Social Work 534 VAC

Policy and Practice in Social Service Organizations

3 Units

2016
Term Year

Instructor:	Stacy E Kratz		
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Office Hours:	As needed		

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

Study of social work organizations with emphasis on their policy contexts, organizational theory, and the development of delivery systems.

III. COURSE DESCRIPTION

This course focuses on the development of macro practice skills for social workers whose primary assignments are clinical. The purpose of this course is to prepare students to work more effectively within complex political, organizational, and community social service settings. It seeks to educate and develop informed practitioners capable of successful practice in organizational and policy contexts.

The course is designed to help students understand and analyze the policy context of practice, review organizational and administrative theory and examine the practical implications for social service delivery systems and social work practice within them. Several methods of systematic observation are compared. Organizations are described and analyzed within their policy sector and interorganizational network to help students to appreciate the constraints and forces within which the organization must adapt. This perspective is applied to the analysis of communities and social service organizations, and the understanding of community and organizational characteristics that affect the delivery and design of services.

The course employs a general systems approach as a framework for learning about policies, organizations, problem solving, and change. Issues pertaining to the adequacy, equity, access, and the direction of social services are considered in defining practitioner's roles and strategies. The course addresses issues of social and organizational accountability, program development, learning how to

advocate on behalf of clients and professionals, and the ethics of policy and administrative practice. It focuses on preparing social workers for innovative, effective, and integrated social work practice in diverse, complex, and urban environments.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Provide students with a framework for studying the history of social welfare in the United States and analyzing the evolution of current welfare policies.
2	Teach basic skills of community assessment and the impact of social welfare policies on communities.
3	Provide information and methods for learning how to understand the legislative sources of social welfare services provided by organizations at the local, state, and national levels as well as legal mandates and organizational structures designed to deliver social services at the international level.
4	Provide opportunities for students to understand and practice the skills needed for macro practice with organizations, communities, and governments.
5	Teach and provide ways to practice effective team building, conflict resolution, and organizational goal setting.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

A combination of lecture, class discussion, and experiential exercises will be used in class. These exercises may include the use of videotapes, role-play, debates, or structured small-group exercises. Material from the Community Immersion program as well as the student's field placement will be used to illustrate class content and to provide integration between class and field. 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. Attendance will be taken at each class.

VI. STUDENT LEARNING OUTCOMES

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

	Social Work Core Competencies	SOWK 534	Course Objective
1	Demonstrate Ethical and Professional Behavior	*	1,3, and 4
2	Engage in Diversity and Difference in Practice	*	4,5
3	Advance Human Rights and Social, Economic, and Environmental Justice	*	3, and 4
4	Engage in Practice-informed Research and Research-informed Practice	*	2
5	Engage in Policy Practice	*	1,2,3,4, and 5
6	Engage with Individuals, Families, Groups, Organizations, and Communities	*	4

7	Assess Individuals, Families, Groups, Organizations, and Communities	*	2, and 4
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	*	4
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	*	2

* 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 and Class participation
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Class participation
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	All assignments and Class participation
	Use technology ethically and appropriately to facilitate practice outcomes;	All assignments
	Use supervision and consultation to guide professional judgment and behavior.	Class participation

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;	All assignments and Class participation
	Present themselves as learners and engage clients and constituencies as experts of their own experiences;	Class participation
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Class participation

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;	Assignment 2, 3 and Class participation
	Engage in practices that advance social, economic, and environmental justice	Assignments 2, and 3 and Class participation

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.	Assignments 1, and 4
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Assignments 1, and 4
	Use and translate research evidence to inform and improve practice, policy, and service delivery.	Assignments 1, and 4

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.	All assignments, and Class participation
	Assess how social welfare and economic policies impact the delivery of and access to social services.	All assignments and Class participation
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	All assignments and Class participation

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.	<mark>All assignments and Class participation</mark>
	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<mark>Class participation</mark>

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	Assignments 1 and 4
	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.	Assignments 1 and 4
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	All assignments and Class participation
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	All assignments

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.	Assignments 1, and 4
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Assignments 1, and 4
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	All assignments, and Class participation
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	All assignments
	Facilitate effective transitions and endings that advance mutually agreed-on goals.	All assignments

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.	Assignments 1 and 4
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	All assignments and Class participation
	Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.	Assignment 4
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Assignment 4

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Community Analysis	Week 3	20%
Assignment 2: Policies That Impact Lower-Income Families	Week 5	20%
Assignment 3: Student-Led policy class discussion	Week 6 +	20%

Assignment	Due Date	% of Final Grade
Assignment 4: Organization Assessment	Final Week	30%
Class Participation	Ongoing	10%

Assignment 1: Community Analysis

Assignment 1 is a research-based paper in which the student will apply theory and information from the professional literature to the community immersion experience and utilize a community assessment framework to analyze the community visited during Community Immersion. Specific guidelines for the assessment are presented in a separate written document.

<mark>Due: Week 3</mark>

This assignment relates to student learning outcomes 2, 3, and 4.

Assignment 2: Case Study: Policies That Impact Families

Assignment 2 is a take-home exercise based on a case study handed out in class: Students will develop a series of potentially helpful policies to assist a lower-income family. Guidelines will be shared in class.

<mark>Due: Week 5</mark>

This assignment relates to student learning outcomes 2, 3, and 4.

Assignment 3: Student-Led Classroom Discussion on Current Policy Issue

Assignment 3 is based on students working in small teams not to exceed three, identifying a policy issue, creating a research-based one-page summary thereof—which includes the relevant NASW Code of Ethics—for use in class, and then leading a classroom discussion on the issue for about 15 minutes. Starting in Week 5, a work group will be assigned a presentation date (Week 6) for its discussion, and the other work groups will receive their presentation date weekly thereafter. **Each group has one week** to prepare for the presentation. Written guidelines for the assessment are presented in a separate document.

<mark>Due: Weekly presentations start Week 6, according to a weekly schedule established by the professor.</mark>

This assignment relates to student learning outcomes 1, 2, 3, 4, and 5.

Assignment 4: Organization Assessment

Assignment 4 is a research paper in which students will describe the field agency in which they are placed (or another agency as determined with the instructor), identify the primary policies impacting the delivery of services in the agency, identify the various structural components of the agency and program services, discuss organizational culture and management style, and include an assessment of effectiveness of the agency's service delivery response to clients. Class Participation (xx% of Course Grade)

Students will also identify an unmet agency need and discuss an appropriate response to that unmet need. Written guidelines for the assessment are presented in a separate document.

Due: Final Week

This assignment relates to student learning outcomes 1, 2, 3, 4, and 5.

Class Participation (10% of Course Grade)

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active, oral class participation. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material and actively engage in experiential exercises. Alternatively, students may have a set of thoughtful questions about the material. Class participation and reading are worth 10 points of the final grade.

Students are further expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations may result in the reduction of grades.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	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
		70 – 72	C-

Within the 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.

Late-paper policy: In the event, that a paper is submitted after the paper deadline without the professor's advance permission, the following penalties will apply:

1. A 10% deduction in points per day will be applied for up to 3 days after the due date.
2. After 3 days late, the student's academic advisor will be notified.
3. After the third day, the paper will earn no more than 50% of the credit possible for the assignment.

Rewrite policy: Submitted papers earning a grade below B are allowed to be rewritten and resubmitted to the professor, no later than 2 weeks after the original paper is returned to the student, for a maximum grade (if earned) of B.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks

Gilbert, N., & Terrell, P. (2013). *Dimensions of social welfare policy* (8th ed.). Boston, MA: Allyn & Bacon.

Netting, F. E., Kettner, P., McMurty, S. L., & Thomas, M. L. (2012). *Social work macro practice* (5th ed.). Boston, MA: Pearson.

Fertig, R., & Rose, J. (2007). *100 years of social work at USC 1906–2006.* Los Angeles, CA: University of Southern California.
This history book is a PDF file. It's located in the VAC course Tool Box or can be obtained from the instructor.

Note: Additional readings may be identified in the course outline for individual class sessions. Required readings will be posted on ARES. Students may access ARES at http://usc.ares.atlas-sys.com/. **534 VAC Readings will be posted under lead faculty instructor Harry Hunter**. Readings not posted on ARES can be located at the websites identified in the course outline. If you cannot locate these extra readings, ask your instructor for copies.

Note: Additional readings will be assigned by the instructor throughout the course.

534 library guide: http://libguides.usc.edu/sowk534

Recommended Guidebook for APA Style Formatting

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington: APA.

Recommended Websites

National Association of Social Workers
    http://www.naswdc.org

USC Guide to Avoiding Plagiarism
    http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm

Course Schedule—Detailed Description

Part 1: Introduction to Macro Practice: Values and Significance

Unit 1:	What Is Social Work? What Is a Social Worker?
	What Is Policy? Why Does "Place" Matter?

This unit relates to course objectives 1, 2, and 4.

Required Reading

- Netting, F. E., Kettner, P., McMurty, S. L., & Thomas, M. L. (2012). An introduction to macro practice in social work. In *Social work macro practice* (5th ed., chap. 1, pp. 2–30). Boston, MA: Pearson.

- Netting, F. E., Kettner, P., McMurty, S. L., & Thomas, M. L. (2012). Understanding Communities. In *Social work macro practice* (5th ed., chap. 5, pp. 130–165). Boston, MA: Pearson.

- Gilbert, N., & Terrell, P. (2013). The field of social welfare policy. In *Dimensions of social welfare policy* (8th ed., chap. 1, pp. 1–24). Boston, MA: Allyn & Bacon.

- Rothman, J. & Mizrahi, T. (2014). Balancing Micro and Macro Practice: A Challenge for Social Work. Social Work. (Vol. 59, Issue 1 pp.91-93).

Recommended Reading

- Dreier, P., Mollenkopf, J., & Swanstrom, T. (2001). *Place matters* (chap. 3, pp. 82–90). Lawrence, KS: University Press of Kansas.

- *The many faces of social work*: http://www.youtube.com/watch?v=77UGDj48oHs

- National Association of Social Workers: http://www.socialworkers.org/pressroom/features/general/profession.asp

- Defining Social Work For The 21st Century: (2014) The International Federation Of Social Workers.

  http://isw.sagepub.com/content/47/3/407.short?rss=1&ssource=mfc

  http://ifsw.org/policies/global-standards/

In-Class Material

- Los Angeles County Department of Children and Family Services: Class Specification: Social Worker.

Part 2: Social Welfare: An Historical, Heroic, and Ethical Perspective

Unit 2: History: Founding Through Plutocracy: Key Milestones in American Social Work History

This unit relates to course objective 1.

Required Reading

- Netting, F. E., Kettner, P., McMurty, S. L., & Thomas, M. L. (2012). The historical roots of macro practice. In *Social work macro practice* (5th ed., chap. 2, pp. 32–70). Boston, MA: Pearson.

- Fertig, R., & Rose, J. (2007). *100 years of social work at USC 1906–2006* (pp. 1–54). Los Angeles, CA: University of Southern California.

- White, M. (2012). Atlantic slave trade. In *The great big book of horrible things* (pages 161–171). New York, NY: W.W. Norton.

- Menand, L. (2013, March 4). How the deal went down: Saving democracy in the Depression. *The New Yorker*.

Recommended Reading

- Mizrahi, T. & Davis, L.E. (eds.). (2008). Encyclopedia of Social Work (20th ed.). Oxford University Press. *Great Depression, 4:73-74; 4:99*

- Mizrahi, T. & Davis, L.E. (eds.). (2008). Encyclopedia of Social Work (20th ed.). Oxford University Press. *War on Poverty, 4:292-293.*

In-Class Material

- U.S. Constitution: Article 1, Section 2, Paragraph 3; Article 1, Section 9; Article 4, Section 2

Unit 3: **Change Agents From Jane Addams to Leymah Gbowee**

Assignment 1 due

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading

- Fertig, R., & Rose, J. (2007). *100 years of social work at USC 1906–2006* (pp. 55–81). Los Angeles, CA: University of Southern California.

- The life and work of Jane Addams
  http://www.youtube.com/watch?v=Tw4GZeABINI

- Leymah Gbowee: Unlock the intelligence, passion, greatness of girls
  http://www.ted.com/talks/leymah_gbowee_unlock_the_intelligence_passion_greatness_of_girls.html

Recommended Reading

- Kemp, S. P., & Brandwein, R. (2010). Feminisms and social work in the United States: An intertwined history. *Affilia*, *25*(4), 341–364.

- Ladies' Home Journal. (June 1913). Jane Addams: If Men Were Seeking the Franchise. Library of Congress. http://nationalhumanitiescenter.org/pds/gilded/power/text12/addams.pdf

- The California Social Welfare Archive (CSWA):

  http://www.usc.edu/libraries/archives/arc/libraries/cswa/index.php

Unit 4: **NASW Code of Ethics and Professionalism**

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading

- The NASW Code of Ethics: http://www.socialworkers.org/pubs/code/code.asp

- Netting, F. E., Kettner, P., McMurty, S. L., & Thomas, M. L. (2012). Understanding communities. In *Social work macro practice* (5th ed., chap. 1, pp. 12–27). Boston, MA: Pearson.

- Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work, 49*(4), 595–604.

Unit 4: Recommended Reading

- Hasenfel, Y., & Garrow, E. E. (2012). Nonprofit human-service organizations, social rights, and advocacy in neoliberal welfare state. *Social Service Review, 86*(2), 295–322.

- What is an Ethical Dilemma in Social Work
  http://www.socialworker.com/feature-articles/ethics articles/What_Is_an_Ethical_Dilemma%3F/

Part 3: Social Welfare Policy

Unit 5:	The Modern Welfare State and the Economic Safety Net

Assignment 2 due

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading

- Gilbert, N., & Terrell, P. (2013). The modern welfare state. In *Dimensions of social welfare policy* (8th ed., chap. 2, pp. 27–56). Boston, MA: Allyn & Bacon.

- Blake J. (2012, January 23). *Return of the welfare queen*. CNN.
- Appelbaum, B. (2012, February 12). Even critics of safety net increasingly depend on it. *New York Times*.

Recommended Reading

- Goldberg, G. S. (2012). Economic inequality and economic crisis: A challenge for social workers. *Social Work, 57*(3), 211–224.

- Knapp, M., Bauer, A., Perkins, M., & Snell, T. (2013). Building community capital in social care: Is there an economic case? *Community Development Journal, 48*(2), 313–331.

- Raising a family on three minimum wage jobs:
  http://money.cnn.com/2013/09/20/news/economy/three-minimum-wage-jobs/

Unit 6:	Child Welfare and Protection

Assignment 3: Student-Led Discussions Begin This Week

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading

- Calhoun, A. (2012, April 25). The criminalization of bad mothers. *The New York Times Magazine*.

- Finch, I., & Schott, L. (2013). The value of TANF benefits continue to erode in 2012. Center for Budget and Policy Priorities, 1–20.

- Hahn, H. (2013). Ten myth-busting facts about welfare. Urban Institute

- Sanders, D. (2009). Safely reducing the number of children in foster care. *Children's Voice.* Retrieved from http://www.cwla.org/voice/0905fostercare.htm

- 100 Best Practices in Child Protection (2014) published by The Protection Project, The Johns Hopkins University Paul H. Nitze School of Advanced International Studies (SAIS) & The International Centre for Missing & Exploited Children (ICMEC). Retrieved from http://www.protectionproject.org/wp-content/uploads/2014/01/Best-Practices-in-Child-Protection-2013.pdf

Recommended Reading

- Popple, P., & Vecchiolla, F. (2007). Child welfare in the United States: A brief history. In *Child welfare social work: An introduction* (chap. 2, pp. 29–60)*.* Boston, MA: Pearson-Allyn Bacon.

- McCroskey, J. (2007). Using child and family indicators to influence communities and policy in Los Angeles County. *Social Indicators Research, 83*, 125–148.

- Glisson, C., Green, P., & Williams, N. J. (2012). Assessing the organizational social context (OSC) of child welfare systems: Implications for research and practice. *Child Abuse & Neglect*.

- Maxwell, N., Scourfield, J., Featherstone, B., Holland, S., & Tolman, R. (2012). Engaging fathers in child welfare services: A narrative review of recent research evidence. *Child & Family Social Work*, *17*(2), 160–169.

Unit 7:   Education/Equality/Effectiveness

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading

- Sipple, J. W. (2007). Major issues in American schools. In *Social work services in schools* (5th ed., chap. 1, pp. 1–21). Boston, MA: Allyn & Bacon, Pearson.

- Potapchuk, W. R. (2013). *The role of community schools in placed-based initiatives: Collaborating for student success* (pp. 1–27). Washington, DC: Coalition for Community Schools, Institute for Educational Leadership.

- Whatever it takes: A white paper on the Harlem Children's Zone (2014)   Retrieved from http://hcz.org/wp-content/uploads/2014/04/HCZ-White-Paper.pdf

- Dismantling the School to Prison Pipeline in California (2014). Retrieved from http://www.cdfca.org/policy-priorities/dismantling-the-school-to-prison-pipeline/

Recommended Reading

- Schmidt, W. H., Cogan, L. S., & McKnight, C. C. (2010). *Equality of educational opportunity*. http://www.aft.org/pdfs/americaneducator/winter1011/Schmidt.pdf

- Harris, M. B. & Allgood, J. (2008). Adolescent pregnancy prevention: Choosing a program that fits the school and community. *Children & Youth Services Review.*

- Strategic Plans – American Educational System (2014). U.S. Department of Education. Retrieved from http://www2.ed.gov/about/reports/strat/plan2011-14/draft-strategic-plan.pdf

Unit 8:   Mental Health: Systems and Delivery

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading

- California Family Resource Association. (2007). Integrating mental health services into California's diverse neighborhoods [Policy brief 1.1]. *Mental Health*, 1–12.

- Currey, R. (2007). PTSD in today's war veterans: The road to recovery. *Social Work Today,* 7(4), 12–16. http://www.socialworktoday.com/archive/julyaug2007p13.shtml

- Gilbert, N., & Terrell, P. (2010). The design of the delivery system. In *Dimensions of social welfare policy* (7th ed., chap. 6, pp. 154–192). Boston, MA: Allyn & Bacon.

- US Mental Health Delivery System Infrastructure (2014) Retrieved from http://www.fas.org/sgp/crs/misc/R40536.pdf

Recommended Reading

- Barrio, C., Palinkas, L. A., Yamada, A. M., Fuentes, D., Criado, V., Garcia, P., & Jeste, D. V. (2008). Unmet needs for mental health services for Latino older adults: Perspectives from consumers, family members, advocates, and service providers. *Community Mental Health Journal, 44*(1), 57–74.

- Currey, R. (2007). Surviving professional stress in a military setting. *Social Work Today, 7*(6), 24–28. Retrieved from http://www.socialworktoday.com/archive/novdec2007p24.shtml

- Folsom, D. P., Gilmer, T., Barrio C., Moore, D. J., Bucardo, J., Garcia, P., . . . Jeste, D. V. (2007). Spanish-speaking Latinos differ from English-speaking Latinos and Caucasians in care for serious mental illness. *American Journal of Psychiatry, 164*(8), 1173–1180.

- Global Perspective on Mental Health (2014). Retrieved from http://www.ispn-psych.org/docs/GlobalPerspectMentalHlth0804.pdf

- Mennen, F. E., & Trickett, P. (2007). Mental health services to urban minority children. *Children and Youth Services Review,* 27, 577–593.

- Wolf, E. J., Harrington, K. M., Reardon, A. F., Castillo, D., Taft, C. T., & Miller, M. W. (2013). A dyadic analysis of the influence of trauma exposure and posttraumatic stress disorder severity on intimate partner aggression. *Journal of Traumatic Stress*, *26*(3), 329–337.

Unit 9:   Criminal Justice

This unit relates to course objectives 1, 2, 3, 4, and 5.

Required Reading

- Gopnik, A. (2012, January 30). The caging of America. *The New Yorker*.

- Karger, H. J., & Stoesz, D. (2010). *American social welfare policy: A pluralist approach (5th ed.).* Boston: Allyn & Bacon, Pearson.
  Chapter 14: Criminal Justice

- Back on Track: Supporting Youth Reentry from Out of Home Placement to the Community. (2009). Prepared by the Youth Reentry Task Force of the Juvenile Justice and Delinquency Prevention Coalition, Washington, D.C. Retrieved from: Youth Reentry Fall 2009 Report

- Welsh. B.C. & Farrington, D.P. (2013 December). "Preventing Crime is Hard Work: Early Intervention, Developmental Criminology, and the Enduring Legacy of James Q. Wilson". Journal of Criminal Justice. Volume 41, Issue 6, December 2013, Pages 448–451.

Recommended Reading

- Backes, B., & Rorie, M. (2013). Partners in research: Lessons learned in Los Angeles. *National Institute of Justice Journal,* 272.   http://nij.gov/nij/journals/272/research-partners.htm

- Andrews, D. A., & Bonta, J. (2010). Rehabilitating criminal justice policy and practice. *Psychology, Public Policy and Law*, *16*, 39–418.

- Springer, S. A., Azar, M. M., & Altice, F. L. (2011). HIV, alcohol dependence, and the criminal justice system: A review and call for evidence-based treatment for released prisoners. *The American Journal of Drug and Alcohol Abuse*, *37*(1), 12–21.

Unit 10:   Health Care Reform: Affordable Health Care Act

Required Reading

- Andrews, C. M., Darnell, J. S., McBride, T. D., & Gehlert, S. (2013). Social work and implementation of the Affordable Care Act. *Health Social Work, 38*(2), 67–71.
  doi: 10.1093/hsw/hlt002

- Andrews, M. (2010). Pregnant women, new mothers get more protections under healthcare law. *Kaiser Health News.*

- U.S. Department of Health & Human Services. (2013). *Key features of the Affordable Care Act by year.* Retrieved from: http://www.hhs.gov/healthcare/facts/timeline/timeline-text.html

- National Conference of State Legislatures. (2011). *The Affordable Care Act: A brief summary*. Retrieved from http://www.ncsl.org/portals/1/documents/health/hraca.pdf

- **Robert Wood Johnson Foundation.** (2013). **Health insurance exchanges and state decisions. Exchanges must be ready to begin enrolling people by October 2013. How is each state preparing?** Health Policy Brief, *Health Affairs*, 1-6.

Unit 10 Recommended Reading

- Baernstein, A., Bostwick, W., Carrick, K., Dunn, P., Goodman, K., et al. (2006). *Lesbian and bisexual women's public health.* In M. Shankle, (Ed.), The handbook of lesbian, gay, bisexual, and transgender public health (pp. 97–102). New York: Harrington Park Press.
- Barusch, A. S. (2009). *Foundations of social policy: Social justice in human perspective (3rd ed.).* Belmont, CA: Brooks/Cole, Cengage Learning.
  Chapter 6: Physical Illness

- Dreier, P., Mollenkopf, J., & Swanstrom, T. (2001). *Place matters.* Lawrence, KS: University Press of Kansas.
  Chapter 3: The Costs of Economic Segregation and Sprawl, pp. 66–75
  "Health"
  "Access to Health Care"
  "The Physical Environment"
  "Social Integration and Lifestyles"
  "Suburban Health"
- Durkin, E. M. (2002). *An organizational analysis of psychosocial and medical services in outpatient drug abuse. Social Service Review, 76*(3), 406–429.

- Ell, K., & Vourlekis, B. (2005). *Social work in health care in 2025: The landscape and paths to transformation. Advances in Social Work, 6*(1), 182–192.

Unit 11:   How Are Social Service Organizations Managed and Assessed?

This unit relates to course objectives 1, 2, 3, 4, and 5.

Required Reading

- Netting, F. E., Kettner, P., McMurty, S. L., & Thomas, M. L. (2012). Understanding organizations. In *Social work macro practice* (5th ed., chap. 7, pp. 209–251). Boston, MA: Pearson.

- Netting, F. E., Kettner, P., McMurty, S. L., & Thomas, M. L. (2012). Analyzing human service organizations. In *Social work macro practice* (5th ed., chap. 8, pp. 254–301). Boston, MA: Pearson.

Recommended Reading

- Findler, L., Wind, L., & Mor Barak, M. E. (2007). The challenge of workforce management in a global society: Modeling the relationship between diversity, organizational culture, and employee

well-being, job satisfaction and organizational commitment. *Administration in Social Work, 31*(3), 63–94.

- Gillingham, P., & Humphreys, C. (2010). Child protection practitioners and decision-making tools: Observations and reflections from the front line. *British Journal of Social Work, 40*(8), 2598–2616.

- Patras, J., & Klest, S. K. (2013). Development of a collective efficacy measure for use in social service organizations. *Journal of Social Work, 13*, 96–106. doi:10.1177/1468017311412034

Part 4: The Basics: Funding, Service Delivery, and Leadership

Unit 12:   How Are Social Service Programs/Initiatives Funded?

This unit relates to course objectives 1, 2, 3, 4, and 5.

Required Reading

- Gilbert, N., & Terrell, P. (2013). The mode of finance: Sources of funds. In *Dimensions of social welfare policy* (8th ed., chap. 7, pp. 185–216). Boston, MA: Allyn & Bacon.

Recommended Reading

- Knapp, M., Bauer, A., Perkins, M., & Snell, T. (2013). Building community capital in social care: Is there an economic case? *Community Development Journal, 48*(2), 313–331: doi: 10.1093/cdj/bss021

- Financial empowerment training for social service programs http://files.consumerfinance.gov/f/201309_cfpb_report_training-for-social-services.pdf

- United States Budget in Brief (2014) http://www.dol.gov/dol/budget/2014/PDF/FY2014BIB.pdf

Unit 13:   How Are Social Work Programs and Services Delivered?

This unit relates to course objectives 1, 2, 3, 4, and 5.

Required Reading

- Gilbert, N., & Terrell, P. (2013). The design of the delivery system. In *Dimensions of social welfare policy* (8th ed., chap. 6, pp. 153–182). Boston, MA: Allyn & Bacon.

- Spread thin: Human services organizations in poor neighborhoods 2013: The state of the non-profit sector in Los Angeles. Published by the UCLA Luskin School for Public Affairs.

Recommended Reading

- Frahm, K. A., & Martin, L. L. (2009). From government to governance: Implications for social work administration. *Administration in Social Work, 33*(4), 407–422.

- Schmidt, H. (2012). Nonprofit human service: Between identity blurring and adaption to changing environments. *Adminstration in Social Work, 37*(3), 242–256. doi: 10.1080/03643107.2012.676611

- Toth, S. L., & Manly, J. T. (2011). Bridging research and practice: Challenges and successes in implementing evidence-based preventive intervention strategies for child maltreatment. *Child Abuse & Neglect, 35*(8), 633–636.

Part 5: The Global Connectedness of Policy

Unit 14:   International Policy and Global Social Work

This unit relates to course objectives 1, 2, 3, 4, and 5.

Required Reading

- Gilbert, N., & Terrell, P. (2013). Policy dimensions: International trends in the twenty-first century. In *Dimensions of Social Welfare Policy* (8th ed., chap. 9, pp. 254–266). Boston, MA: Allyn & Bacon.

- National Association of Social Workers. (2010). *International social work—fact sheet.* Retrieved from: http://www.naswdc.org/pressroom/features/issue/international.asp

- The Millennium Development Goals Report 2013. New York, NY: United Nations. Retrieved from: http://www.un.org/en/development/desa/publications/mdgs-report-2013.html

Recommended Reading

- Hong, P. Y. P., & Song, I. H. (2010). Globalization of social work practice: Global and local responses to globalization. *International Social Work*, *53*(5), 656–670.

- Pries, L., & Seeliger, M. (2013). Work and employment in a globalized world: The emerging texture of transnational labor regulation. *Global Labour Journal, 4*(1), 26–47.

- Trygged, S. (2010). Balancing the global and the local: Some normative reflections on international social work. *International Social Work*, *53*(5), 644–655.

- United States Department of Labor. (2002). *Trafficking in persons: A guide for non-governmental organizations.* Women's Bureau, U.S. Department of Labor. http://www.dol.gov/wb/media/reports/trafficking.htm

**Unit 15:   Reflections on Social Work Macro Practice and
                Professional Identity**

Assignment 4 due Final Week

This unit relates to course objectives 1, 2, 3, 4, and 5.

This class session will involve a review of all of the course objectives and a summary of how the objectives have been achieved.

STUDY DAYS/NO CLASSES

University Policies and Guidelines

IX. 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) 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.

X. 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 describes reporting options and other resources.

XI. 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/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII.   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."

XIII.   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.

XIV.   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.

XV.   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.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the lead faculty instructor, Harry Hunter at harryhun@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVII. 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 e-mail!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.