

**Course SOWK 609:
Introduction to Social Work Practice with Children, Youth, and
Families**

Section: 67078

Units: 3

Semester: Summer 2024

Location: VAC

Day & Time: Thursday, 6:00pm- 7:35pm (PST)

Instructor: Breea Charles

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(Replies can be expected within 2 days.)

Cell Phone: (323) 251-1379

Office Location: TBA

Office Hours Days & Times: Available by Appointment

Zoom Meeting Link: See Canvas

Course Lead: Lily Ross

Email: lilyross@usc.edu

IT Help Hours of Service: 24 hours, 7 days/week

IT Help Contact Information: VAC (833) 740- 1273,

techsupport@digitalcampus.2u.com

***Syllabus- Subject to Change**

I. Course Prerequisites and/or Co-Requisites

Social Work Practice with Children, Youth, and Families is a specialized practice course. Students will have successfully completed foundation courses before enrolling in this course.

II. Catalogue Description

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

III. Course Description

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

IV. Course Objectives

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

1. Demonstrate an understanding of how cultural and environmental factors influence development of children and families from infancy through adolescence.
2. Demonstrate an understanding of risk and protective factors throughout development with a particular focus on how adverse childhood experiences can impact development.
3. Apply strategies for engagement with children and families from infancy through adolescence in a culturally and developmentally appropriate way.
4. Apply skills on conducting an ecological assessment of families and children and experiences for students to practice assessment.
5. Apply general principles of intervention with families and children.
6. Demonstrate self-awareness by critically evaluating thoughts, feelings, and behaviors when working with children and families.
7. Demonstrate knowledge on the role of science in guiding assessment and intervention choices of children and their families and the way in which that evidence creates changes in our understanding of children and their families and choices of appropriate intervention.
8. Demonstrate knowledge on the importance of intervention on micro, mezzo, and macro systems levels and the role of social policy in influencing decisions in working with children and their families.

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 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

2a. Advocate for human rights at the individual, family, group, organizational, and community system levels particularly when working with children, youth and families in complex settings such as schools.

2b. Engage in advanced practices that advance human rights to promote social, racial, economic, and environmental justice particularly when working with children, youth and families in complex settings such as schools.

Competency 5. Engage in Policy Practice

5a. Use advanced social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services particularly when working with children, youth and families in complex settings such as schools.

5b. Apply advanced critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice particularly when working with children, youth, and families in complex settings such as schools.

Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities

6a. Apply advanced knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies particularly when working with children, youth, and families in complex settings such as schools.

6b. Use advanced empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies particularly when working with children, youth, and families in complex settings such as schools.

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 ¹¹	% of Grade
Assignment 1 (a, b, c, d): Four Quizzes	<i>1,2, 6, 7, 8</i>	3, 5,9,12	40%

Assignment 2 Development and Practice Paper: part A and B	<i>1,2,3,4,5,6,7,8</i>	Part A- week 7	10%
		Part B- week 11	30%
Assignment 3 Group Work	<i>3,4,5,6</i>	Ongoing	10%
Active and Proactive Learning, & Meaningful Participation	<i>1,2,3,4,5,6,7,8</i>	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 –Quizzes. Quiz will include a variation of multiple choice, matching and fill in the blank.

Quiz 1 (Week 3): Covers Units 1-2 **Quiz opens: after class week 3 Closes: before class week 4**

Quiz 2 (Week 5): Covers Units 3–4 **Quiz opens: after class week 5 Closes: before class week 6**

Quiz 3 (Week 9): Covers Units 5–8 **Quiz opens: after class week 9 Closes: before class week 10**

Quiz 4 (Week 12): Covers Units 9–10 **Quiz opens: after class week 11 Closes: before class week 12**

Quizzes will be done online and will cover content from the Konrad and Hauser-Cram et al. textbooks, and required readings listed within the units. Quizzes must be done independently and will be timed for one hour (60 minutes). Quizzes must be completed anytime during the open time period.

Quizzes 1 and 3 have 20 multiple choice questions.

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

Assignment 2 –Development and Practice Paper: In this paper, you will be choosing a client-related challenge of your choice and explore it through the lens of a developmental period covered in this course. This means that there must be something that would arise and is

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

Part A: **On Week 7, the 1st 3 pages of the paper are due before the start of class.** This is to ensure you will get initial feedback around the topic chosen, writing skills and formatting. This part of your paper will be worth 10% of your class grade and should include an introduction, state of the problem, and application of the problem to the developmental stage you have chosen.

Part B: **The complete paper is due Week 11 by the start of class.** You will take feedback from Part 1 and incorporate it into the complete paper. This part of your paper is worth 30% of your final class grade.

More detailed information about this assignment can be found on page 22

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

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

1) Konrad, S. C. (2020). *Child and family practice: A relational perspective*. (2nd ed.) New York: Oxford University Press.

****THIS BOOK IS AVAILABLE FREE THROUGH THE USC LIBRARY****

2) Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.

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 and course number (SOWK 609).

XIX. Recommended Materials & Resources

DSM-5 TR: Just a reminder that the DSM-5 TR is available online through the library's subscription using the link below.

URL: <https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/>

You'll be asked to log in using your USC ID and password. Once you're on the page, click the DSM V-TR link to access the content.

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. Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.

Unit/Week #	Date	Topics	Assignments
1		Introduction and Overview of Course	3 AND 4 ONGOING
2		Engagement and Assessment of Children and Their Families	
3		Neonate to Toddler and Their Families, Part 1	Quiz 1 (Covers Units 1-2)
4		Neonate to Toddler and Their Families, Part 2	
5		Young Children and Their Families, Part 1	Quiz 2 (Covers Units 3-4)
6		Young Children and Their Families, Part 2	

7		School-Age Children and Their Families, Part 1	Assignment 2 Part 1 Due
8		School-Age Children and Their Families, Part 2	
9		Young Adolescents and Their Families, Part 1	Quiz 3 (Covers Units 5-8)
10		Young Adolescents and Their Families, Part 2	
11		Middle Adolescents and Their Families	Assignment 2 Part 2 Due
12		Older Adolescents and Transitional-Age Youth and Their Families	Quiz 4 (Covers Units 9-11)

Unit 1 – Week of month/day Introduction and overview of the course

Topics

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

This unit relates to course objective(s) 1-8

Required Readings

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.

Chapter 1(p. 3-28): A child's journey

Chapter 2 (p.66-77): Biological foundations of child development

Konrad, S. C. (2020). *Child and family practice: A relational perspective*. (2nd ed.)

New York: Oxford University Press.

Chapter 1 (pp. 1-20): Practice with children and their Families: A relational perspective

Chapter 2 (pp. 23-48): Early experiences matter

Recommended Readings

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

Unit 2 – Week of month/day Engagement and Assessment of Children and Their Families

Topics

- Review of the primacy of the helping relationship
- Engaging with both the family and the individuals in the family
- Review of ecological assessment
- Ecological assessment of a family and a child within a family

This unit relates to course objective(s) 1-8.

Required Readings:

Konrad, S. C. (2020). *Child and family practice: A relational perspective*. (2nd ed.)

New York: Oxford University Press.

Chapter 4 (pp. 83-100): Child-centered assessment: Lives in translation

Chapter 5 (pp. 116-138): Therapeutic conversations with children

Chapter 6 (pp. 147-164): Working with parents

Murray, L. K., Nguyen, A., & Cohen, J. A. (2014). Child sexual abuse. *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 321-337.

doi:<http://dx.doi.org/10.1016/j.chc.2014.01.003>

Schilling, S., & Christian, C. W. (2014). Child physical abuse and neglect. *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 309-319.

doi:<http://dx.doi.org/10.1016/j.chc.2014.01.001>

Suggested Readings:

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

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

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

Unit 3 – Week of month/day Neonate to Toddler and their Families, Part 1
Topics

- Pregnancy, beginning of a family, development and family relationships, loss
 - Critical tasks of development from ages 0 to 5 years
 - The role of sex on development
 - Gender and identity development in the early period
 - The influence of adverse child experiences on development
 - Common struggles in this period and the larger social context
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This unit relates to course objective(s) 1-8.

Required Readings:

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

Suggested Readings:

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

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

Unit 4 – Week of month/day Neonate to Toddlers and their Families, Part 2

Topics

- Engaging the young child and family
 - Assessing the young child and family
 - Skills for intervention with the young child and family
 - How social policies and specific challenges influence service delivery
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This unit relates to course objective(s) 1-8.

Required Readings:

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

Unit 5 – Week of month/day Young Children and Their Families, Part 1

Topics

- Critical tasks of development from ages 4 to 5 years
 - The role of sex on development
 - The influence of adverse child experiences on development (e.g., child abuse, poverty, family violence, community violence, other trauma)
 - Common struggles in this period
 - The larger social context
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This unit relates to course objective(s) 1-8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.

Chapter 8 (p.273-289): Physical Health and Development in Early Childhood

Chapter 9 (p. 313-338): Cognitive development in early childhood

Suggested Readings:

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

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

Unit 6 – Week of month/day Young Children and Their Families, Part 2

Topics

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

This unit relates to course objective(s) 1-8.

Required Readings:

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

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

Suggested Readings:

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

Unit 7 – Week of month/day School-Age children and their Families, Part 1

Topics

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

This unit relates to course objective(s) 1-8.

Required Readings:

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

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

Suggested Readings:

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

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

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

Unit 8 – Week of month/day School-Age Children and Their Families, Part 2

Topics

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

This unit relates to course objective(s) 1-8.

Required Readings:

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

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

Unit 9 – Week of month/day Young Adolescents and Their Families, Part 1

Topics

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

This unit relates to course objective(s) 1-8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). *The development of children and adolescents*. Hoboken, NJ: John Wiley & Sons.

Chapter 14 (p 515-532): Physical health and development in adolescence

Chapter 15 (p. 555-573): Cognitive development in middle adolescence

Suggested Readings for Sessions 10 and 11:

Bøe, T., Sivertsen, B., Heiervang, E., Goodman, R., Lundervold, A. J., & Hysing, M. (2014). Socioeconomic status and child mental health: The role of parental emotional well-being and parenting practices. *Journal of Abnormal Child Psychology*, 42(5), 705-715. doi:<http://dx.doi.org/10.1007/s10802-013-9818-9>

Gonzalez, M., Jones, D., & Parent, J. (2014). Coparenting experiences in African American families: An examination of single mothers and their nonmarital coparents. *Family Process* 53(1), 33-54. Retrieved from <http://search.proquest.com/docview/1515991192?accountid=14749>

Juvonen, J., & Graham, S. (2014). Bullying in schools: The power of bullies and the plight of victims. *Annual Review of Psychology*, 65, 159-185. Retrieved from <http://search.proquest.com/docview/1515991298?accountid=14749>

Sanchez, Y. M., Lambert, S. F., & Cooley-Strickland, M. (2013). Adverse life events, coping and

internalizing and externalizing behaviors in urban African American youth. *Journal of Child and Family Studies*, 22(1), 38-47. doi:<http://dx.doi.org/10.1007/s10826-012-9590-4>

Wormington, S. V., Anderson, K. G., Tomlinson, K. L., & Brown, S. A. (2013). Alcohol and other drug use in middle school: The interplay of gender, peer victimization, and supportive social relationships. *The Journal of Early Adolescence*, 33(5), 610-634. doi:<http://dx.doi.org/10.1177/0272431612453650>

Unit 10 – Week of month/day Young Adolescents and Their Families, Part 2

Topics

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

This unit relates to course objective(s) 1-8.

Required Readings:

Hauser-Cram, P., Nugent, J. K., Thies, K., & Travers, J. F. (2014). Psychosocial development in middle adolescence. In *The development of children and adolescents* (pp. 591-617). Hoboken, NJ: John Wiley & Sons.

Konrad, S. C. (2020). Working with adolescents. In *Child and family practice: A relational perspective, 2nd ed.* (pp. 209-234). New York: Oxford University Press.

Unit 11 – Week of month/day Middle Adolescents and Their Families, Part 1

Topics

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

This unit relates to course objective(s) 1-8.

Required Readings:

Bosma, L. M., Orozco, L., Barriga, C. C., Rosas-Lee, M., & Sieving, R. E. (2019). Promoting resilience during adolescence: voices of Latino youth and parents. *Youth & Society*, 51(6), 735-755.

Butler-Barnes, S. T., Leath, S., Williams, A., Byrd, C., Carter, R., & Chavous, T. M. (2018). Promoting resilience among African American girls: Racial identity as a protective factor. *Child Development*, 89(6), e552-e571.

Hatzenbuehler, M. L., & Pachankis, J. E. (2016). Stigma and minority stress as social determinants of health among lesbian, gay, bisexual, and transgender youth: research evidence and clinical implications. *Pediatric Clinics*, 63(6), 985-997.

Stevens, R., Bleakley, A., Hennessy, M., Dunaev, J., & Gilliard-Matthews, S. (2019). # digital hood: Engagement with risk content on social media among Black and Hispanic youth. *Journal of Urban Health*, 96(1), 74-82.

Unit 12 – Week of month/day Older Adolescents and Transitional-Age Youth

Topics

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

This unit relates to course objective(s) 1-8.

Required Reading:

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

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

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

Suggested Reading:

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

Guidelines for Development and Practice Paper

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

Part 1: **On Week 7, the 1st 3 pages of the paper are due by the start of class.** This is to ensure you will get initial feedback around the topic chosen, writing skills and formatting. This part of your paper will be worth 10% of your class grade and should include an introduction, state of the problem, and application of the problem to the developmental stage you have chosen.

Part 2: **The complete paper is due Week 11 by the start of class.** You will take feedback from Part 1 and incorporate it into the complete paper. This part of your paper is worth 30% of your final class grade.

Introduction – approximately 1 paragraph

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

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

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

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

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

Engagement – ½ - 1 page

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

Assessment – 1-2 page

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

Intervention – 1-2 page

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

Conclusion – approximately 1 paragraph

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

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

**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.

VAC Students: Uwill Counseling Services

Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

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!