**Social Work 610**

**Section #60441**

**Social Work Practice with Children & Families Across Settings**

**3 Units**

***Spring 2016***

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|  | **Instructor:** | Martha Lyon-Levine, Ph.D. | | |
| **E-Mail:** | lyon.levine.usc.edu | **Course Day:** | Friday |
| **Telephone:** | 213.740.2765 | **Course Time:** | !:00 – 3:50pm |
| **Office:** | SWC 224 | **Course Location:** | MRF 303 |
| **Office Hours:** | By Appointment |

# Course Prerequisites

Social Work Practice with Children and Families Across Settings is an introductory course in the Department of Children, Youth and Families. Students will have successfully completed the foundation semester before enrolling in this course.

# Catalogue Description

Theory and principles underlying social work in host settings and non-specialty sector settings with a primary emphasis on working with Children, Youth, and Families.

# Course Description

Children and families receiving social work services often navigate multiple service sectors. In some settings, social work is the primary focus of the agency (e.g. child welfare, mental health, youth empowerment programs). In other settings, social workers operate in a “host setting” where social work is not the primary function or profession; in these settings, administrators may not be particularly familiar with social work values and ethical standards (e.g. correctional facilities, the military, hospitals, and schools). Moving across service sectors presents unique challenges for children, families, and social workers. Often children and families do not know how to achieve their goals within the confines of various service sectors or they “fall through the cracks” when trying to move between service sectors. Social workers’ efforts can be ineffectual if they do not understand how to collaborate with other family serving sectors or when they change employment from one sector to another. In this course, students will explore various settings where children and families commonly receive social work services in order to understand the objective of the setting, the organization of the setting, the role of the social worker in the setting, and the common methods of working with children and families in the setting. Upon completion of this course students will have knowledge to enhance their facility in working within varied children and family serving settings. Students will also have developed knowledge to assist families in navigating multiple service sectors.

# Course Objectives

The Social Work Practice with Children and Families Across Settings course (SOWK 610) will:

| **Objective #** | **Objectives** |
| --- | --- |
| 1 | Introduce students to the mission, organizational structure, and role of the social worker in service sectors where children and families most often receive social work services. |
| 2 | Demonstrate the generalist skills that social workers can use across multiple service sectors. |
| 3 | Provide students with in depth knowledge of the unique skills required in specific service settings. |
| 4 | Provide the foundation for students to be able to work in multiple settings serving children and family |
| 5 | Introduce students to theories of interagency collaboration and develop collaborative skills when working across service settings, |

# Course format / Instructional Methods

The format of the course will consist of didactic instruction and experiential exercises. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

# Student Learning Outcomes

Student learning for this course relates to one or more of the following social work core competencies:

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| --- | --- | --- | --- |
| **Social Work Core Competencies** | | **SOWK 610** | **Course Objective** |
| 1 | **Demonstrate Ethical and Professional Behavior** | **\*** | **1** |
| 2 | **Engage in Diversity and Difference in Practice** | **\*** | **2,3,4** |
| 3 | **Advance Human Rights and Social, Economic, and Environmental Justice** |  |  |
| 4 | **Engage in Practice-informed Research and Research-informed Practice** |  |  |
| 5 | **Engage in Policy Practice** |  |  |
| 6 | **Engage with Individuals, Families, Groups, Organizations, and Communities** | **\*** | **2,3,4,5** |
| 7 | **Assess Individuals, Families, Groups, Organizations, and Communities** | **\*** | **2,3,4,5** |
| 8 | **Intervene with Individuals, Families, Groups, Organizations, and Communities** | **\*** | **2,3,4,5** |
| 9 | **Evaluate Practice with Individuals, Families, Groups, Organizations and Communities** | **\*** | **2,3,4,5** |

\* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

| **Competencies/ Knowledge, Values, Skills** | **Student Learning Outcomes** | **Method of Assessment** |
| --- | --- | --- |
| **Demonstrate Ethical and Professional Behavior:**   * Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels * Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas * Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior * Understand the profession’s history, its mission, and the roles and responsibilities of the profession * Understand the role of other professions when engaged in inter-professional teams * Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective * Understand emerging forms of technology and the ethical use of technology in social work practice | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context | Assignment 1, 2, 3  Class Discussion & Small Group Work |
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | Assignment 1, 2, 3  Class Discussion & Small Group Work |
| Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; | Assignment 1, 2, 3  Class Discussion & Small Group Work |
| Use technology ethically and appropriately to facilitate practice outcomes; | Assignment 1, 2, 3  Class Discussion & Small Group Work |
| Use supervision and consultation to guide professional judgment and behavior. | Assignment 1, 2, 3  Class Discussion & Small Group Work |

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| **Engage in Diversity and Difference in Practice:**   * Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. * Understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. * Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; | Assignment 1, 2, 3  Class Discussion & Small Group Work |
| Present themselves as learners and engage clients and constituencies as experts of their own experiences; | Assignment 1, 2, 3  Class Discussion & Small Group Work |
| Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | Assignment 1, 2, 3  Class Discussion & Small Group Work |

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| **Advance Human Rights and Social, Economic, and Environmental Justice**:   * Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education * Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; |  |
| Engage in practices that advance social, economic, and environmental justice |  |

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| **Engage In Practice-informed Research and Research-informed Practice:**   * Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. * Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. * Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. * Understand the processes for translating research findings into effective practice. | Use practice experience and  theory to inform scientific inquiry  and research. |  |
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| Apply critical thinking to engage  in analysis of quantitative and  qualitative research methods  and research findings. |  |
|  | Use and translate research  evidence to inform and improve  practice, policy, and service  delivery. |  |

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| **Engage in Policy Practice:**   * Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. * Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. * Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. * Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. * Knowledgeable about policy formulation, analysis, implementation, and evaluation. | Identify social policy at the  local, state, and federal level that  impacts well-being, service  delivery, and access to social  services. |  |
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| Assess how social welfare and economic policies impact the delivery of and access to social services. |  |
| Apply critical thinking to  analyze, formulate, and advocate  for policies that advance human  rights and social, economic, and  environmental justice. |  |

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| **Engage with Individuals, Families, Groups, Organizations, and Communities:**   * Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. * Value the importance of human relationships. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. * Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. * Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. * Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. | Apply knowledge of human  behavior and the social  environment, person-in  environment, and other  multidisciplinary theoretical  frameworks to engage with  clients and constituencies. | Assignment 1, 2, 3  Class Discussion & Small Group Work |
| Use empathy, reflection, and  interpersonal skills to effectively  engage diverse clients and  constituencies. | Assignment 1, 2, 3  Class Discussion & Small Group Work |

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| **Assess Individuals, Families, Groups, Organizations, and Communities:**   * Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. * Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. * Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. * Understand how their personal experiences and affective reactions may affect their assessment and decision-making. | Collect and organize data, and apply  critical thinking to interpret  information from clients and  constituencies | Assignment 1, 2, 3  Class Discussion & Small Group Work |
|  | Apply knowledge of human behavior  and the social environment, person  in-environment, and other  multidisciplinary theoretical  frameworks in the analysis of  assessment data from clients and  constituencies. | Assignment 1, 2, 3  Class Discussion & Small Group Work |
|  | Develop mutually agreed-on  intervention goals and objectives  based on the critical assessment of  strengths, needs, and challenges  within clients and constituencies. | Assignment 1, 2, 3  Class Discussion & Small Group Work |
|  | Select appropriate intervention  strategies based on the assessment,  research knowledge, and values and  preferences of clients and  constituencies. | Assignment 1, 2, 3  Class Discussion & Small Group Work |

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| **Intervene with Individuals, Families, Groups, Organizations, and Communities:**   * Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. * Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. * Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. * Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. | Critically choose and implement  interventions to achieve practice  goals and enhance capacities of  clients and constituencies. | Assignment 1, 2, 3  Class Discussion & Small Group Work |
|  | Apply knowledge of human behavior  and the social environment, person  in-environment, and other  multidisciplinary theoretical  frameworks in interventions with  clients and constituencies | Assignment 1, 2, 3  Class Discussion & Small Group Work |
|  | Use inter-professional collaboration  as appropriate to achieve beneficial  practice outcomes | Assignment 1, 2, 3  Class Discussion & Small Group Work |
|  | Negotiate, mediate, and advocate  with and on behalf of diverse clients  and constituencies. | Assignment 1, 2, 3  Class Discussion & Small Group Work |
|  | Facilitate effective transitions and  endings that advance mutually  agreed-on goals. | Assignment 1, 2, 3  Class Discussion & Small Group Work |

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| **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:**   * Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. * Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. * Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. | Select and use appropriate methods  for evaluation of outcomes. | Assignment 1, 2, 3  Class Discussion & Small Group Work |
|  | Apply knowledge of human behavior  and the social environment, person  in-environment, and other  multidisciplinary theoretical  frameworks in the evaluation of  outcomes. | Assignment 1, 2, 3  Class Discussion & Small Group Work |
|  | Critically analyze, monitor, and  evaluate intervention and program  Processes and outcomes. | Assignment 1, 2, 3  Class Discussion & Small Group Work |
|  | Apply evaluation findings to improve  practice effectiveness at the micro,  mezzo, and macro levels. | Assignment 1, 2, 3  Class Discussion & Small Group Work |

# Course Assignments, Due Dates & Grading

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment 1: Transferable Skills When Working with Children & Families Paper** | Week 3 | 25% |
| **Assignment 2: Organizational Analysis of Host Setting** | Week 7 | 30% |
| **Assignment 3: Final: Oral Presentation of Collaborative Plan for Two Settings** | TBA | 35% |
| **Class Participation** | Ongoing | 10% |

Each of the major assignments is described below.

## Assignment 1

In this assignment students will describe 3 generalist social work skills and illustrate how they can be used in at least three settings where children and families are served.

**Due: Week 3**

*This assignment relates to student learning outcomes 1, 2, 6, 7, 8, & 9*

**Assignment 2**

This assignment will focus on examining the mission, organizational structure, and methods of intervention used in a host setting where children and families may receive services.

**Due: Week 7**

*This assignment relates to student learning outcomes 1, 2, 6, 7, 8, & 9*

## Assignment 3

Students will develop and present a plan for two service sectors to collaborate in order to better serve children and families. This should be based on inter-agency collaboration theory.

**Due: TBA**

*This assignment relates to student learning outcomes 1, 2, 6, 7, 8, & 9*

## Class Participation (10% of Course Grade)

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

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

Class grades will be based on the following:

| **Class Grades** | | **Final Grade** | | |
| --- | --- | --- | --- | --- |
| 3.85 – 4.00 | A | | 92.5 – 100 | A |
| 3.60 – 3.84 | A- | | 89.5 – 92.4 | A- |
| 3.25 – 3.59 | B+ | | 86.5 – 89.4 | B+ |
| 2.90 – 3.24 | B | | 82.5 – 86.4 | B |
| 2.60 – 2.89 | B- | | 80.5 – 82.4 | B- |
| 2.25 – 2.59 | C+ | | 76.5 – 80.4 | C+ |
| 1.90 – 2.24 | C | | 73.5 – 76.4 | C |
|  |  | | 70.5 – 73.4 | C- |

# Required and supplementary instructional materials & Resources

## Required Textbooks

## Rosenberg, J. (2009). *Working in social work: The real World guide to practice settings*. New York: Routledge.

## On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES). The textbooks have also been placed on reserve at Leavey Library.

**Course Overview**

| **Session** | **Topics** | **Assignments** |
| --- | --- | --- |
| **1** | * Overview of Social Work Practice with Children & Families Across Settings: A Generalist Social Work Model |  |
| **2** | * Social Work with Children and Families in Early Intervention Programs |  |
| **3** | * Social Work with Children and Families in Health Settings | Assignment 1 |
| **4** | * Social Work with Children and Families in Mental Health Settings |  |
| **5** | * Social Work with Children and Families in Public Child Welfare |  |
| **6** | Addressing Challenges in Cross System Collaborations |  |
| **7** | * Social Work with Children and Families in Schools | Assignment 2 |
| **8** | * Social Work with Children and Families in Youth Empowerment Programs |  |
| **9** | * Social Work with Children and Families in Juvenile Justice |  |
| **10** | * Social Work in Settings Serving Homeless Families |  |
| **11** | * Social Work with Children and Families in Military Settings |  |
| **12** | * Social Work with Children and Families who Experience Interpersonal Violence |  |
| **13** | * Social Work with Children and Families in Substance Abuse Treatment |  |
| **14** | * An ecosystems approach to cross-system collaboration |  |
| **15** | * Skills for collaboration across settings serving children and families |  |
| **STUDY DAYS / NO CLASSES** | | |
| **FINAL EXAMINATIONS** | | |

**Course Schedule―Detailed Description**

| **Unit 1: Overview of Social Work Practice with Children & Families Across Settings: A Generalist Social Work Model** | **January 15** |
| --- | --- |
| **Topics** | |
| * Host Settings * Specialty Sector Settings * Challenges for families navigating service sectors * Challenges for social workers collaborating across service sectors * Inter-agency collaborative theory | |

### Required Readings

* Chen, B. (2010). Antecedents or processes? Determinants of perceived effectiveness of interorganizational collaborations for public service delivery. *International Public Management Journal*, *13*(4), 381-407.
* Harris, W. W., Lieberman, A. F. & Marans, S. (2007). In the best interest of society. *Journal of Child Psychology and Psychiatry.* 48, 392–411.
* Horwath, J., & Morrison, T. (2007). Collaboration, integration and change in children's services: critical issues and key ingredients. *Child Abuse & Neglect*, *31*(1), 55-69.

| **Unit 2: Social Work with Children and Families in Early**  **Intervention Programs** | **January 22** |
| --- | --- |
| **Topics** | |
| * Child care and universal preschool * Early intervention * Regional centers | |

### Required Readings

### Hurlburt, M.S., Nguyen, K., Reid, J., Webster-Stratton, C., & Zhang, J. (2013). Efficacy of the Incredible Years group parent program with families in Head Start who self-reported a history of child maltreatment. *Child Maltreatment, 37*(8), 531-543.

* Vogel, C., Brooks-Gunn, J., Martin, A. and Klute, M. M. (2013), Impacts of early head start participation on child and parent outcomes at ages 2, 3, and 5. *Monographs of the Society for Research in Child Development*, *78*, 36–63.
* Ziviani, J., Darlington, Y., Feeney, R., Head, B. (2011). From policy to practice: A program logic approach to describing the implementation of early intervention services for children with disabilities. *Evaluation and Program Planning, 34*(1), 60-68.

| **Unit 3: Social Work with Children and Families in Health Settings** | **January 29** |
| --- | --- |
| **Topics** | |
| * Brief treatment with families * Consent and decision making * Caregiver stress and support * Grief and bereavement | |

### Required Readings

* Beder, J. (2006). General medical social work. In *Hospital social work: The interface of medicine and caring* (pg. 9-20)*.* Routledge: New York.
* Fenstermacher, J. L. (2010). Social work in a pediatric hospital: Managing a medically complex patient. In T. S. Kerson, J. L. M. McCoyd, & Associates (Eds.), *Social work in health settings: Practice in context* (3rd ed., pp. 108-118). New York, NY: Routledge.

## Rosenberg, J. (2009). Social Work in Health Care. In *Working in social work: The real World guide to practice settings*. (chapter 6, pp. 79-96). New York: Routledge.

| **Unit 4: Social Work with Children and Families in Mental Health**  **Settings** | **February 5** |
| --- | --- |
| **Topics** | |
| * DSM: An Assessment tool * Family factors in the treatment of mental illness * Mental health care through multiple sectors of care * Stigma in mental health care for children and families | |

### Required Readings

* Drake, K. L., & Ginsburg, G. S. (2012). Family factors in the development, treatment, and prevention of childhood anxiety disorder. *Clinical Child and Family Psychology Review, 15,* 144-162.
* Frances, A., & Batstra, L. (2013). Why so many epidemics of childhood mental disorder? *Journal of Developmental and Behavioral Pediatrics, 34*(4), 291-292.

## Rosenberg, J. (2009). Social Work and Mental Illness. In *Working in social work: The real World guide to practice settings*. (chapter 9, pp. 129-142). New York: Routledge.

| **Unit 5: Social Work with Children and Families in Public Child**  **Welfare** | **February 12** |
| --- | --- |
| **Topics** | |
| * Social work roots in child protection, child welfare and well-being * Federal, state and local roles in public child welfare * Funding and financial flexibility * Out of home placement * Family maintenance * Reforming public child welfare | |

### Required Readings

* Crosson-Tower, C. (2013).Intervention: Reporting, investigating, and case management. In *Understanding child abuse and neglect,* *9th ed.* (pp. 24-46). Needham Heights, MA: Allyn & Bacon.
* Drake, B., Jonson-Reid, M., & Sapokaite, L. (2006). Rereporting of child maltreatment: Does participation in other public sector services moderate the likelihood of a second maltreatment report? *Child Abuse & Neglect, 30*(11), 1201−1226.
* \*\*\*Schilling, S., & Christian, C. W. (2014). Child physical abuse and neglect. *Child and Adolescent Psychiatric Clinics of North America, 23*(2), 309-319.

(\*\*\*Cross over reading with Intro to Social Work with Children Youth and Families)

| **Unit 6: Addressing Challenges in Cross System Collaborations** | **February 19** |
| --- | --- |
| **Topics**   * Cross sector challenges and opportunities * Assessing limits in various settings * Identifying solutions  Required Readings  * Lux, K., & Mosley, J.E. (2014) Cross-sectoral collaboration in the pursuit of social change: Addressing sex trafficking in West Bengal*. International Social Work, 57(6*), 19-26. * Parkinson, C. (2006). *Building successful collaborations: A guide to collaboration among non-profit agencies and between non-profit agencies and businesses*. Retrieved from: <http://www.cfc-fcc.ca/link_docs/collaborationReport.pdf> * Zahner, S.J., Oliver, T.R., & Siemering, K.Q. (2014). The mobilizing action toward community mental health partnership study: Multisector partnerships in US counties with improving health metrics. *Preventing Chronic Disease, 11*, 1-9. | |

| **Unit 7: Social Work with Children and Families in Schools** | **February 26** |
| --- | --- |
| **Topics** | |
| * Understanding school districts * Roles of superintendents and school boards * Private schools * Charter schools | |

### Required Readings

## Allen-Meares, P. (2010). Chapter 2, Historical development, influences, and practices. In *Social work services in schools (SWSS)* (6th ed., pp. 23-47). Boston, MA: Pearson Education.

## \*\*\*Hopson, L., Franklin, C., & Harris, M.B. (2016). Social work practice in school settings. In E.M.P Schott, & E.L. Weiss (Eds.*), Transformative social work practice* (chap 13, pp. 163-181). Los Angeles, CA: Sage.

(\*\*\*Cross over reading with Intro to Social Work with Children Youth and Families)

## Rosenberg, J. (2009). Social work in school. In *Working in social work: The real World guide to practice settings*. (chap 12, pp. 193-208). New York, NY: Routledge.

| **Unit 8: Social Work with Children and Families in Youth**  **Empowerment Programs** | **March 4** |
| --- | --- |
| **Topics** | |
| * Diversion programs * Boys and Girls Club models * Youth Empowerment programs | |

### Required Readings

* Ferrer-Wreder, L. (2014). Advancing child and adolescent well-being through positive youth development and prevention programs. *Handbook of Child Well Being,* 3025-3041.
* Lerner, R. M., Wang, J., Chase, P. A., Gutierrez, A. S., Harris, E. M., Rubin, R. O. and Yalin, C. (2014), Using relational developmental systems theory to link program goals, activities, and outcomes: The sample case of the 4-H Study of Positive Youth Development. New Directions for Student Leadership, 17–30.

| **Unit 9: Social Work with Children and Families in Juvenile Justice** | **March 11** |
| --- | --- |
| **Topics** | |
| * Federal, state and local roles in juvenile and criminal justice * Criminogenic factors and needs * Interdisciplinary practice * Roles of community-based partners * Restorative justice * Cradle to prison pipeline | |

### Required Readings

* Glisson, C. & Green, P. (2006). The effects of organizational culture and climate on the access to mental health care in child welfare and juvenile justice systems. *Administration and Policy in Mental Health and Mental Health Service Research, 33*(4), 544-558.
* Henggeler, S.W., & Schoenwald, S.K. (2011). Evidence-based interventions for juvenile offenders and juvenile justice policies that support them. *Social Policy Report, 25*(1), 1-20.

### Montgomery, K., Knox, K., & Roberts, A. (2013). Connecting school-based practices and juvenile justice. In C. Franklin, M.B. Harris, & P. Allen-Meares (eds). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.

| **Unit 10: Social Work in Settings Serving Homeless Families** | **March 25** |
| --- | --- |
| **Topics** | |
| * Housing and food insecurity * Systems overlap with criminal justice, substance use, and child welfare * Supported housing * Case management and services coordination | |

### Required Readings

* \*\*\*Curry, S. R., & Abrams, L. S. (2014). Housing and social support for youth aging out of foster care: State of the research literature and directions for future inquiry. *Child & Adolescent Social Work Journal, 32,* 143-153.

(\*\*\*Cross over reading with Introduction to Social Work with Children, Youth, and Families)

* Rice, E. & Rhoades, H. (2013). How should network based prevention for homeless youth be implemented*. Addiction, 108*(9), 1625-1626.
* Rosenberg, J. (2009). Social Work with Housing and Homelessness. In *Working in social work: The real word guide to practice settings*. (chapter 7, pp. 97-112). New York, NY: Routledge.

| **Unit 11: Social Work with Children and Families in Military Settings** | **April 1** |
| --- | --- |
| **Topics** | |
| * Military culture * Military organizations * Support for military families * Identification of military families in non-domain settings | |

### Required Readings

* Harris, J. (2013). A brief history of U.S. military families and the role of social workers. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work (pp. 301-311).* Hoboken, NJ: Wiley & Sons, Inc.
* Lincoln, A. L., & Sweeten, K. (2011). Considerations for the effects of military deployment on children and families. *Social Work in Health Care, 50*(1)*,* 73-84.
* Rosenberg, J. (2009). Social Work with the Military. In *Working in social work: The real World guide to practice settings*. (chapter 10, pp. 143-156). New York: Routledge.

| **Unit 12: Social Work with Children and Families who Experience**  **Interpersonal/Dating Violence** | **April 8** |
| --- | --- |
| **Topics** | |
| * Roles of community-based agencies * Domestic Violence * Dating Violence | |

### Required Readings

* Chanmugam, A., Kemter, A.J., Goodwin, K.H. (2015). Educational services for children in domestic violence shelters: Perspectives of shelter personnel. *Child and Adolescent Social Work Journal, [pre press]*
* Kisiel, C., Conradi, L., Fehrenbach, T., Torgersen, E., & Briggs, E. C. (2014). Assessing the effects of trauma in children and adolescents in practice settings. *Child and Adolescent Psychiatric Clinics of North America, 23*(2), 223-242.
* Kulkarni, S.J., Bell, H., Rhodes, D.M. (2012) Back to basics: Essential qualities of services for survivors of intimate partner violence. *Violence Against Women, 18*(1), 85-101.

| **Unit 13: Social Work with Children and Families in Substance**  **Abuse Treatment** | **April 15** |
| --- | --- |
| **Topics** | |
| * Agencies offering substance abuse treatment * Mandated versus voluntary treatment * Collaboration between child welfare and substance abuse treatment | |

### Required Readings

* Orpinas, P., Horne, A. M., Song, X., Reeves, P. M., & Hsieh, H. (2013). Dating trajectories from middle to high school: Association with academic performance and drug use. *Journal of Research on Adolescence, 23*(4), 772-784.   
  (\*\*\* Cross over reading with Intro to Social Work with Children Youth and Families)

## Rosenberg, J. (2009). Social Work with Addictions. In *Working in social work: The real world guide to practice settings*. (pp. 1-14). New York: Routledge.

* Young, N. K., Boles, S. M., & Otero, C. (2007). Parental substance use disorders and child maltreatment: Overlap, gaps, and opportunities. *Child Maltreatment, 12*, 137-149.

| **Unit 14: An ecosystems approach to cross-system collaboration** | **April 22** |
| --- | --- |
| **Topics** | |
| * Experiential training, preparatory materials will be distributed prior to class session. * Description of experiential training: Every setting where social problems are confronted is embedded in larger systems. Some of these systems may incorporate the setting and the work done there as critical components; others may have a much more narrow relationship with it, focused exclusively on issues like a shared resource or common personnel. No matter what their nature, these systems will have an influence on the shape of potential solutions to the social problem. That influence can sometimes be restricting, but it can also allow for solutions we would not expect. By routinely assessing the systems of which social problems are a part, we can open ourselves to a more relevant range of solutions.   **Required Readings**  To be distributed prior to class | |

| **Unit 15: Skills for collaboration across settings serving children and families** | **April 29** |
| --- | --- |
| **Topics** | |
| * Application of concepts across settings * Course Review/Wrap-Up   **Required Readings**  Li, J., & Julian, M. M. (2012). Developmental relationships as the active ingredient: A unifying working hypothesis of “what works” across intervention settings. *American Journal of Orthopsychiatry, 82*(2), 157-166. | |

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**University Policies and Guidelines**

# Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([xxx@usc.edu](mailto:xxx@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

# Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.  Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university.  You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>.  This is important for the safety whole USC community.  Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.  *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

# Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing.  Check with your advisor or program staff to find out more.  Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.  *The Office of Disability Services and Programs* <http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html> provides certification for students with disabilities and helps arrange the relevant accommodations.  If an officially  declared emergency makes travel to campus infeasible, *USC Emergency Information* [*http://emergency.usc.edu/*](http://emergency.usc.edu/)will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

# Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

# Policy on Late or Make-Up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

# Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

# Code of Ethics of the National Association of Social Workers (Optional)

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

## Preamble

The primary mission of the social work profession is to enhance human well­being 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 well­being in a social context and the well­being 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.

# Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the lead instructor of the course, Dr. Bianca Harper. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

# Tips for Maximizing Your Learning Experience in this Course

* Be mindful of getting proper nutrition, exercise, rest and sleep!
* Come to class.
* Complete required readings and assignments BEFORE coming to class.
* BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
* Come to class prepared to ask any questions you might have.
* Participate in class discussions.
* AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
* If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
* Keep up with the assigned readings.

*Don’t procrastinate or postpone working on assignments.*