

USC Suzanne Dworak-Peck

School of Social Work

Social Work 621

Social Work Practice with Adolescents, Young Adults and their

Families

3 Units

Spring 2023

Instructor	Dr. Michal Sela-Amit
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Office Hours	Tuesdays 11:00 am - 1:00 pm & by appointment
Course Day(s)	Tuesdays
Course Time(s)	1:00 pm-3:50 pm
Course Location(s)	MRF 206

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 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 on this class presentation assignment addressing a current event that impacts adolescents or young adults and their families. Student groups will give a 25-30-minute presentation on a current event (from the past 2 months) that related to the topic of the week's unit. The presentation must include how the current event connects to the topic of the week as well as practice with adolescents, young adults, and their families. The presentation should include: (1) a synopsis of the current event; (2) The topic's

connection to practice and policy/prevention and/or implications for practice/policy with adolescents and/or young adults and (3) both lecture and an interactive learning or practice activity (ie. a work vignette with questions to work through, an art project, or an interactive game).

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 used 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 implement the evidence informed intervention skill with an adolescent, young adult, 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 skill and support for the intervention skill using 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

Unit/ Week #	Date	Topics	Assignments
1		Overview and Unique Considerations for Adolescents, Young Adults and Their Families	
2		The Adolescent Brain and Development	
3		The Young Adult Brain and Development	
4		Developmental Considerations Sexual Orientation and Gender Identity Development	Quiz #1
5		Developmental Considerations: Neurodiversity	
6		Family-Based Interventions	
7		Group-based and System-Based Interventions	Quiz #2
8		Trauma and Resilience	
9		Anxiety and Depression	
10		High Risk Behaviors: Suicidality and Self-Injury	Quiz #3
11		Substance Use and Abuse	
12		Teen Dating Violence	
13		Juvenile Justice Involvement	
14		Youth Homelessness	Assignment 3
15		Summarizing Social Work with Adolescents and Young Adults	

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

- Curtis, A. C. (2015). Defining adolescence. *Journal of Adolescent and Family Health, 7*(2), 2
- Halliburton, A. E., Hill, M. B., Dawson, B. L., Hightower, J. M., & Rueden, H. (2021). Increased stress, declining mental health: Emerging adults' experiences in college during COVID-19. *Emerging Adulthood, 9*(5), 433-448
- 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.
- Rabiau, M. A. (2019). Culture, migration, and identity formation in adolescent refugees: a family perspective. *Journal of Family Social Work, 22*(1), 83-100.

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.
- 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 The Adolescent Brain and Development

Topics

- Neurodevelopment and Adolescents
 - Puberty and Social/Emotional Development
 - Strengths-based, culturally-informed, assessment of adolescents and their families
 - Considerations and implications of diagnosing adolescents and young adults
 - Measurements of adolescent assessment
 - MAP Practice Element: Supportive Listening
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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), 855-883.
- 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.
- Lamblin, M., Murawski, C., Whittle, S., & Fornito, A. (2017). Social connectedness, mental health and the adolescent brain. *Neuroscience & Biobehavioral Reviews, 80*, 57-68.
- Lavik, K. O., Veseth, M., Frøysa, H., Binder, P. E., & Moltu, C. (2018). 'Nobody else can lead your life': What adolescents need from psychotherapists in change processes. *Counselling and Psychotherapy Research, 18*(3), 262-273.
- 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.

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 The Young Adult Brain and Development

Topics

- Neurodevelopment and Young Adults
- Emerging Adulthood
- Culturally Sensitive Engagement and Assessment with Young Adults
- Special considerations for Young Adults

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

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
- Dougherty, I., & Clarke, A. (2018). Wired for innovation: Valuing the unique innovation abilities of emerging adults. *Emerging Adulthood, 6*(5), 358-365.
- 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), 1413-1423.
- 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, 48*(2), 179-202.

Recommended Readings

- 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 4 – Week of month/day Developmental Considerations: Sexual Orientation and Gender Identity Development

Topics

- The coming out process
- The impact of heterosexism and transphobia
- Gender expression
- Family and system dynamics
- Creating inclusive school cultures

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

Required Readings

- Austin, A. (2018). Transgender and gender diverse children: Considerations for affirmative social work practice. *Child and Adolescent Social Work Journal, 35*(1), 73-84.
- Brumbaugh-Johnson, S. M., & Hull, K. E. (2019). Coming out as transgender: Navigating the social implications of a transgender identity. *Journal of Homosexuality, 66*(8), 1148-1177.

- Colvin, S., Egan, J. E., & Coulter, R. W. (2019). School climate & sexual and gender minority adolescent mental health. *Journal of youth and adolescence, 48*(10), 1938-1951.
- Manduley, A. E., Mertens, A., Plante, I., & Sultana, A. (2018). The role of social media in sex education: Dispatches from queer, trans, and racialized communities. *Feminism & Psychology, 28*(1), 152-170.

Recommended Readings

- American Psychologist Association (2015). APA Guidelines for clinical practice with transgender and gender non-conforming people. *American Psychologist, 70*(9), 832-864.
- Konishi, C., & Saewyc, E. (2014). Still a target: Sexual diversity and power of caring. *School Psychology International, 35*(5), 504-515.

Unit 5 – Developmental Considerations: Neurodiversity

Topics

- Impact of neurodevelopmental difference on adolescents, young adults and their families
 - Interventions for Youth and their Families impacted by Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder and Learning Disabilities
 - Independent Living Skills and Advocacy
 - MAP Practice Element: Social Skills Development
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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>
- Pellicano, E., & den Houting, J. (2022). Annual Research Review: Shifting from ‘normal science’ to neurodiversity in autism science. *Journal of Child Psychology and Psychiatry, 63*(4), 381-396.
- 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, 50*, 730-745.

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.

Unit 6 – Week of month/day Family-Based Interventions

Topics

- Understanding Adolescent/Caregiver Relationships
 - Methods for family engagement: Special consideration to diversity and culture
 - Family-based interventions: Brief Strategic Family Therapy
 - Working with families with various presenting challenges
 - **MAP Practice Element: Communication Skills, Advanced**
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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**
- 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.
- Jiménez, L., Hidalgo, V., Baena, S., León, A., & Lorence, B. (2019). Effectiveness of Structural–Strategic Family Therapy in the treatment of adolescents with mental health problems and their families. *International journal of environmental research and public health, 16*(7), 1255.
- 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 7 – 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
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This unit relates to course objective(s) 1-6.

Required Readings

- Bang, H., Won, D., & Park, S. (2020). School engagement, self-esteem, and depression of adolescents: The role of sport participation and volunteering activity and gender differences. *Children and youth services review*, 113, 105012.
- 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*, 6-20.
- 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>

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 10 – Week of month/day Trauma and Resilience

Topics

- Trauma reactions in adolescents and young adults
 - Neuroscience of trauma and post-trauma recovery
 - Historical and racial trauma
 - Healing centered and resilience focused Interventions
 - MAP Practice Element: Cognitive Trauma
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This unit relates to course objective(s) 1-6.

Required Readings

- 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.

- 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.
- Ginwright, S. (2018). The future of healing: From trauma informed care to healing centered engagement. Kinship Carers Victoria. <http://kinshipcarersvictoria.org/wp-content/uploads/2018/08/OP-Ginwright-S-2018-Future-of-healing-care.pdf>,
- Horesh, D., & Gordon, I. (2018). Mindfulness-based therapy for traumatized adolescents: An underutilized, understudied intervention. *Journal of Loss & Trauma, 23*(8), 627–638.
- 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.
- Stonard, A., Lyons, J. S., Griffin, G., & Kiesel, 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 9 – Week of month/day Anxiety and Depression

Topics

- Understanding neurodevelopment and impact on anxiety and depression
 - How do anxiety and depression impact adolescents and young adults
 - Social factors that influence symptoms
 - Interventions - IPT-A
 - MAP Practice Element: Insight Building
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This unit relates to course objective(s) 1-6.

Required Readings

- 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.), *Evidence-based psychotherapies for children and adolescents* (3rd ed. pp. 66-84). New York, NY: Guilford Press.
- Kodish, T., Weiss, B., Duong, J., Rodriguez, A., Anderson, G., Nguyen, H., ... & Lau, A. S. (2021). Interpersonal Psychotherapy—Adolescent Skills Training With Youth From Asian American and Immigrant Families: Cultural Considerations and Intervention Process. *Cognitive and behavioral practice, 28*(2), 147-166.
- 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.

Recommended Readings

- 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
- 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, 31*(4), 592-602.

Unit 10 – Week of month/day High Risk Behaviors: Suicidality and Self-Injury

Topics

- Suicidality and self-injury in adolescence and young adulthood
 - Eating Disorders
 - Understanding the differences and similarities
 - Risk assessment and legal/ethical obligations
 - Interventions
 - MAP Practice Element: Self-Monitoring
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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
- 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
- Saul, J. S., & Rodgers, R. F. (2018). Adolescent eating disorder risk and the online world. *Child and Adolescent Psychiatric Clinics*, 27(2), 221-228.

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.
- 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.

Unit 11 – Week of month/day Substance Use and Abuse

Topics

- Substance experimentation vs. use vs. substance abuse in adolescence and young adulthood
 - Substance use and the adolescent brain
 - Assessment and intervention with substance use
 - Harm-reduction intervention
 - Family-based treatment of substance use in adolescents
 - MAP Practice Element: Motivational Enhancement
-

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.
- Peavy, K. M., & Banta-Green, C. (2021). Understanding and Supporting Adolescents with an Opioid Use Disorder.
- Stockings, E., Hall, W., Lynskey M., Morley, K., Reavley, N., Strang J., Patten G., & Degenhardt, 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](https://doi.org/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 12 – Week of month/day Teen Dating Violence

Topics

- Understanding teen dating violence
 - The impact of exposure to domestic violence
 - Social factors/ social media
 - Human Trafficking
 - Interventions
 - MAP Practice Element: Personal Safety Skills
-

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

Required Readings

- Antle, B., Karam, E. A., Barbee, A. P., Sullivan, D., Minogue, A., & Glover, A. (2020). Intergenerational transmission of intimate partner violence and its impact on adolescent relationship attitudes: a qualitative study. *Journal of loss and trauma*, 25(1), 1-21.
- Beatriz, E. D., Lincoln, A. K., Alder, J., Daley, N., Simmons, F., Ibeh, K., ... & Molnar, B. E. (2018). Evaluation of a teen dating violence prevention intervention among urban middle-school youth using youth participatory action research: Lessons learned from Start Strong Boston. *Journal of family violence*, 33(8), 563-578.
- Reed, S. M., Kennedy, M. A., Decker, M. R., & Cimino, A. N. (2019). Friends, family, and boyfriends: An analysis of relationship pathways into commercial sexual exploitation. *Child Abuse & Neglect*, 90, 1-12.
<https://doi.org/10.1016/j.chiabu.2019.01.016>
- Stonard, K. E., Bowen, E., Walker K., & Price, S. (2017). “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*, 32, 2083-2117.

Recommended Readings

- Cascardi, M., King, C. M., Rector, D., & DelPozzo, J. (2018). School-based bullying and teen dating violence prevention laws: overlapping or distinct?. *Journal of interpersonal violence*, 33(21), 3267-3297.
- Livingston, J. A., Lessard, J., Casey, M. L., Leonard, K. E., & Eiden, R. D. (2021). Teen dating violence in a high-risk sample: The protective role of maternal acceptance. *Journal of interpersonal violence*, 36(19-20), NP11026-NP11045.

Unit 13 – Week of month/day Juvenile Justice Involvement

Topics

- Multisystem involvement
 - Social factors related to inequity
 - Interventions
 - MAP Practice Element: Guided Imagery
-

Required Readings

- Alcorn, T. (2014). Rethinking mental health care for young offenders. *The Lancet*, 383, 1283-1284.
- 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.
- Bostic, J., Thurau, L., Potter, M., & Drury, S. (2014). Policing the teen brain. *Journal of Child and Adolescent Psychiatry*, 53(2), 127-129.

- Ross, J. I. (2019). Getting a second chance with a university education: Barriers & opportunities. *Interchange*, 50(2), 175-186.
- Weaver, J. L., & Swank, J. M. (2020). A case study of the implementation of restorative justice in a middle school. *RMLE Online*, 43(4), 1-9.

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.
- 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. [10.1080/15564886.2016.1196283](https://doi.org/10.1080/15564886.2016.1196283)

Unit 14 – Week of month/day Homelessness

Topics

- Adolescents and young adults impacted by homelessness
 - Youth aging out of foster care
 - LGBTQI+ youth
 - Social factors that impact homelessness
 - Intervention with youth impacted by homelessness
 - **MAP Practice Element: Assertiveness Training**
-

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.
- Mendez, L. M. R., & Randle, C. A. (2021). Lifted: A thematic analysis of homeless adolescents' reflections on their lives since beginning a multifaceted, community-based intervention. *Children and Youth Services Review*, 121, 105891.
- Xiang, X. (2013). A review of interventions for substance use among homeless youth. *Research on Social Work Practice*, 23(1), 34-45.

Recommended Readings

- 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 Summarizing Social Work Practice with Adolescents, Young Adults, and their Families

Topics

- Review of the developmental needs and strengths of adolescents and young adults
 - Special considerations for Social Workers/ defining our professional roles
 - Wrap-up and termination
-

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

Required Readings

- Carey, R. L., Akiva, T., Abdellatif, H., & Daughtry, K. A. (2021). ‘And school won’t teach me that! ‘Urban youth activism programs as transformative sites for critical adolescent learning. *Journal of Youth Studies*, 24(7), 941-960.
- Dalphon, H. (2019). Self-care techniques for social workers: Achieving an ethical harmony between work and well-being. *Journal of Human Behavior in the Social Environment*, 29(1), 85-95.

List of Appendices

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. 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
<p>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</p>	<p>-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.</p> <p>- 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</p>	<p>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.</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 2: Assessment of Adolescents and Young Adults and their Families</p> <p>Unit 3: Interventions with Adolescents, Young Adults and Their Families</p> <p>Unit 4: Family Based Interventions</p> <p>Unit 5: Group-based and System-Based Interventions</p> <p>Assignment 1: Quizzes</p> <p>Assignment 2: Presentation</p> <p>Assignment 3: Practice Demonstration</p>

<p>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.</p>	<p>geographical location and the service-providing agency.</p> <ul style="list-style-type: none"> -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. 			<p>Class Participation</p>
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<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers are knowledgeable 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-professional teamwork and communication in interventions, and employ strategies of interdisciplinary,</p>	<p>-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-</p>	<p>8a. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</p>	<p>Skills</p>	<p>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</p>
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<p>interprofessional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families.</p>	<p>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,</p>			
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	<p>young adults and their families in diverse client populations and various contexts.</p> <p>-</p> <p>Demonstrated enhanced self-awareness by critically examining thoughts, feelings, and practices with adolescents, young adults and their families.</p>			

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

Xxx

Recommended Websites

Xxx

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 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

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

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

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

- 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. or information.

Appendix F: Support Systems and Additional Resources

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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](#) - (213) 740-5086 or (213) 821-8298

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

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (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](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

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](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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/>