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

This unit relates to course objective(s) 1-6.

***Required Readings***

* + Damour, L. (2020). Ways to Help Teens Manage Anxiety about the Coronavirus. *The New York Times*, *11*.
  + LeCloux, M. (2013). Understanding the meanings behind adolescent non-suicidal self-injury: Are we missing the boat? *Clinical Social Work Journal, 41*(4), 324-332. doi:10.1007/s10615- 012-0417-y
  + Topper, M., Emmelkamp, P.G., Watkins, E., & Ehring, T. (2017). Prevention of anxiety disorders and depression by targeting excessive worry and rumination in adolescents and young adults: A randomized controlled trial. Behavior Research and Therapy, 90, 123-136.
  + Young, J., Makover, H., Cohen, J., Mufson, L., Gallop, R., & Benas, J. (2012). Interpersonal psychotherapy-adolescent skills training: Anxiety outcomes and impact of comorbidity. *Journal of Clinical Child and Adolescent Psychology, 41*(5), 640-653.

***Recommended Readings***

* + Cohen, J. A., Mannarino, A. P., & Deblinger, E. (Eds). (2012). *Trauma-focused CBT for children and adolescents: Treatment applications.* New York, NY: Guilford Press.
  + Gulbas, L. E., Hausmann-Stabile, C., De Luca, S. M., Tyler, T. R., & Zayas, L. H. (2015). An exploratory study of non-suicidal self-injury and suicidal behaviors in adolescent Latinas. *American Journal of Orthopsychiatry,85*(4), 302-314. doi:10.1037/ort0000073
  + Hoffman, R., Gimenez, M., & White, V. (2010). Letter writing as an intervention in family therapy with adolescents who engage in nonsuicidal self-injury*. The Family Journal: Counseling and Therapy for Couples and Families, 18 (*1), 24-30.
  + Schore, J., & Schore, A. (2012). Modern attachment theory: The central role of affect regulation in development and treatment. In *The science of the art of psychotherapy* (pp. 28-51). New York, NY: W.W. Norton.
  + Thompson, E. D., May, A., & Whiting, S. E. (2011). Evidence-based treatment of anxiety and phobia in children and adolescents: Current status and effects on the emotional response. [*Clinical Psychology Review,*](http://www.sciencedirect.com.libproxy.usc.edu/science/journal/02727358) *31*(4), 592-602.

**Unit 10 – Week of month/day Depression and Suicidality**

***Topics***

* Depression & suicidality in adolescence and young adulthood
* Social Factors that influence depressive symptoms
* Empirically supported interventions for depression and suicidality

This unit relates to course objective(s) 1-6.

***Required Readings***

* + Ford-Paz, R. E., Reinhard, C., Kuebbeler, A., Contreras, R., & Sánchez, B. (2015). Culturally tailored Depression/Suicide prevention in Latino youth: Community perspectives. *The Journal of Behavioral Health Services & Research, 42*(4), 519-533. doi:10.1007/s11414- 013-9368-5
  + Hunt, M.G., Marx, R., Lipson, C., & Young, G. (2018). No more FOMO: Limiting Social Media decreases loneliness and depression. Journal of Social and Clinical Psychology. 37(10). 751-768.
  + Jacobson, C. M., Mufson, L., & Young, J. F. (2017). Treating adolescent depression using interpersonal psychotherapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (3rd ed. pp. 66-84)*.* New York, NY: Guilford Press.

***Recommended Readings***

* + Boeninger, D. K., & Coger, R. D. (2012). Risk and protective factors for suicidality during the transition to adulthood: Parenting, self-regulatory processes and successful resolution of stage-salient tasks. In Kerig, P., Schulz, M. S. & Hauser, S. T. (Eds.). *Adolescence and beyond: Family processes and development* (pp. 43- 63). New York, NY: Oxford University Press.
  + Cummings, J. R., & Druss, B. G. (2011). Racial/ethnic differences in mental health service use among adolescents with major depression*. Journal of the American Academy of Child and Adolescent Psychiatry, 50*(2),160-70.
  + Varghese, D., Scott J., Welham, J., Bor, W., Najma, J., O’Callaghan, M., William, G., & McGrath,

J. (2011). Psychotic-like experiences in major depression and anxiety disorders: A population-based survey in young adults. *Schizophrenia Bulletin 37*(2), 389-393. doi:10.1093/schbul/sbp083

**Unit 11 – Week of month/day Bipolar and Schizophrenia**

***Topics***

* Bipolar disorder
* Schizophrenia/ Prodromal and early phases
* Interventions and addressing the stigma of mental illness

This unit relates to course objective(s) xxx.

***Required Readings***

* Goldstein, T.R., Fersch-Podrat, R.K., Rivera, M., Axelson, D.,Merranko, J., YU, B., Brent, D.A.,& Birmaher, B. (2015). Dialectical Behavior Therapy for Adolescents with bipolar disorder: Results from a pilot randomized trial. *Journal of Child and Adolescent Psychopharmacology, 25*, 140-149. doi:10.1089/cap.2013.0145.
* Kurtz, M.M. (2016). Psychological and psychosocial treatment. In *Schizophrenia and its Treatment: Where is the Progress* (Chap. 8, pp. 159-179). New York, NY: Oxford Press University.
* Mulfinger, N., Rüsch, N., Bayha, P., Müller, S., Böge, I., Sakar, V., & Krumm, S. (2019). Secrecy versus disclosure of mental illness among adolescents: I. The perspective of adolescents with mental illness. *Journal of mental health*, *28*(3), 296-303.

***Recommended Readings***

* Painter, K., & Scannapieco, M. (2015). Bipolar disorder. In *Understanding the Mental*

*Health Problems of Children and Adolescents* (159- 173). Chicago; Lyceum.

**Unit 12 – Week of month/day Externalizing Behaviors**

***Topics***

* Understanding externalizing behaviors
* The impact of the School to Prison Pipeline
* Interventions for aggressive behaviors
* MST and Anger Management Training

This unit relates to course objective(s) 1-6.

***Required Readings***

* Alcorn. T. (2014). Rethinking mental health care for young offenders*. The Lancet, 383, 1283-4.*
* Barrett, D. E., Ju, S., Katsiyannis, A., & Zhang, D. (2015). Females in the juvenile justice system: Influences on delinquency and recidivism. *Journal of Child and Family Studies, 24*(2), 427-433.
* Ballentine, K. L. (2019). Understanding Racial Differences in Diagnosing ODD Versus ADHD Using Critical Race Theory. Families in Society, 100(3), 282-292.
* Bostic, J., Thurau, L., Potter, M., & Drury, S. (2014). Policing the teen brain. *Journal of Child and Adolescent Psychiatry, 53(2),* 127-129.

***Recommended Readings***

* Darnell, A. J., & Schuler, M. S. (2015). Quasi-experimental study of Functional Family Therapy effectiveness for juvenile justice aftercare in a racially and ethnically diverse community sample. *Children and Youth Services Review, 50,* 75-82.

### Farrington, D. P., Loeber, R. & Howell, J. C. (2012). Young adult offenders: The need for more effective legislative options and justice processing. *Criminology & Public Policy, 11 (4), 729-750.*

* Henggeler, S. W., & Sheidow, A. J. (2012). Empirically supported family‐based treatments for conduct disorder and delinquency in adolescents. *Journal of Marital and Family Therapy, 38,* 30-58.
* Mulford, C. F., Blachman-Demner, D. R., Pitzer, L., Schubert, C. A., Piquero, A. R., & Mulvey, E. P. (2018). Victim Offender Overlap: Dual Trajectory Examination of Victimization and Offending Among Young Felony Offenders Over Seven Years. Victims & Offenders, 13(1), *1 -27*, DOI: [10.1080/15564886.2016.1196283](https://doi.org/10.1080/15564886.2016.1196283)
* Robbins, M. S., Alexander, J. F., Turner, C. W., & Hollimon, A. (2016). Evolution of functional family as an evidence-based practice for adolescents with disruptive behavior problems. *Family Process, 55*(3), 543-557.

**Unit 13 – Week of month/day Substance Use and Abuse**

***Topics***

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

This unit relates to course objective(s) 1-6.

***Required Readings***

* + Patton, R., Deluca, P., Kaner, E., Newbury-Birch, D., Phillips, T., & Drummond, C. (2013). Alcohol screening and brief intervention for adolescents: The how, what and where of reducing alcohol consumption and related harm among young people. *Alcohol & Alcoholism*, *49* (2), 207-212. <http://dx.doi.org/10.1093/alcalc/agt165>
  + Stockings, E., Hall, W., Lynskey M., Morley, K., Reavley, N., Strang J.. Pattan G., & Dengenhardt, L. (2016). Prevention, early intervention, harm reduction, and treatment of substance use in young people. *The Lancet Psychiatry*, *3*(3), 280-296.
  + Waldron, H. B., Brody, J. L. & Hope, H. (2017). Functional family therapy for adolescent substance use disorders. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidenced-based psychotherapies for children and adolescents* (2nd ed., pp. 401-416)*.* New York, NY: Guilford Press.

***Recommended Readings***

* Down, A. B., Seedall, R. B., Taylor, N. C., & Downs, K. J. (2014). Attachment-based considerations for addressing adolescent substance use (ASU) in a family context. *The American Journal of Family Therapy*, *43,* 28-43. DOI:10.1080/01926187.2014.935683
* Burrow-Sanchez, J., & Wrona, M. (2012). Comparing culturally accommodated versus standard group CBT for Latino adolescents with substance use disorders: A pilot study. Cultural Diversity and Ethnic Minority Psychology, 18(4), 373-383.
* Hock, R., Priester, M. A., Iachini, A. L., Browne, T., DeHart, D., & Clone, S. (2015). A review of family engagement measures for adolescent substance use services. *Journal of Child and Family Studies, 24*(12), 3700-3710. doi:10.1007/s10826-015-0178-7
* Rowe, C. L. (2012). Family therapy for drug abuse: Review and updates 2003–2010. *Journal of Marital and Family Therapy, 38*(1), 59-81. doi:10.1111/j.1752-0606.2011.00280.x
* Tanner-Smith, E. E., & Lipsey, M. W. (2015). Brief alcohol interventions for adolescents and young adults: A systematic review and meta-analysis. *Journal of Substance Abuse Treatment, 51,* 1-18.
* Wetherill, R., & Tapert, S. F. (2013). Adolescent brain development, substance use, and psychotherapeutic change. *Psychology of Addictive Behaviors: Journal of the Society of Psychologists in Addictive Behaviors, 27*(2), 393-402. doi:10.1037/a0029111

**Unit 14 – Week of month/day Complex Issues of Adolescents and Young Adults**

***Topics***

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

This unit relates to course objective(s) 1-6.

***Required Readings***

* Bender, K. A., Thompson S., Ferguson, K., Yoder, J. R., & Kern, L. (2014). Trauma among street- involved youth. *Journal of Emotional and Behavioral Disorders, 22(1), 53-64.*
* Beeharry, M., Harpin, S. B., & Almakadma, A. (2018). The healthcare needs and rights of youth experiencing homelessness. *Journal of Adolescent Health*, *63*(3), 372-375.
* Conn, B., de Figueiredo, S., Sherer, S., Mankerian, M., & Iverson, E. (2018). “Our lives aren’t over”: A strengths-based perspective on stigma, discrimination, and coping among young parents. *Journal of Adolescence*, *66*, 91–100. <https://doi.org/10.1016/j.adolescence.2018.05.005>
* McKenzie-Mohr, S., Coates, J., & McLeod, H. (2012). Responding to the needs of youth who are homeless: Calling for politicized trauma-informed intervention. Children and Youth Services Review, 34(1), 136-143.
* Xiang, X. (2013). A review of interventions for substance use among homeless youth. *Research on Social Work Practice*, *23*(1), 34-45.

***Recommended Readings***

* + Asheer, S., Berger, A., Meckstroth, A., Kisker, E., & Keating, B. (2014). Engaging pregnant and parenting teens: Early challenges and lessons learned from the evaluation of adolescent pregnancy prevention approaches. *Journal of Adolescent Health, 54*(3), S84-S91. doi:10.1016/j.jadohealth.2013.11.019
  + Fielding, K., & Forchuk, C. (2013). Exploring the factors associated with youth homelessness and arrests. *Journal of Child and Adolescent Psychiatric Nursing*, *26,* 225–233.doi: 10.1111/jcap.12056
  + Wong, C., Clark L., & Marlotte, L. (2014). The impact of specific and complex trauma on the mental health of homeless youth. *Journal of Interpersonal Violence*, *31* (5),831- 854. doi: 10.1177/0886260514556770

**Unit 15 – Week of month/day Special Issues of Transition Age Youth Leaving the Child Welfare System**

***Topics***

* Youth leaving systems of care: Strengths & challenges
* Planning the transition and Programs for Youth leaving care
* Interventions for TAY

This unit relates to course objective(s) 1-6.

***Required Readings***

* + Curry, S. R., & Abrams, L. S. (2015). Housing and social support for youth aging out of foster care: State of the research literature and directions for future inquiry*. Child & Adolescent Social Work Journal, 32*(2), 143-153. doi:10.1007/s10560-014-0346-4
* Day, A., Riebschleger, J., Dworsky, A., Damashek, A., & Fogarty, K. (2012). Maximizing educational opportunities for youth aging out of foster care by engaging youth voices in a partnership for social change. *Children and Youth Services Review*, *34*(5), 1007-1014.
  + Nesmith, A., & Christopherson, K. (2014). Smoothing the transition to adulthood: Creating ongoing supportive relationships among foster youth. *Child and Youth Services Review*,*37*, 1-8.
* Yates, T. M., & Grey, I. K. (2012). Adapting to aging out: Profiles of risk and resilience among emancipated foster youth. *Development and psychopathology*, *24*(2), 475-492.

***Recommended Readings***

* California Child Welfare Co-Investment Partnership. (2010). Understanding outcomes for youth aging out of foster care. *Insights, 3.*
  + Ferguson, K. M., Kim, M. A., & McCoy, S. (2011). Enhancing empowerment and leadership among homeless youth in agency and community settings: A grounded theory approach. *Child and Adolescent Social Work Journal, 28*(1),1-22. doi:10.1007/s10560-010-0217-6
  + Linda, W. P., Marroquín, B., & Miranda, R. (2012). Active and passive problem solving as moderators of the relation between negative life event stress and suicidal ideation among suicide attempters and non-attempters. *Archives of Suicide Research, 16*(3), 183-197. doi:10.1080/13811118.2012.695233
  + Pottick, K., Warner, L., Stoep, A., & Knight, N. (2014). Clinical characteristics and outpatient mental health service use of transition-age youth in the USA. *The Journal of Behavioral Health Services & Research, 41*(2), 230-243.
  + Powers, L., Greenen, S., Powers J., Summer-Pommier, S., Turner A., Dalton L., Drummond, D., & Swank, P. (2012). My life: Effects of a longitudinal, randomized study of self- determination enhancement on the transition outcomes of youth in foster care and special education. *Child and Youth Services Review*, *34*(11), 2179–2187.
  + Stott, T. (2012). Placement instability and risky behaviors of youth aging out of foster care. *Child and Adolescent Social Work Journal*, *29*(1), 61-83. doi:10.1007/s10560-011-0247-8
  + Smith, W. (2011). The child welfare system as context. In *Youth leaving foster care: A developmental, relationship-based approach to practice* (pp. 5-19). New York, NY: Oxford University Press.

**List of Appendices**

1. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
2. Definitions of Grades and Standards Established by Faculty of the School
3. Recommended Instructional Materials and Resources
4. Suzanne Dworak-Peck School of Social Work DEI Statement
5. Statement on Academic Conduct and Support Systems

**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 in order to obtain a comprehensive understanding of the family system to enhance the assessment process.  Social workers are mindful of the potential influence of their personal experiences and affective reactions on the processes of assessment with children, youth, and families. | -Used critical thinking to integrate knowledge and perspectives on adolescence, and young adulthood with the developmental tasks and competencies associated with the transition to adulthood.  -Demonstrated understanding of contexts of practice with adolescents, transition age youth and young adults, including the family, and the systems and service systems that assist clients before and after age eighteen. Students will locate resources at federal, state and county levels, and understand how these resources may differ depending on geographical location and the service-providing agency.  -Developed their perspectives, theoretical understanding, and research-based knowledge on major mental health issues that may affect adolescents and young adults.  -Demonstrated skills in engaging, assessing, diagnosing, and intervening with adolescents, young adults and their families in diverse client populations and various contexts.  -Demonstrated enhanced self-awareness by critically examining thoughts, feelings, and practices with adolescents, young adults and their families. | **7b.** Select  appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of children, youth and families and the communities in which they live. | Cognitive  and Affective Processes | **Unit 2:**  Assessment of Adolescents and Young Adults and their Families  **Unit 3:**  Interventions with Adolescents, Young Adults and Their Families  **Unit 4:**  Family  Based Interventions  **Unit 5:**  Group- based and System-Based Interventions  **Assignment**  **1:** Quizzes  **Assignment**  2: Presentation  **Assignment**  **3:**Practice Demonstration  **Class Participation** |
| **Competency 8: Intervene with Individual s, Families, Groups, Organizations, and Communities**  Social workers are  knowledge able about the evidence- informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients.  Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence- informed interventions to achieve family and agency goals.  Social workers understand the importance of inter- profession al teamwork and communication in interventions, and employ strategies of interdisciplinary,  interprofessional, and inter- organizational collaboration to achieve beneficial outcomes for children, youth, and families. | -Used critical thinking to integrate knowledge and perspectives on adolescence, and young adulthood with the developmental tasks and competencies associated with the transition to adulthood.  -Demonstrated understanding of contexts of practice with adolescents, transition age youth and young adults, including the family, and the systems and service systems that assist clients before and after age eighteen. Students will locate resources at federal, state and county levels, and understand how these resources may differ depending on geographical location and the service-providing agency.  -Developed their perspectives, theoretical understanding, and research-based knowledge on major mental health issues that may affect adolescents and young adults.  -Critically considered and used current research, theory and evidence- based practices when working with adolescents, transition age youth, young adults and their families, while taking into account the impact of the complex social environment on youth and their families.  -Demonstrated skills in engaging, assessing, diagnosing, and intervening with adolescents, young adults and their families in diverse client populations and various contexts.  -Demonstrated enhanced self-awareness by critically examining thoughts, feelings, and practices with adolescents, young adults and their families. | **8a.** Negotiate,  mediate, and advocate with and on behalf of diverse clients and constituencies. | Skills | **Unit 5:**  Group-based and System-Based Interventions  **Units 6 through 15:**  **Assignment 1:** Quizzes  **Assignment 2:** Group Presentation  **Assignment 3:**  Practice Demonstration and paper  **Class Participation** |
|  |  |  |  |  |

**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 Guidebook for APA Style Formatting***

If you are unclear about APA style, please refer to <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html>

**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](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English), abide by the [CSWE Educational Policy and Accreditation Standards](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.](https://grandchallengesforsocialwork.org/)

**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 (xxx@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](https://policy.usc.edu/scampus/) and to the [USC School of Social Work Policies and Procedures](https://dworakpeck.usc.edu/student-life/student-resources) 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*](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.

**Emergency Preparedness and Response Resources**

**USC Earthquake Procedures**:

<https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/during-an-earthquake/>

**USC Emergency Procedures Video**:

<https://usc.edu/emergencyvideos>

**Campus Building Emergency Information Fact Sheets**:

<https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/>

**USC ShakeOut Drill: (morning of October 21, 2021)**

<https://fsep.usc.edu/shakeout/>

**Personal Preparedness Resources, such as preparing your home, etc.**

<https://fsep.usc.edu/personal-preparedness/>