USC Suzanne Dworak-Peck
School of Social Work

Course SOWK 621: Social Work Practice with Adolescents, Young Adults, and Their Families

Section # 60994
3 Units
Spring 2024, Class Day Time PT
Location: UPC MRF 206

SYLLABUS

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I.   Course Prerequisites and/or Co-Requisites

Social Work Practice with Adolescents, Young Adults and their Families is an advanced practice course of the School of Social Work. Students will have successfully completed the foundation year courses before enrolling in this course.

II.   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.

III.   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.

IV.   Course Objectives

By the completion of this course, students will be able to:
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.

V.   CSWE Core Competencies Addressed in this Course

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

CSWE Core Competencies Highlighted in this Course:
Competency 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice 3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community level particularly when working with youth and young adults with complex biopsychosocial needs. 3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies across settings and systems, acknowledging them as experts of their own lived experience particularly when working with youth and young adults with complex biopsychosocial needs.
Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities 7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies across settings and systems particularly when working with youth and young adults with complex biopsychosocial needs. 7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan across settings and systems, particularly when working with youth and young adults with complex biopsychosocial needs.
Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities 8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions across settings and systems to achieve client and constituency goals, particularly when working with youth and young adults with complex biopsychosocial needs. 8b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies across settings and systems particularly when working with youth and young adults with complex biopsychosocial needs.

VI. Course Format & Instructional Methods

This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the University's Blackboard Academic Suite™ System (https://blackboard.usc.edu/) will support access to course-related materials and communication for campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students.

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 practicum 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.

*Please note: It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

Instructor's Oath
"As your instructor, to each of you, I pledge the following:
- *To appreciate you, your time and your effort;*
- *To be available and responsible;*
- *To be encouraging and supportive;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *To try to be an engaging and effective instructor; and*
- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook.*

If at any time students feel the instructor has not honored this oath, they should contact the instructor with their concerns, so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (Lily Ross, lilyross@usc.edu). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further assistance.

VII. Technology Proficiency & Hardware/Software Required
This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and possible virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students,](#) [Blackboard help for students](#), [Software available to USC Campus.](#).

VIII. Course Assignments, Due Dates & Percent of Final Grade
The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed by Assignment	Unit Due[1]	% of Grade
Assignment 1 (a, b, c): Three Quizzes	*1, 3, 4, 6*	4, 7, 10	30%
Assignment 2 Group Presentation	*1,2,3,4,5*	TBA	20%
Assignment 3 Practice Demonstration and Paper	*4,5,6*	14	40%
Active and Proactive Learning, & Meaningful Participation		Ongoing	10%

[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.
Descriptions of Assignments
An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1 – **Three quizzes 10% each (30% of Course Grade)** *Due: weeks 4,7,9*

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 Units 1,2, and 3 *Quiz opens after class week 4 and closes before class week 5*

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

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

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

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.

Assignment 3 – Practice Demonstration and Paper (40% of Course Grade) *Due: week 14*

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.

Active and Proactive Learning, & Meaningful Participation (10% of course grade) Due: Units 1 – 15

Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom. **Active learning** involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen. **Proactive learning** involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns. **Meaningful participation** consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. "Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class. **Please note:** Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class

discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another's point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the *Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*. An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student's responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student's participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

Grading Scale
Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter Grade	
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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

Please note: A grade below "C" is considered a failing grade for graduate students at USC.

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.

IX. Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted through the course's learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

X.   Grading Timeline
Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

XI.   Statement about Incompletes and In Progress Grades
The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official "Incomplete Completion Form."

[For Practicum courses only] At the discretion of the instructor, In Progress (IP) grades may be granted, given extenuating circumstances.

XII. Attendance
As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. 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 that will be missed or to reschedule an examination, due to holy days observance.
Please refer to the USC Student Handbook and to the USC School of Social Work Student Handbook for additional information on attendance policies.

XIII. Classroom Norms
Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

XIV. Zoom Etiquette and Use of Technology in the Classroom
For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize

disruptions, students should place their phones on mute or in airplane mode before coming to class.

XV. Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity (OAI).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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, the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Special Note on the Use of AI Generators

AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see USC Libraries' generative AI guide), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the Office of Academic Integrity.

XVI. Course Content Distribution and Synchronous Session Recordings

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a

university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: The USC Student Handbook, page 13).

XVII. Course Evaluations

The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by the instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by the instructor.

XVIII. 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

In addition to the required texts, other required readings are available through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the system: https://reserves.usc.edu/ares/ares.dll. Use the search bar to locate the course by School, course number or Lead Instructor's last name (Ross).

XIX. Recommended Materials & Resources

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.
https://owl.purdue.edu/

USC guide to avoiding plagiarism:
https://libguides.usc.edu/writingguide/plagiarism

USC guide to APA 7th writing style https://libguides.usc.edu/APA7th

Sample List of Professional Social Work Organizations

National Association of Social Workers. Available at http://www.naswdc.org
Institute for the Advancement of Social Work Research.
Available at http://www.iaswresearch.org

Society for Social Work and Research. Available at http://www.sswr.org
Council on Social Work Education (CSWE). Available at https://www.cswe.org/

XX. Course Schedule
Below are the topics for each unit of instruction and readings. <u>Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.</u>

Unit 1 – Date: 01.09.24, 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
- Mesman, E., Vreeker, A., & Hillegers, M. (2021). Resilience and mental health in children and adolescents: an update of the recent literature and future directions. *Current opinion in psychiatry*, *34*(6), 586.

Unit 2 – Date: 01.16.24, 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

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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.

Unit 3 – Date: 01.23.24, 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 – Date: 01.30.24, Developmental Considerations: Sexual Orientation and Gender Identity Development

Quiz #1 opens after class

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
- Konishi, C., & Saewyc, E. (2014). Still a target: Sexual diversity and power of caring. *School Psychology International, 35*(5), 504-515.

Unit 5 –Date: 02.06.24, 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

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

Required Readings
- Cherewick, M., & Matergia, M. (2023). Neurodiversity in practice: A conceptual model of autistic strengths and potential mechanisms of change to support positive mental health and wellbeing in autistic children and adolescents. *Advances in Neurodevelopmental Disorders*, 1-15.
- Deshmukh, P., & Patel, D. (2020). Mindfulness and ADHD (Attention Deficit Hyperactivity Disorder) in Adolescents. *Current Developmental Disorders Reports*, *7*, 93-99.
- 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
- Strang, J. F., Anthony, L. G., Song, A., Lai, M. C., Knauss, M., Sadikova, E., ... & Kenworthy, L. (2023). In addition to stigma: Cognitive and autism-related predictors of mental health in transgender adolescents. *Journal of clinical child & adolescent psychology*, *52*(2), 212-229..

Unit 6 – Date: 02.13.24, 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

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
- Hogue, A., Bobek, M., Dauber, S., Henderson, C. E., McLeod, B. D., & Southam-Gerow, M. A. (2019). Core elements of family therapy for adolescent behavior problems: Empirical distillation of three manualized treatments. *Journal of Clinical Child & Adolescent Psychology*, *48*(1), 29-41.

Unit 7 – 02.20.24, Group-Based and System-Based Interventions
==Quiz #2 opens after class==
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) 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
- Shaikh, A. (2018). Group therapy for improving self-esteem and social functioning of college students with ADHD. *Journal of College Student Psychotherapy*, *32*(3), 220-241.

Unit 8 –Date: 02.27.24 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

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

- Lam, 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 9 – Date: 03.05.24, 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

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.), *Evidenced-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
- Christ, C., Schouten, M. J., Blankers, M., van Schaik, D. J., Beekman, A. T., Wisman, M. A., ... & Dekker, J. J. (2020). Internet and computer-based cognitive behavioral therapy for anxiety and depression in adolescents and young adults: systematic review and meta-analysis. *Journal of Medical Internet Research*, *22*(9), e17831.

Unit 10 – Date: 03. 19.24, High Risk Behaviors: Suicidality and Self-Injury
Quiz #3 opens after class
Topics
- Suicidality and self-injury in adolescence and young adulthood
- Eating Disorders
- Understanding the differences and similarities

- Risk assessment and legal/ethical obligations
- Interventions

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
- Kothgassner, O. D., Goreis, A., Robinson, K., Huscsava, M. M., Schmahl, C., & Plener, P. L. (2021). Efficacy of dialectical behavior therapy for adolescent self-harm and suicidal ideation: a systematic review and meta-analysis. *Psychological Medicine*, *51*(7), 1057-1067.
- 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
- Graell, M., Morón-Nozaleda, M. G., Camarneiro, R., Villaseñor, Á., Yáñez, S., Muñoz, R., ... & Faya, M. (2020). Children and adolescents with eating disorders during COVID-19 confinement: Difficulties and future challenges. *European Eating Disorders Review*, *28*(6), 864-870.

Unit 11 – Date: 03.26.24, 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

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

Required Readings
- Gray, K. M., & Squeglia, L. M. (2018). Research Review: What have we learned about adolescent substance use?. *Journal of child psychology and psychiatry*, *59*(6), 618-627.
- 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.. 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
- 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

Unit 12 – Date: 04.02.24. Teen Dating Violence
Topics
- Understanding teen dating violence
- The impact of exposure to domestic violence
- Social factors/ social media
- Human Trafficking
- Interventions

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.

Unit 13 – Date: 04.09. 24, Juvenile Justice Involvement

Topics

- Multisystem involvement
- Social factors related to inequity
- Interventions

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.

Unit 14 – Date: 04.16.24, Homelessness

Topics

==Assignment 3 due==

- Adolescents and young adults impacted by homelessness
- Youth aging out of foster care
- LGBTQI+ youth
- Social factors that impact homelessness
- Interventions with youth impacted by homelessness

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

Required Readings

- 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.
- 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.
- 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.

Recommended Readings

- Thulien, N. S., Wang, A., Mathewson, C., Wang, R., & Hwang, S. W. (2021). Tackling exclusion: A pilot mixed method quasi-experimental identity capital intervention for young people exiting homelessness. *Plos one*, *16*(8), e0256288.

Unit 15 – Date: 04.23.24, 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.

XXI. University Statement on Academic Conduct and Support Systems
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. Students 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 the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

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 in the classroom or in practicum. 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/practicum placement. The LOA must be given to each course/practicum 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. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students

succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for campus-based students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

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 IX 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.

Kortschak Center for Learning and Creativity - 213-740-7884, *kortschakcenter@usc.edu*
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, *writing@usc.edu*
The Writing Center offers individualized feedback on any kind of writing.

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.

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.

XXII.   List of Appendices
A.   Suzanne Dworak-Peck School of Social Work ADEI Statement
B.   Preamble to the NASW Code of Ethics
C.   Tips for Maximizing Your Learning Experience

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

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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 B: National Association of Social Workers Code of Ethics
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

Preamble

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

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

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

- · service
- · social justice
- · dignity and worth of the person
- · importance of human relationships
- · integrity
- · competence

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

Appendix C: Tips for Maximizing Your Learning Experience in this Course

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!