



SW 387 Emerging Issues: Social Work with Children & Youth

Fall 2023

Online / Asynchronous

Instructor: Margaret Kubek, MSW, MS

Office Location: Sciences Building, B341

Student Time: Thursdays, 10am-noon on Zoom

Drop-in ZoomRoom: TBD via poll

Email: mkubek@uwsp.edu

Course Description

This course provides an overview of emerging issues related to children and youth in the field of social welfare and the helping professions. The required textbook is designed to provide contemporary, real-world examples from across the world in a narrative/story format. The course explores an ecological framework for examining risk factors at the societal and environmental level; explores common risk categories; and provides an overview of promising treatment approaches and interventions with children, youth, and their families. Throughout the course you will have the opportunity to explore macro- and micro-level risk factors, categories of risk, and treatment approaches and interventions through textbook readings, small group discussions with peers, an analysis of a documentary film, and the development of an intervention / prevention program plan.



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Course Materials

The following text is required for this class:

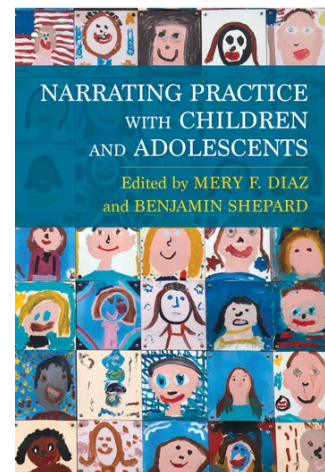
Diaz, M. F., & Shepard, B. (2019). *Narrating practice with children and adolescents*. Columbia University Press.

Additional readings and multi-media are posted to Canvas.

Course Objectives

Students who successfully complete this course will be able to:

1. Assess ecological factors, from a person in environment perspective, which contribute to challenges, oppression, and resiliency for children and youth.
2. Investigate risk categories which might lead to challenges and issues for children and youth at the individual, family, and community level.
3. Use reputable web sources for current research, information, statistics, and interventions for children and youth.



4. Design strengths-based, culturally grounded prevention, intervention, and treatment approaches for children, youth, and families.
5. Build professional knowledge and skills to work competently and ethically with children and youth in the social work profession and other human services professions.

Social Work Core Competencies

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (2022 EPAS). This course addresses many of these areas of competency as indicated under “course objectives” above.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Research-Informed Practice and Practice-Informed Research
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

<u>Course Requirements</u>	<u>Points</u>
1. Weekly activities	130
2. Small group discussions	130
3. Film analysis paper	70
4. Youth.gov worksheet	45
5. Program plan worksheet	45
6. Program plan presentation	<u>80</u>
	500

<u>Grading Scale</u>		
		<u>Percent</u>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

Course Format

This course is offered online and asynchronously. This means that we will not have required meetings in person or on Zoom. Students are responsible for consistently and intentionally engaging with all materials assigned for this course.

The format is laid out in Canvas and includes mini-lectures, small group discussions, reading and reflection, weekly activities, and the use of multi-media to breathe life into topics and concepts.

PROFESSIONAL BEHAVIOR AND ASYNCHRONOUS CLASSROOM POLICIES

Social Work Program Academic and Professional Expectations

The Social Work Program at UWSP takes seriously the responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in further action, such as a developing a plan for improvement or delaying participation in social work field.

SOCIAL WORK CORE VALUE	Students Demonstrate Values when they:
DIGNITY AND WORTH OF THE PERSON	<ul style="list-style-type: none"> • Use basic courtesy in interactions with others • Refrain from behaviors that interfere with the learning process • Speak and behave in ways that show respect for persons with individual differences or members of diverse communities
IMPORTANCE OF HUMAN RELATIONSHIPS	<ul style="list-style-type: none"> • Develop and maintain positive working relationships with others • Demonstrate respect for others • Engage in effective communication • Accept responsibility for own behavior • Use appropriate problem-solving and conflict resolution skills
INTEGRITY	<ul style="list-style-type: none"> • Complete their own work • Maintain academic and professional honesty in all interactions
COMPETENCE	<ul style="list-style-type: none"> • Consistently engage with course materials online • Remain attentive throughout the course • Participate in academic and professional learning activities • Read all assigned materials • Produce quality work • Submit work on time • Prepare for meetings, presentations, and exams • Respectfully give and receive feedback
SERVICE	<ul style="list-style-type: none"> • Engage in learning opportunities to strengthen professional development • Actively participate in service opportunities on campus and in the community
SOCIAL JUSTICE	<ul style="list-style-type: none"> • Recognize that discrimination and oppression exist • Acknowledge their own bias and privilege • Advocate for social, economic, and environmental change • Listen to and honor the voices of others

COMMITMENT TO STUDENT WELLNESS

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success.

The last few years have been a stressful time for us all due to the lingering effects of the pandemic. In addition, you may be experiencing a range of other issues that can create barriers to learning, such as tense relationships, anxiety, alcohol/drug issues, feeling down, difficulty concentrating, or lack of motivation. These mental health concerns or stressful events may lead to weakened academic performance or a decreased ability to participate in daily life. UWSP is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, please be aware that services are available.

You can learn more about the broad range of confidential mental health services available on campus here:

https://www3.uwsp.edu/counseling/Pages/default.aspx?gclid=Cj0KCQjw3JanBhCPARIsAJpXTx5C5xE0P51z-IDP9ezUMZjVU8P-tEvUdbYTLDrMJB4Ho2O1L3Wt6MaAptmEALw_wcB

For physical health concerns, please see information here:

<https://www3.uwsp.edu/stuhealth/Pages/default.aspx>

As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Best Practices for Course Learning

Learning how to learn effectively is a skill all by itself! To get the most out of this course, I recommend the following:

- Set up a schedule for your engagement with materials in Canvas, readings, and assignments; be consistent with this schedule.
- Take notes on what you read, either directly in the book or somewhere else, and jot down all of the questions you have.
- Test yourself on what you have read by trying to summarize key points without looking back at the text.
- Ask questions! During our online time, in office hours, and asynchronously over email or Canvas. I welcome all questions and will address them individually with you, or collectively in Canvas.

Review these [Online Learning Resources](#) from UWSP's Tutoring and Learning Center (TLC).

What is Student Time?

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My Zoom office hours for this semester are Thursdays from 10am – noon, but I can meet at other times as well. As a class, we will decide the best time for a weekly drop in “Zoomroom.”

Attendance and Participation Expectations

You are expected to engage in online learning activities fully prepared, engaged, and participatory. Readings, discussion posts and responses, engaging with the recorded lectures, and

assignments are to be completed on time. You will participate in online discussions in a civil, inclusive, and professional manner. The practice of professionalism in the online classroom provides a foundation for future practice.

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for an alternate due date; you must do this **BEFORE THE DUE DATE**. Please be aware that I do not check email consistently on the weekends; as such, if you want to request an extension you will want to send that request prior to Friday at 4pm. Requesting an extension does not automatically mean that you will receive one. **No assignments will be accepted if they are turned in more than two weeks past the due date.**

With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!

Workload Expectation

An online course requires a high level of organization and engagement; moreover, it may feel like there is more to do because we are not meeting in person on a weekly basis. Asynchronous courses, where the materials are available on demand in Canvas, require that you actively seek out and engage with materials as compared with the classroom setting where there is lecture and time for discussion set up for you. As such, compared to a traditional classroom, an online class requires greater self-motivation and discipline. More than likely, you will have daily contact with this course which might occur through reading, writing, taking a quiz, or sharing your thoughts in the small group discussions.

Expect to spend 6+ hours per week on this course:

3 hours = time you would normally be in class

3+ hours = reading, small group discussions, weekly activities, and major assignments

Communication

Our communication in this class will occur virtually through Canvas, email, Zoom, or cell. Please use professional writing when communicating with me by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review. Students who send emails that are received between 8 AM and 4:00 PM, Monday through Friday, can expect a response by the close of the following business day; *if you do not receive a response from me after 48 hours, please resend the email*. Please keep in mind that I rarely check emails after 4:00 PM on weekdays or over the weekend.

If you would like to chat in Zoom or in person, you may send me an email to set that up. However, if your question is related to a more general matter, consider posting it to the pinned discussion in Canvas so that all may benefit. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

Canvas Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue in your small group discussions, please keep the following in mind:

- Keep an open mind with respect to others' opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective discussions often involve some risk taking. I strive to make the online classroom a safe place to practice this kind of risk taking; you are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ ethical behavior is expected online and in the completion of assignments. Social workers and human service professionals work with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group; you may have to do some research, or connect with me, to achieve this.
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are unhoused, individuals subjected to poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like “the mentally ill”, “the disabled”, “illegal aliens” or “the homeless”. Instead use person-centered language, such as “individuals experiencing mental illness”, “individuals who are neurodivergent”, “people with disabilities”, undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning. I last completed UWSP's Safe Zone training in Spring, 2020.

Confidentiality

The virtual classroom is a safe place for learning, inquiring, and expression; as such, there is a professional standard of confidentiality maintained in the online classroom. An awareness of maintaining confidentiality is of utmost importance in the social work profession.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- Connect with the [Tech Essentials Program](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menominee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menominee land, and the sacred lands of all indigenous peoples.



Beyond this acknowledgement, I encourage you to educate yourself about the indigenous communities in Wisconsin and beyond.

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Policy Related to Sexual Violence on the UWSP Campus

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

<https://www.uwsp.edu/titleix/Pages/default.aspx>

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability Resource Center \(DRC\)](#) to complete an Accommodations Request form.

Email: drc@uwsp.edu; Phone: 715-346-3365
108 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance:

<https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

Unless specifically mentioned in a course assignment, AI generated submissions, such as ChatGPT, are not permitted and will be treated as plagiarism.

Recording and Sharing Recorded Class Content

Lecture materials and recordings for UWSP classes are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] *Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities.* Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials

and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

READING, ASSIGNMENTS, AND CLASS TOPICS

Readings and multi-media are posted to Canvas. Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible. **We will NOT read the textbook chapters in order.**

READING TIPS

To help you prepare for each class meeting, it is useful to consider each of these questions as you complete

assigned readings:

- What are the main points of the reading?
- What points, if any, do you like, agree with, or find helpful in terms of understanding issues related to children and youth? Why?
- What points, if any, do you dislike, disagree with, or find unhelpful? Why?
- Based on your personal experiences and other readings (academic and non-academic), what other perspectives on the issue might be out there?

I recommend taking handwritten notes while you are doing the readings. This article in Scientific American (06-03-14) suggests that handwritten notes help with learning and deepen understanding of a topic: [A Learning Secret: Don't Take Notes with a Laptop](#)

<u>Week</u>	<u>Topics</u>	<u>Readings</u>	<u>Activities & Assignments</u>	<u>Due Date</u>
1 09/5-10	Introductions and Course Overview <i>Content Focus: CSWE Competency 1</i>	Syllabus, Textbook Introduction, pp. 1-30	Weekly activity Small group discussion	09/10 1 st : 09/06 2 nd : 09/9
2 09/11-17	The Ecology of Problems: The Scope <i>Content Focus: CSWE Competency 1 and 3</i>	Text, chapter 18 McWhirter, chapter 1, pp. 1-12	Weekly activity Small group discussion	09/17 1 st : 09/13 2 nd : 09/16
3 09/18-24	The Ecology of Problems: The Issues <i>Content Focus: CSWE Competency 1 and 3</i>	Text, chapter 1 OR 10 McWhirter, chapter 1, pp. 12-26	Weekly activity Small group discussion	09/24 1 st : 09/20 2 nd : 09/23
4 09/25-10/1	Risk & Resilience <i>Content Focus: CSWE Competency 1 and 4</i>	Text, chapter 14 Appleby, chapter 4	Weekly activity Small group discussion	10/01 1 st : 09/27 2 nd : 09/30

5 10/2-8	Framework for Practice <i>Content Focus: CSWE Competency 1, 2, and 6</i>	Text, chapter 16 Appleby, chapter 1	Weekly activity Small group discussion Documentary Film Analysis Paper	10/08 1 st : 10/04 2 nd : 10/07 10/08
6 10/9-15	Prevention & Early Intervention <i>Content Focus: CSWE Competency 1, 6, and 7</i>	Text, chapter 2 McWhirter, ch 11, pp. 261-273	Weekly activity Small group discussion	10/15 1 st : 10/11 2 nd : 10/14
7 10/16-22	The Prevention Treatment Continuum <i>Content Focus: CSWE Competency 1, 6, and 7</i>	Text, ch 17 McWhirter, ch 11, pp. 273-290	Weekly activity Small group discussion	10/22 1 st : 10/18 2 nd : 10/21
8 10/23-29	Program Plan Preparation	No readings	Youth.gov Worksheet	10/29
9 10/30-11/5	Family Systems <i>Content Focus: CSWE Competency 3, 6, and 7</i>	Text, chapter 9 OR 13 Sue, ch 10, pp. 269-284	Weekly activity Small group discussion	11/05 1 st : 11/001 2 nd : 11/04
10 11/6-12	Family Interventions <i>Content Focus: CSWE Competency 3, 6, and 7</i>	Text, ch 11 OR 13 Sue, ch 10, pp. 284-296	Weekly activity Small group discussion – Program Plan Worksheet	11/12 1 st : 11/08 2 nd : 11/11 11/12
11 11/13-19	Issues in School <i>Content Focus: CSWE Competency 1, 2, and 3</i>	Text, ch 8 Jarolmen, ch 8	Weekly activity Small group discussion	11/19 1 st : 11/15 2 nd : 11/18
12 11/20-26	HAPPY BREAK!			
13 11/27-12/3	Mental Health <i>CSWE Competency 1, 3, 4, and 5</i>	Text, ch 15 Youth.gov website	Weekly activity Small group discussion	12/03 1 st : 11/29 2 nd : 12/02

<p style="text-align: center;">14 12/4-10</p>	<p>Youth (In)justice <i>CSWE Competency 1, 3, 4, and 5</i></p>	<p>Text, ch 6 and 7 Youth.gov website</p>	<p>Weekly activity Small group discussion Program Plan Presentation slides</p>	<p>12/10 1st: 12/06 2nd: 12/09 12/07</p>
<p style="text-align: center;">15 12/11-17</p>	<p>Substance Use and LGBTQIA+ <i>CSWE Competency 1, 3, 4, and 5</i></p>	<p>Text, ch 12 and 15 Youth.gov website CDC, YRBS data</p>	<p>Weekly activity Small group discussion</p>	<p>12/17 1st: 12/13 2nd: 12/16</p>

Weekly Activities (130 points)

The purpose of these assignments is to assist you with integrating ideas and concepts from readings and research. Oftentimes, these weekly assignments will correlate directly with work you will be doing on your major assignments and/or work for your small group discussions. Each week you will complete an activity/ activities related to course content or upcoming assignments. These activities are intended to facilitate critical thinking.

Small Group Discussions (10 points each = 130 points, Competencies 1 & 2)

The small group discussions have a two-fold purpose: 1. They will help you build your knowledge and skills for future practice with children and youth; 2. They will provide scaffolding for your major assignments; 3. They will provide you with alternative perspectives and thoughts about concepts and ideas; 4. They will build community in this online course.

As such, you will engage in the small group conversations beginning mid-week so that you have time to process the discussions as they relate to the major assignments which are due on Sunday. For instance, you'll have the opportunity to discuss thoughts and reactions to your chosen documentary prior to submitting your film analysis paper; you'll have the opportunity to share findings from research of the website youth.gov; and you will have the opportunity to share your intervention / prevention program plan ideas, and assist your peers with brainstorming their ideas, prior to submitting your finalized program plan presentation. The small group discussions should conclude prior to the submission of the assignments so that the conversations are fruitful and help you craft your assignments.

Each group will have a maximum of 4 students; as such, you are expected to respond to everyone in your group.

Documentary Film Analysis (70 points, Competencies 2, 3 and 4)

Due October 8th

The purpose of this assignment is to engage with a reputable documentary source to investigate challenging issue faced by children and youth today. This assignment will relate to your youth.gov and program plan worksheet; as such, choose a topic that grabs your interest. Your paper will assess, analyze, and frame the major issues in the documentary using content and

concepts provided in the readings. I like to think of documentaries as case studies where we can gain knowledge and practice our skills as social workers with real-world issues and situations.

You will write a **5 page** minimum paper (excluding the title and reference page).

The following content will be included in the paper:

1. Title page this link provides the format and an example for the title page:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
2. Summary of the film (this should be half a page or so)
3. Reaction to the film (Agree or disagree with the premise? Did the film leave out key pieces of the issue? Does this film relate to your teaching practice?)
4. Connect concepts from the film to the content in readings we have done thus far for this course; connect at least 3 concepts in this paper.
5. Discuss the social work involvement, or your chosen profession's involvement, with the issue(s) presented in the film. Was there involvement? What did it look like? If not, where might a social worker, or helping professional, intervene?
6. Provide 3 references* beyond the textbook and assigned readings; be sure to include the textbook and assigned readings in your reference list. These additional references might include:
 - a. One peer-reviewed article which analyzes a concept found in the film from the social work perspective (e.g., youth suicide); **you will have at least 1 reference like this.**
 - b. A reputable newspaper article or newscast which highlights real-world experiences found in the film (**please use this type of source only once**)
 - c. A website that provides data or information around the topic(s) found in the film (CDC, Adolescent Health - <https://www.cdc.gov/nchs/fastats/adolescent-health.htm>; SAMHSA, Youth and Young Adults - <https://www.samhsa.gov/brss-tacs/recovery-support-tools/youth-young-adults>; HHS, Adolescent Mental Health - <https://www.hhs.gov/ash/oah/adolescent-development/mental-health/adolescent-mental-health-basics/index.html>); CDC, Youth Risk Behavior Survey - <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>); **you will have at least 1 reference like this.**

You'll use the library to find research papers. Go here to start your search:

<https://www.uwsp.edu/library/Pages/default.aspx>. Once you put in your search terms, you'll narrow your search by clicking on "Show Only Peer-reviewed" and "Resource Type – Articles." Then select your desired "Creation Date" to search for articles written within the last 10 years (maximum). Remember, this is a paper about a contemporary issue so be sure you're including contemporary sources.

Use in-text citations, including when you reference the textbook. Whenever you write about an idea that is not your own, please reference your source in your paper. If you have questions about in-text citations, please see here:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

Provide a reference list in APA style; for guidance on writing an APA reference list see here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html

*Connect with me early on if you are struggling to find outside resources.

Youth.gov Worksheet (45 points, Competencies 1-9)

Due October 29th

You will further your understanding of the issue presented in your documentary by researching the Youth.gov website. Your search will focus solely on your chosen issue. See Canvas for worksheet template.

As future professionals, this assignment will familiarize you with reputable websites which gather and share current research, interventions, data, and practices.

Program Plan Worksheet (45 points, Competencies 1, 2, 3, 5, and 8)

Due November 12th

You will develop an intervention or prevention program for your chosen issue. This worksheet will assist you crafting your program plan. The purpose of this assignment is to take content and concepts you have learned in the course thus far and apply them to the issue(s) presented in your chosen documentary film. This assignment will give you the opportunity to articulate the issues explored in the film and present your ideas for the best path forward for prevention and intervention of the issues. A template and ideas for how to prepare this written document are in Canvas.

Prevention / intervention Program Plan Presentation (80 points, Competencies 4, 5, and 8)

Program Plan Presentation slides posted to Canvas by December 7th

Program Plan Small Group Discussion will occur Week 15

Based upon your work thus far, and feedback provided on your youth.gov and program plan worksheets, you will create a presentation which contains your program plan. For the presentation you might consider using Microsoft Sway or PowerPoint found here: <https://www.uwsp.edu/infotech/Pages/SoftwareSupport/Office-365-OneDrive.aspx>. Google slides (<https://docs.google.com/presentation/u/0/>) and Prezi (prezi.com) are also good options. *If you have another creative platform you wish to use to showcase your program plan, please check with me first, but any creative platforms will more than likely be acceptable.* If you are unsure of how to use these technologies, be sure to check in with me early on. We can discuss and problem solve.

Your presentation should follow the elements found in the program plan template to include:

1. The name of your program plan
2. An overview of the issue you are addressing
 - a. Information from your documentary film analysis paper
 - b. Information from your youth.gov worksheet
3. An overview of your program plan based on your program plan worksheet
4. How your program plan connects with concepts from the course readings

5. Link your program plan with at least one social policy
6. Conclusions

You will prepare a 10 – 15 minute video presentation of your program plan and share it with your small group during week 15 of this course. If using a presentation platform with slides, you should have a minimum of 10 slides. If using another platform, be sure to have the equivalent amount of information.

Guidelines for All Writing Assignments

- ◆ Please write all assignments in APA format; this includes providing a reference list, if required. Information about APA paper format can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html
- ◆ If you are referencing someone else's work in your paper, you must provide an in-text citation. Guidance for APA in-text citations can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.
- ◆ When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting. Information about APA style reference lists can be found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html
- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- ◆ It's always a good idea to use headings in your papers so that your reader can follow the points you are making.
- ◆ Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ The UWSP Writing Center can provide support: [https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-\(OWL\).aspx](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)
- ◆ I am happy to provide support around APA style and writing format.