USC Suzanne Dworak-Peck
School of Social Work

Social Work 619

Section #60569

Section #60571

Social Work in Public Child Welfare Settings

3 Units

"You hear about children falling through the cracks when they die in the care of the system. Let me tell you something: there is no system, there are only people – children don't fall through cracks, they fall through fingers."

-Marc Parent, Turning Stones: My Days and Nights with Children at Risk

Fall 2017

SYLLABUS

Instructor:	Devon Brooks
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Office Location:	MRF 307 University Park Campus (UPC)
	Los Angeles, CA 90089-0411

Office Hours Days & Times:	Tuesdays 12:00 – 4:00 pm
	Thursdays 12:00 – 3:00 pm
	& by appointment

Course Location:	MRF 320
Course Day & Time:	Section #60571 Thursday 4:10 - 7:00pm PST
	Section #60569 Thursday 7:10 - 10:00pm PST

NOTE: It is School Policy that instructors and students use their @usc.edu or other official USC email address for school-related email communications.

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

This advanced seminar will provide tools to enhance the practitioner's response to the special challenges of social work practice in public child welfare.

III. COURSE DESCRIPTION

This advanced seminar for second year MSW students specializing in child welfare practice is designed to enhance knowledge and skills for practice in the turbulent and often controversial field of public child welfare. Practice in the field is changing – too quickly for some but not quickly enough for others. Many observers agree that the public child welfare system is "broken," but there is little agreement on how to "fix" the components of this complex system. Controversy permeates almost any discussion about child welfare – including the meaning of its history, values, policies, desired results and clinical practices.

The problems are especially daunting in California where child welfare is overseen by the State Department of Social Services (CDSS), but operated by 58 separate County governments. The multicultural population and different needs of communities in California, combined with its sheer size and spread, poses extraordinary challenges. These challenges relate, but are not limited to the following questions: How do we partner with communities to do a better job of preventing maltreatment? How do we address the underlying needs of all of the families who come to the attention of the system to assure that children have safe, stable and nurturing homes? How do social workers team with families and other systems to provide effective culturally competent services for a very broad range of individual circumstances and situations? How do we address overrepresentation of children of color in the system? How do we recruit, retain and support resource families (related and non-related foster parents) who provide out-of-home care for so many children?

Public agencies are working on both "ends" of the system – simultaneously trying to keep children safe and improve services for seriously troubled families and children while increasing prevention efforts so that fewer children need protective services. While there are many challenges, child welfare can also be an extremely satisfying and meaningful career choice for social workers prepared to deal with change and complexity. This course provides knowledge, skills, values and pathways to guide work in public child welfare.

IV. COURSE OBJECTIVES

Upon completion of SOWK 619 students will:

Objective #	Objectives
1	Demonstrate understanding of key scientific, historic, policy and systems concepts, and use critical thinking in assessing the implications of these concepts in order to advance social justice for families and children involved with the public child welfare system.

Objective #	Objectives
2	Develop skills in using child welfare system data for evaluation, accountability and improvement purposes by identifying key performance measures and indicators, analyzing and presenting data, tracking trends, and assessing implications for practice improvement.
3	Assess policy and decision-making processes at the County level, including key decision-makers, processes and current issues.
4	Synthesize complex issues and demonstrate understanding of the broad scope of practice in public child welfare.
5	Use multiple sources of information to understand reform strategies and assess potential impacts on children and families.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The course will encompass a combination of diverse learning modalities and tools which may include, but are not limited to the following: didactic presentations by the instructor; small and large group discussions; team trainings; case studies; videos; guest speakers; experiential exercises and online information searches.

Materials from students' experiences in public child welfare settings will be used to illustrate course concepts and provide integration between class and field internships settings.

The online teaching and learning environment provided by the University's Blackboard Academic Suite™ System (https://blackboard.usc.edu/) will support access to course-related materials and communication.

Instructor's Oath

"As your instructor, to each of you, I pledge the following:

- *To appreciate you, your time and your effort;*
- *To be available and responsible;*
- *To be encouraging and supportive;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *To accommodate when appropriate and within reason;*
- *To try to be an engaging and effective instructor; and*
- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook, Section 3-B (2) (see http://policies.usc.edu/p4acad_stud/facultyhandbook.pdf).*

If at any time you feel I have not honored this oath, please contact me so that I am aware of your concerns and have an opportunity to address them."

VI. STUDENT LEARNING OUTCOMES/BEHAVIORS

The following table lists the nine Social Work competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in Diversity and Difference in Practice
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
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

NOTE: The asterisk (*) and shading indicate the two competencies that are addressed in this course.

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes/behaviors, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Social Work Competencies	Course Objectives	Behaviors	Dimensions	Course Content
Competency 3 **Advance Human Rights and Social, Economic, and Environmental Justice** Social workers understand that every child, young person, and family member, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and employ social justice strategies to promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.	1. Demonstrate understanding of key scientific, historic, policy and systems concepts, and use critical thinking in assessing the implications of these concepts in order to advance social justice for families and children involved with the public child welfare system.	3b. Analyze and consider the human rights and social justice aspects of interventions with children, youth, and families	Values, Cognitive and Affective Processes	**UNITS** Unit 1: Introduction to the Course Unit 2: Child Maltreatment Unit 3: Child Maltreatment Prevention Unit 4: Public Child Welfare as a Means for Achieving Child Safety, Permanency, and Well-being Unit 5: The Current Child Welfare Landscape Unit 6: Using Data and Evidence to Improve Child Welfare Practice, Systems, and Outcomes Unit 7: Diversity, Disproportionality, and Bias in Child Welfare Unit 8: Screening, Assessment, and Decision-Making Unit 9: Supporting and Preserving "At-Risk" Families Unit 10: Out-of-Home Care Unit 11: Transitional Age Youth (TAY) and Dual Status Youth Unit 12: Adoption, Legal Guardianship, and Kinship Care Unit 13: The Complex Needs of Children and Families Involved with Child Welfare Units 15: Wrap-Up and Next Steps **ASSIGNMENTS** Assignment 1: In-class Examination

Social Work Competencies	Course Objectives	Behaviors	Dimensions	Course Content
				Assignment 2: Team Training Class Participation
Competency 4 **Engage in Practice-informed Research and Research-informed Practice** Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge related to practice and evaluation of practice with children, youth, and families. Social workers use scientific, ethical, and culturally informed approaches to building knowledge related to practice with children, youth, and families. Social workers utilize various forms of data such as agency administrative data, public data and empirical data sources, to inform their practice within the field of children, youth and families. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and use the knowledge to inform research inquiry through critical analysis. Social workers utilize data to inform and evaluate practice with this population and understand how to measure outcomes as part of the evaluation process.	2. Develop skills in using child welfare system data for evaluation, accountability and improvement purposes by identifying key performance measures and indicators, analyzing and presenting data, tracking trends, and assessing implications for practice improvement.	4b. Apply various forms of data to inform practice with children, youth, and families.	Cognitive and Affective Processes	<u>**UNITS**</u> Unit 1: Introduction to the Course Unit 3: Child Maltreatment Prevention Unit 4: Public Child Welfare as a Means for Achieving Safety, Permanency, and Well-being Unit 5: The Current Child Welfare Landscape Unit 6: Using Data and Evidence to Improve Child Welfare Practice, Systems, and Outcomes Unit 7: Diversity, Disproportionality, and Bias in Child Welfare Unit 8: Screening, Assessment, and Decision-Making Units 15: Wrap-Up and Next Steps <u>**ASSIGNMENTS**</u> Assignment 3: Performance Measurement Analysis Assignment 4: Policy & Practice Brief

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Unit Due	Due Date	Percent of Final Grade
Assignment 1 In-class Examination	5	September 21	20%
Assignment 2 Team Training	8 – 12	October 12 – November 9	20%
Assignment 3 Performance Measurement Analysis	9	October 19	25%
Assignment 4 Policy & Practice Brief	13	November 16	25%
Class Participation	Ongoing		10%

The first assignment for the course focuses on the context of public child welfare practice. Assignments 2 and 3 address challenges in areas of students' particular professional interests, as well as strategies for addressing those challenges. Assignment 4 involves the integration of students' particular professional interests into the larger child welfare context in which students will operate as professional social workers.

Maximum points for each assignment correspond with the percent of the final grade for that assignment. For example, a maximum of 15 points can be earned for an assignment comprising 15% of the final grade.

Each assignment is described briefly below. Additional guidelines for each assignment will be distributed in class.

Assignment 1 (20% of course grade)
In-class Examination: The Aims and Context of Child Welfare Practice

In this assignment students are asked to provide brief responses to questions based on reading assignments and class discussions on the aims of child welfare practice and the contextual factors that shape child welfare practice (covered during the first four weeks of class). **Due: Unit 5, September 21 at the beginning of class** (This assignment relates to Competency 3.)

Assignment 2 (20% of course grade)
Professional Development Team Training

Students will work in small teams to identify and report on a policy change or reform effort underway to improve the child welfare system. This information will be packaged as a professional development training. The trainings will describe the problem addressed, methods and strategies being used. Teams will use empirical and/or qualitative data to assess results achieved, and use critical thinking to assess the human rights and social justice aspects of these reform efforts. **Due: Units 8 – 12 at the beginning of class.** (This assignment relates to Competency 3.)

Assignment 3 (25% of course grade)
Performance Measurement Analysis

Students will analyze data used to understand performance of the child welfare system and assess implications for practice improvement. **Due: Unit 9, October 19 by midnight PST** (This assignment relates to Competency 4.)

Assignment 4 (25% of course grade)
Policy & Practice Brief

Students will identify an issue where changing policy directions affect child welfare practice, describe policy-making processes at the county level, and assess the implications of changing policy on child welfare practice. Part of this assignment requires that students attend a meeting of the County Board of Supervisors (or another relevant county level policy making body) in order to better understand policy making at the local level. **Due: Unit 13, November 16 by midnight PST.** (This assignment relates to Competencies 3 & 4.)

Class Participation (10% of Course Grade)

Student involvement in this class is considered essential to growth as a social work practitioner. Presence in class along with preparation by having read and considered the assignments, and participation in discussion and activities are essential. (This assignment relates to Competencies 3 & 4.)

Grading

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
		72 or below	C-

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Readings

Course Reader: An electronic course reader will be compiled containing all required course readings. The reader will be available through Blackboard ***https://blackboard.usc.edu/*** or ARES.

NOTE: Blackboard will also be used to support and facilitate student/student and student/instructor communication and interaction outside of class.

Recommended Guidebook for APA Style Formatting

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

Purdue Online Writing Lab, APA Formatting: http://owl.english.purdue.edu/owl/resource/560/01/

Recommended Websites

The California Evidence-Based Clearinghouse: http://www.cebc4cw.org/

The California Child Welfare Performance Indicators Project:
http://cssr.berkeley.edu/ucb_childwelfare

California Research and Training Network: http://calswec.berkeley.edu/rtn

Center for the Study of Social Policy (CSSP): https://www.cssp.org/

Center for the Study of Social Policy (CSSP), Strengthening Families:
http://www.cssp.org/reform/strengthening-families

The Child Welfare Information Gateway: http://www.childwelfare.gov/

American Humane Association: http://www.americanhumane.org/children/

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

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Unit	Topics	Assignments
	PART I – THE AIMS & CONTEXT OF CHILD WELFARE PRACTICE	
1 **Aug 24**	**Introduction to the Course** ■ Welcome and introductions ■ Course overview 　❯ Themes, objectives and expectations ■ Key concepts in public child welfare 　❯ Defining "maltreatment" and "well-being" 　❯ Conceptualizing "public child welfare" ■ Specifying areas of interest, and educational and professional goals 　❯ Convene work teams	
2 **Aug 31**	**Child Maltreatment** ■ Introduction to child maltreatment ■ The impact of maltreatment on children 　❯ Neuroscience, brain architecture, and brain development 　❯ Adverse childhood experiences (ACEs) 　❯ Trauma and well-being ■ **Child maltreatment risk and protective factors** 　❯ Trauma-informed practice	
3 **Sept 7**	**Child Maltreatment Prevention** ■ Family-based approaches 　❯ Home visitation ■ Community- and population- based approaches	

Unit	Topics	Assignments
4 **Sept 14**	**Public Child Welfare as a Means for Achieving Child Safety, Permanency, and Well-being** ■ History of child welfare in the U.S. ■ Philosophical and cultural assumptions and foundations of child welfare practice ❯ What makes a family a "family? ❯ Permanency and family preservation ❯ Evidence-informed and evidence-based interventions ❯ Culturally-response services ■ Structure and approach to child welfare ❯ Federal, state and county roles ❯ Funding for child welfare services and programs ■ The California child welfare continuum of care framework ❯ Emergency Response (ER), Family Maintenance (FM), Family Reunification, (FR), and Permanency Planning (PP)	
5 **Sept 21**	**The Current Child Welfare Landscape** ■ Federal, state, and local child welfare outcomes and indicators ❯ Child and Family Services Reviews (CFSR) ■ Imagining a better child welfare system ❯ Improving child welfare performance through lifelong learning	**Assignment 1 Due:** **In-class Examination**
	PART II – CHILD WELFARE CHALLENGES & STRATEGIES	
6 **Sept 28**	**Using Data and Evidence to Improve Child Welfare Practice, Systems, and Outcomes** ■ Understanding assessment, evaluation, and administrative data ■ Understanding empirical research evidence ■ Performance standards and measurement ■ Quality assurance and improvement	

Unit	Topics	Assignments
7 **Oct 5**	**Diversity, Disproportionality, and Bias in Child Welfare** ■ Demographic and cultural trends in child welfare ■ Disproportionality and disparities in child welfare services and outcomes ❯ The maltreatment vs. poverty debate ■ Interculturally competent child welfare practice: assessment, engagement, intervention, and evaluation ❯ Implicit bias ❯ The role of race in placement decisions ❯ Immigrant families and communities ❯ LGBT youth and families	
8 **Oct 12**	**Screening, Assessment, and Decision-Making** ■ Risk and safety assessment ❯ Dispositions and dependency ■ Assessing child and family functioning ■ Structured decision-making approaches ■ Determining child and family needs, case planning, and differential response ❑ **Team Training**	**Team Trainings Begin (Assignment 2)** **One training per unit for units 8 – 12**
9 **Oct 19**	**Supporting and Preserving "At-Risk" Families** ■ Introduction to family support and preservation ■ Family-centered practice ■ Community-based family support ■ Engaging children and families in voluntary services ❯ Engaging families of color and immigrant families ❯ Engaging fathers and male caregivers ❑ **Team Training**	**Assignment 3 Due: Performance Measurement Analysis**
10 **Oct 26**	**Out-of-Home Care** ■ Detention, removal and placement in kinship and nonrelative foster care ■ Reunifying families ■ Recruiting and retaining resource families ❑ **Team Training**	

Unit	Topics	Assignments

11
 	
Nov 2
	Transition Age Youth (TAY) and Dual Status Youth
	■ Independent living and emancipation services
	  ❯ Housing stability and homelessness
	  ❯ Educational and employment achievement
	■ Working with dual status youth
	  ❯ Child welfare and juvenile justice involved youth
	    – The Crossover Youth Practice Model
	  ❯ Child welfare and mental health involved youth
	    – The Core Practice Model (CPM)
	❑ **Team Training**	

12
 	
Nov 9
	Adoption, Legal Guardianship, and Kinship Care
	■ Achieving and maintaining permanency through adoption
	  ❯ Lesbian and gay adoption
	  ❯ Transracial and transethnic adoption
	■ Adoption mental health competence
	■ Achieving and maintaining permanency through legal guardianship and kinship care
	❑ **Team Training**	

13 **Nov 16**	**The Complex Needs of Children and Families Involved with Child Welfare** ■ Substance abuse, mental health, and domestic violence ■ Multi-generational issues and 2nd generation foster youth ■ Linked abuse: cooccurrence of child abuse, domestic abuse, elder abuse, and animal abuse	**Assignment 4 Due: Policy & Practice Brief**
14 **Nov 23**	■ **THANKSGIVING HOLIDAY – NO CLASS!!**	
15 **Nov 30**	**Wrap-Up and Next Steps** ■ Reforming child welfare ■ Privatization and globalization of child welfare ■ Looking to the future	
**STUDY DAYS / NO CLASSES (December 2 – 5)**	
**VIRTUAL CLASS SESSION, THURSDAY DECEMBER 7** **Summative Assessment**	

PART I – THE AIMS & CONTEXT OF CHILD WELFARE PRACTICE

Unit 1	Introduction to the Course
August 24	

Topics
- Welcome and introductions
- Course overview
  - Themes, objectives and expectations
- Key concepts in public child welfare
  - Defining "maltreatment" and "well-being"
  - Conceptualizing "public child welfare"
- Specifying areas of interest, and educational and professional goals
  - Convene work teams

This unit relates to course objective 1.

Required Readings

Center for the Study of Social Policy (July 2013). *Raising the bar: Child welfare's shift toward well-being.* Retrieved from http://childwelfaresparc.files.wordpress.com/2013/07/raising-the-bar-child-welfares-shift-toward-well-being-7-22.pdf

Los Angeles County Blue Ribbon Commission on Child Protection (April 18, 2014). *The road to safety for our children: Executive summary* (pp. i–vi)*.* Retrieved from http://ceo.lacounty.gov/pdf/brc/BRCCP_Final_Report_April_18_2014.pdf

MacFarquhar, L. (August 7, 2017). When should a child be taken from his parents? *The New Yorker Magazine.* Retrieved from http://www.newyorker.com/magazine/2017/08/07/when-should-a-child-be-taken-from-his-parents

U.S. Department of Health and Human Services (2011). Definitions of child abuse and neglect. *Child Welfare Information Gateway* (pp. 1–15). Retrieved from http://www.childwelfare.gov/systemwide/laws_policies/statutes/define.pdf

U.S. Department of Health and Human Services (April 17, 2012). *Information memorandum: Promoting social and emotional well-being for children and youth receiving child welfare services.* Retrieved from https://www.acf.hhs.gov/sites/default/files/cb/im1204.pdf

Unit 2	Child Maltreatment
August 31	

Topics
- Introduction to child maltreatment
- The impact of maltreatment on children
  - Neuroscience, brain architecture, and brain development
  - Adverse childhood experiences (ACEs)
  - Trauma and well-being
- Child maltreatment risk and protective factors
  - Trauma-informed practice

This unit relates to course objectives 1, 4 & 5.

Required Readings

Children's Data Network (n.d.). *Infants remaining at home after allegation of maltreatment: A five-year analysis of California and Los Angeles county data.* Retrieved from http://www.datanetwork.org/research/infants-remaining-at-home-after-an-allegation-of-maltreatment-a-five-year-analysis-of-california-and-los-angeles-county-data/

Children's Data Network. (n.d.). *Protective factors in practice: Promising efforts in Los Angeles communities.* Retrieved from https://insight.livestories.com/s/snapshot-6-protective-factors-in-practice/574e25d0bc71480013a0a6bd/

Metzler, M., Merrick, M. T., Klevens, J., Ports, K. A., & Ford, D. C. (2017). Adverse childhood experiences and life opportunities: Shifting the narrative. *Children and Youth Services Review, 72,* 141-149.

U.S. Department of Health and Human Services (2009). Understanding the effects of maltreatment on brain development. *Child Welfare Information Gateway, Issue Brief (November),* 1-17. Retrieved from

http://www.childwelfare.gov/pubs/issue_briefs/brain_development/brain_development.pdf

Recommended Readings

Beam, C. (2013). *To the end of June, The intimate life of American foster care.* Chapter 1 (pp. 3-17).

Currie, J., & Widom, C. S. (2010). Long-term consequences of child abuse and neglect on adult economic well-being. *Child Maltreatment, 15*(2)*,* 111-120.

Garcia, A. R., Gupta, M., Greeson, J. K. P., & Thompson, A. (2017). Adverse childhood experiences among youth reported to child welfare: Results from the national survey of child and adolescent wellbeing. *Child Abuse & Neglect, 70,* 292-302.

Heffernan, K. & Viggiani, P. (2015). Going beyond Trauma Informed Care (TIC) training for child welfare supervisors and frontline workers: The need for system wide policy changes implementing TIC practices in all child welfare agencies. *The Advanced Generalist: Social Work Research Journal, 1*(3/4), 37-58.

Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social work and adverse childhood experiences

research: Implications for practice and health policy. *Social Work in Public Health, 29*(1)*,* 1-16.

O'Brien, J. E., White, K., & Rizo, C. F. (2017). Domestic minor sex trafficking among child welfare-involved youth: An exploratory study of correlates. *Child Maltreatment, 22*(3), 265-274.

Putnam-Hornstein, E., Simon, J. D., Eastman, A. L., & Magruder, J. (2014). Risk of re-reporting among infants who remain at home following alleged maltreatment. *Child Maltreatment, 20*(2), 92–103

Trickett, P., Noll, J. & Putnam, F. (2011). The impact of sexual abuse on female development: Lessons from a multigenerational, longitudinal research study. *Development and Psychopathology, 23,* 453-476.

<table>
<tr><td>**Unit 3**
September 7</td><td>**Child Maltreatment Prevention**</td></tr>
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Topics
- Family-based approaches
  - Home visitation
- Community- and population- based approaches

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

Required Readings

Children's Data Network. (n.d.). *Building family and community strengths.* Retrieved from https://insight.livestories.com/s/building-family-and-community-strengths/56c67aa6b9a017001408ecf4/

Daro, D. (2011). Child maltreatment prevention: Past, present, and future. *Issue Brief. Child Welfare Information Gateway*. Retrieved from http://www.chapinhall.org/sites/default/files/publications/cm_prevention.pdf

McCroskey, J. (2006). Community programs in the U.S. In C. McAuley, P. J. Pecora & W. Rose (Eds.), *Enhancing the well being of children and families through effective interventions: International evidence for practice* (pp. 313-320)*.* London & Philadelphia: Jessica Kingsley Publishers.

Nadan, Y., Spilsbury, J. C., & Korbin, J. E. (2015). Culture and context in understanding child maltreatment: Contributions of intersectionality and neighborhood-based research. *Child Abuse & Neglect, 41,* 40-48.

Recommended Readings

Barth, R. P. (2009). Preventing child abuse and neglect with parent training: evidence and opportunities. *The Future of Children, 19*(2), 95-118.

Beam, C. (2013). *To the end of June, The intimate life of American foster care.* Chapters 2-3 (pp. 18-57).

Children's Data Network. (n.d.). *Leveraging early care and education: A vital resource for strengthening families*. Retrieved from https://insight.livestories.com/s/snapshot-5-leveraging-early-care-and-education/573cfcf6e0543d00131e5061/

Prinz, R. J., Sanders, M. R., Shapiro, C. J., Whitaker, D. J., & Lutzker, J. R. (2009). Population-based prevention of child maltreatment: The U.S. Triple P. System population trial. *Preventive Science, 10*, 1-12.

Reynolds, A. J., Mathieson, L. C. & Topitzes, J. W. (2009). Do early childhood interventions prevent maltreatment? A review of research. *Child Maltreatment, 14(*2), 182-206.

Unit 4 September 14	Public Child Welfare as a Means for Achieving Child Safety, Permanency, and Well-being

Topics
- History of child welfare in the U.S.
- Philosophical and cultural assumptions and foundations of child welfare practice
  - What makes a family a "family?
  - Permanency and family preservation
  - Evidence-informed and evidence-based interventions
  - Culturally-response services
- Structure and approach to child welfare
  - Federal, state and county roles
  - Funding for child welfare services and programs
- The California child welfare continuum of care framework
  - Emergency Response (ER), Family Maintenance (FM), Family Reunification, (FR), and Permanency Planning (PP)

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

Required Readings

Children's Data Network (n.d.). *Preventing child maltreatment.* Retrieved from https://insight.livestories.com/s/preventing-child-maltreatment/564269a4047c4100013a2859/

McCroskey, J., Pecora, P. J., Franke, T., Christie, C. A. & Lorthridge, J. (2012). Can public child welfare help to prevent child maltreatment? Promising findings from Los Angeles. *Journal of Family Strengths, 12*(1)*,* 1-23.

Reed, D. F., & Karpilow, K. (2009). *Understanding the child welfare system in California: A primer for service providers and policymakers*. Berkeley, CA: California Center for Research on Women and Families, Public Health Institute. Retrieved from http://www.dredf.org/special_education/How Does Child Welfare Work.pdf

Recommended Readings

Beam, C. (2013). *To the end of June, The intimate life of American foster care.* Chapters 4-5 (pp. 58-96).

California Department of Social Services (2015). *California's Continuum of Care Reform. Legislative Report*. Retrieved from www.cdss.ca.gov/cdssweb/entres/pdf/CCR_Legislativereport.pdf.

Myers, J. E. B. (2008). A short history of child protection in America. *Family Law Quarterly, 42*(3), 449-463.

Putnam-Hornstein, E., & Needell, B. (2011). Predictors of child protective service contact between birth and age five: An examination of California's 2002 birth cohort. *Children and Youth Services Review, 33,* 2400-2407.

Wald, M. S. (2013). Taking the wrong message: The legacy of the identification of the Battered Child Syndrome. *Contemporary Issues in Research and Policy, 1*, 89-101.

Watkins, S. (1990). The Mary Ellen myth: Correcting child welfare history. *Social Work, 35*(6), 500–503.

Unit 5 September 21	The Current Child Welfare Landscape

Topics

- Federal, state, and local child welfare outcomes and indicators
  - Child and Family Services Reviews (CFSR)
- Imagining a better child welfare system
- Improving child welfare performance through lifelong learning

This unit relates to course objectives 1 - 5.

**ASSIGNMENT 1 DUE: IN-CLASS EXAMINATION

Required Readings

Rzepnicki, T. L., Johnson, P. R., Kane, D., Moncher, D., Coconato, LA. & Shulman, B. (2010). Transforming child protection agencies into high reliability organizations: A conceptual framework. *Child Protection: Innovations in Child Welfare,* 22(1), 48–61.

Shiffman, H. (June 2015). *The future of child welfare services – What the thoughtleaders think*. Retrieved from https://www.openminds.com/market-intelligence/executive-briefings/future-child-welfare-services-thoughtleaders-think/

Recommended Readings

Beam, C. (2013). To the end of June, The intimate life of American foster care. Chapters 9-10 (pp. 157-190).

Wesley, P. W., & Buysse, V. (2006). Making the case for evidence-based policy. In V. Buysse & P. Wesley (Eds.), *Evidence-based practice in the early childhood field* (pp. 117-159). Washington, DC: ZERO TO THREE.

PART II – CHILD WELFARE CHALLENGES & STRATEGIES

Unit 6 **September 28**	**Using Data and Evidence to Improve Child Welfare Practice, Systems, and Outcomes**

Topics
- Understanding assessment, evaluation, and administrative data
- Understanding empirical research evidence
- Performance standards and measurement
- Quality assurance and improvement

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

Required Readings

Children's Data Network (n.d.). *Cumulative risk of child protective services involvement before age 5: A population based examination.* Retrieved from http://www.datanetwork.org/actionable-research/1002

Johnson-Motoyama, M., Moore, T. D., Damman, J. L., & Rudlang-Perman, K. (2017). Using administrative data to monitor racial/ethnic disparities and disproportionality within child welfare agencies: Process and preliminary outcomes. *Journal of Public Child Welfare, March,* 1-19. DOI: 10.1080/15548732.2017.1301842

Lee, E. (June 18, 2017). Can we use big data to fight child abuse? The answer is complicated. *Salon.* Retrieved from http://www.salon.com/2017/06/18/predicting-child-abuse-with-big-data/

U.S. Department of Health and Human Services (August 2, 2017). Child and Family Services Reviews. *Children's Bureau Fact Sheet.* Retrieved from https://www.acf.hhs.gov/sites/default/files/cb/cfsr_general_factsheet.pdf

Recommended Readings

Beam, C. (2013). *To the end of June, The intimate life of American foster care.* Chapters 6-8 (pp. 97-156).

Haksoon, A., Carter, L. M., Reiman, S., & Hartzel, S. (2017). Development of a quality assurance and continuous quality improvement (CQI) model in public child welfare systems. *Journal of Public Child Welfare, 11*(2), 166-189.

Unit 7 **Diversity, Disproportionality, and Bias in Child Welfare**
October 5

Topics
- Demographic and cultural trends in child welfare
- Disproportionality and disparities in child welfare services and outcomes
    - The maltreatment vs. poverty debate
- Interculturally competent child welfare practice: assessment, engagement, intervention, and evaluation
    - Implicit bias
    - The role of race in placement decisions
    - Immigrant families and communities
    - LGBT youth and families

This unit relates to course objectives 1 – 5.

Required Readings

Children's Burea (November 2016). *Issue brief: Racial disproportionality and disparity in child welfare*. Retrieved from https://www.childwelfare.gov/pubPDFs/racial_disproportionality.pdf

Children's Data Network (n.d.). *Changing demographics, changing conversations*. Retrieved from https://insight.livestories.com/s/demographic-and-social-trends-in-los-angeles-county-childrens-data-network-usc/55778ec4a750b33206ccdde0/

Greeno, E. J., Fedina, L., Rushovich, B., Moore, J., E., Linsenmeyer, D., & Wirt, C. (2017). They tippy toe around the race issue: The impact of a Title IV-E program on culturally informed practice for child welfare students. *Child & Family Social Work,* 1-9.

Wilson, B., & Kastanis, A., (2015). Sexual and gender minority disproportionality and disparities in child welfare: A population-based study. *Children and Youth Services Review, 58*, 11-17.

Recommended Readings

Annie E. Casey Foundation (September 22, 2016). LGBTQ in child welfare: A systematic review of the literature. Retrieved from http://www.aecf.org/m/resourcedoc/aecf-LGBTQ2inChildWelfare-2016.pdf

Balsam, K. F., Lehavot, K., Beadnell, B., & Circo, E. (2010). Childhood abuse and mental health indicators among ethnically diverse lesbian, gay, and bisexual adults. *Journal of Consulting and Clinical Psychology, 78*(4), 459-468.

Beam, C. (2013). *To the end of June, The intimate life of American foster care.* Chapters 11-12 (pp. 191-221).

Boyd, R. (2014). African American disproportionality and disparity in child welfare: Toward a comprehensive conceptual framework. *Children and Youth Services Review, 37,* 15-27.

Brewsaugh, K., & Strozier, A. (2016). Fathers in child welfare: What do social work textbooks teach our students? *Children and Youth Services Review, 60*, 34-41.

Cram, F., Gulliver, P., Ota, R., & Wilson, M. (2015). Understanding Overrepresentation of Indigenous Children in Child Welfare Data. C*hild Maltreatment, 20*(3), 170-182.

Curtis, C. M., & Denby, R. W. (2011). African American children in the child welfare system: Requiem or reform? *Children and Youth Services Review, 5*, 111-137.

Drake, B., Jolley, J. M., Lanier, P., Fluke, J., Barth, R. P., & Jonson-Reid, M. (2011). Racial bias in child protection? A comparison of competing explanations using national data. *Pediatrics, 127*, 471-478.

Fong, K. (2017). Child welfare involvement and contexts of poverty: The role of parental adversities, social networks, and social services. *Children and Youth Services Review, 72,* 5-13.

Miller, O. & Esenstad, A. (March 2015). *Strategies to reduce racially disparate outcomes in child welfare: A national scan.* Center for the Study of Social Policy and the Alliance for Racial Equality. Retrieved from https://www.cssp.org/publications/child-welfare/alliance/Strategies-to-Reduce-Racially-Disparate-Outcomes-in-Child-Welfare-March-2015.pdf

O'Sullivan, M.D. (2016). More destruction to these family ties: Native American women, child welfare, and the solution of sovereignty. *Journal of Family History, 41*(1), 19-38.

Unit 8	Screening, Assessment, and Decision-Making
October 12	

Topics
- Risk and safety assessment
  - Dispositions and dependency
- Assessing child and family functioning
- Structured decision-making approaches
- Determining child and family needs, case planning, and differential response

❐ **Team Trainings (Assignment 2) Begin**

This unit relates to course objectives 2, 4 & 5.

** TEAM TRAININGS (ASSIGNMENT 2) BEGIN. THERE WILL BE ONE TRAINING PER UNIT FOR UNITS 8 – 12.

Required Readings

Kim, A., K., Brooks, D., Kim, H., & Nissly, J. (2008). Decision making in public child welfare (Chapter 1). In *Structured Decision Making and child welfare service delivery project* (pp. 1-23). Berkeley: University of California at Berkeley, California Social Work Education Center.

Kim, A., K., Brooks, D., Kim, H., & Nissly, J. (2008). Structured Decision Making® (SDM®) and the Los Angeles County Department of Children and Family Services (Chapter 2). In *Structured Decision Making and child welfare service delivery project* (pp. 24-41). Berkeley: University of California at Berkeley, California Social Work Education Center.

Simon, J. D., & Brooks, D. (2016). Post-investigation service need and utilization among families at risk of maltreatment. *Children and Youth Services Review, 69*, 223-232.

Recommended Readings

Beam, C. (2013). *To the end of June, The intimate life of American foster care.* Chapters 13-14 (pp. 222-251).

Shlonsky, A. & Lambert, L. (2006). Constructive uses of risk: The promise and peril of decision-making systems in child welfare. *APSAC Advisor, 18*(4), 5–12.

Unit 9 October 19	Supporting and Preserving "At-Risk" Families

Topics
- Introduction to family support and preservation
- Family-centered practice
- Community-based family support
- Engaging children and families in voluntary services
  - Engaging families of color and immigrant families
  - Engaging fathers and male caregivers

🔲 **Team Training (PLEASE NOTE THAT ASSIGNMENT 3 ALSO IS DUE THIS WEEK)**

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

**ASSIGNMENT 3 DUE: PERFORMANCE MEASUREMENT ANALYSIS

Required Readings

Kemp, S., Marcenko, M., Lyons, S., & Kruzich, J. (2014). Strength-based practice and parental engagement in child welfare services: An empirical examination. *Children and Youth Services Review, 47*, 27-35.

Sciamanna, J. (2011). Fathers in child welfare and legislative policy. (2015). *Protecting Children, 26*(1), 82-86.

Wald, M. S. (2015). Beyond CPS: Developing an effective system for helping children in "neglectful" families. *Child Abuse and Neglect, 41,* 49-66.

Recommended Readings

Beam, C. (2013). *To the end of June, The intimate life of American foster care.* Chapter 15 & Epilogue (pp. 252-264).

Bruce, L. (2011). The role of child advocate in engaging non-resident fathers and their families in child welfare cases. *Protecting Children, 26*(1), 87-94.

Clark, R. J., & Cox, G. (2011). Fathers' voices in the child welfare system: Not about us without us. *Protecting Children, 26*(1), 6-9.

Corwin, T., Pecora, P. J., & Ostrum, P. (2016). *Community-based family support: Exemplars with Implementation and Evaluation Strategies* (pp. 1-22). Casey Family Programs.

Folaron, G., Bai, J., & Schneider, R. (2011). Empowering fathers: Changing practice in public child welfare. *Protecting Children, 26*(1), 43-52.

Unit 10 October 26	Out-of-Home Care

Topics
- Detention, removal and placement in kinship and nonrelative foster care
- Reunifying families
- Recruiting and retaining resource families

☐ **Team Training**

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

Required Readings

California Department of Social Services (2015). *Continuum of Care Reform (AB 403).* Retrieved from http://www.cdss.ca.gov/cdssweb/entres/pdf/CCR/WhatIsContinuumCareReform.pdf

Bell, T. & Romano, E. (2017). Permanency and safety among children in foster family and kinship care: A scoping review. *Trauma, Violence, & Abuse, 18*(3), 268-286.

Berrick, J. D., Cohen, E., and Anthony, E. (2011). Partnering with parents: Promising approaches to improve reunification outcomes for children in foster care. *Journal of Family Strengths, 11*(1), 1-15.

Rostad, W. L., Rogers, T. M., & Chaffin, M. J. (2017). The influence of concrete support on child welfare program engagement, progress, and recurrence. *Children and Youth Services Review, 72,* 26-33.

Recommended Readings

Timmer, S.G., Ware, L., Urquiza, A. (2010). The effectiveness of Parent-Child Interaction Therapy for victims of interparental violence. *Violence and Victims, 25*(4), 486-503.

Wiegman, W., Putnam-Hornstein, E., Barrat, V. X., Magruder, J & Needell, B. (2014). *The invisible achievement gap part 2: How the foster care experiences of California public school students are associated with their educational outcomes. Executive summary* (pp. i-v). Retrieved from http://www.stuartfoundation.org/docs/default-document-library/IAGpart2.pdf?sfvrsn=4

Williams, M., Park, S., Anaya, A., Perugini, S., Rao, S., Neece, C. & Rafeedie, J. (2012). Linking infants and toddlers in foster care to early childhood mental health services. *Children and Youth Services Review, 34,* 838-844.

| Unit 11 | Transition Age Youth (TAY) and Dual Status Youth |
| November 2 | |

Topics

- Independent living and emancipation services
  - Housing stability and homelessness
  - Educational and employment achievement
- Working with dual status youth
  - Child welfare and juvenile justice involved youth
    - The Crossover Youth Practice Model
  - Child welfare and mental health involved youth
    - The Core Practice Model (CPM)

❑ **Team Training**

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

Required Readings

Annie E. Casey Foundation (July 7, 2017). *The road to adulthood: Aligning child welfare practice with adolescent brain development.* Baltimore, MD: Annie E. Casey Foundation. Retrieved from http://www.aecf.org/m/resourceimg/Road_to_Adulthood_7-7-17.pdf

California Department of Social Services (n.d.). *Pathways to mental health services: CORE practice model guide* (pp. 1-35). Sacramento, CA: California Department of Social Services. Retrieved from http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf

Haight, W. L., Bidwell, L. N., Marshall, J. M., & Khatiwoda, P. (2014). Implementing the Crossover Youth Practice Model in diverse contexts: Child welfare and juvenile justice professionals' experiences of multisystem collaborations. *Children and Youth Services Review, 39,* 91-100.

Recommended Readings

Abbott, S., & Barnett, E. (2015). *The Crossover Youth Practice Model (CYPM). CYPM in brief: Behavioral health and crossover youth.* Center for Juvenile Justice Reform. Retrieved from http://cjjr.georgetown.edu/wp-content/uploads/2015/08/CYPM-Behavioral-Health-Brief-Final-8_6_16.pdf

Abbott, S., & Barnett, E. (2015). *The Crossover Youth Practice Model (CYPM). Abbreviated guide.* Center for Juvenile Justice Reform. Retrieved from http://cjjr.georgetown.edu/wp-content/uploads/2015/07/CYPM-Abbreviated-Guide-2015.pdf

Courtney, M. & Hook, J. L. (2017). The potential educational benefits of extending foster care to young adults. Findings from a natural experiment. *Children and Youth Services Review, 72,* 124-132.

Dworsky, A., & Gitlow, E. (2017). Employment outcomes of young parents who age out of foster care. *Children and Youth Services Review, 72,* 133-140.

Fowler, P. J., Marcal, K. E., Zhang, J., Day, O., & Landsverk, J. (2017). Homeless and aging out of foster care: A national comparison of child welfare involved adolescents. *Children and Youth Services Review, 77,* 27-33.

Huang, H., Ryan, J.P., & Herz, D. (2012). The journey of dually-involved youth: Description and prediction of re-reporting and recidivism. *Children and Youth Services Review, 34*(1), 254-260.

Smith, W. B. (2013). The role of neurobiology in social work practice with youth transitioning out of foster care (Chapter 8). In H. Matto, J. Strolin-Goltzman & M. Ballan, *Neuroscience for social work: Current research and practice* (pp. 141-160). New York, NY: Springer Publishing Company.

Vidal, S., Prince, D., Connell, C. M., Caron, C. M., Kaufman, J. S., & Tebes, J. K. (2017). Maltreatment, family environment, and social risk factors: Determinants of the child welfare to juvenile justice transition among maltreated children and adolescents. *Child Abuse & Neglect, 63,* 7-18.

Unit 12 November 9	Adoption, Legal Guardianship, and Kinship Care

Topics

- Achieving and maintaining permanency through adoption
  - Lesbian and gay adoption
  - Transracial and transethnic adoption
- Adoption mental health competence
- Achieving and maintaining permanency through legal guardianship and kinship care

❑ **Team Trainings End**

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

Required Readings

Brooks, D., Whitsett, D. & Goldbach, J. T. (2016). Interculturally competent practice with gay and lesbian families. In R. Fong & R. McRoy (Eds.), *Transracial and intercountry adoptions: Cultural guidance for professionals* (pp. 90-125). New York, NY: Columbia University Press.

Julien-Chinn, F. J., & Lietz, C. A. (2016). Permanency-focused supervision and workers' self-efficacy: Exploring the link. *Social Work, 61*(1), 37–44.

Liao, M. (2016). Factors affecting post-permanency adjustment for children in adoption or guardianship placements: An ecological systems analysis. *Children and Youth Services Review, 66,* 131-143.

Recommended Readings

Atkinson, A. J., Gonet, P. A., Freundlich, M., & Riley, D. B. (2013). Adoption competent clinical practice: Defining its meaning and development. *Adoption Quarterly, 16*(3-4), 156-174.

Berrick, J. D., & Hernandez, J. (2016). Developing consistent and transparent kinship care policy and practice: State mandated, mediated, and independent care. *Children and Youth Services Review, 68,* 24-33.

Ji, J., Brooks, D., Barth, R. P., & Kim, H. (2010). Beyond pre-adoptive risk: the impact of adoptive family environment on adopted youth's psychosocial adjustment. *American Journal of Orthopsychiatry, 80*(3), 432-442.

Unit 13 November 16	The Complex Needs of Children and Families Involved with Child Welfare

Topics

- Substance abuse, mental health, and domestic violence
- Multi-generational issues and 2nd generation foster youth
- Linked abuse: cooccurrence of child abuse, domestic violence, elder abuse, and animal abuse

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

**ASSIGNMENT 3 DUE: POLICY & PRACTICE BRIEF

Required Readings

Finno-Velasquez, M., Cardoso, J. B., Dettlaff, A. J., & Hurlburt, M. S. (2015). Effects of parent immigration status on mental health service use among Latino children referred to child welfare. *Psychiatric Services, 67*(2), 192-198.

Foster, L. J. J., Beadnell, B., & Pecora, P. J. (2013). Intergenerational pathways leading to foster care placement of foster care alumni's children. *Child & Family Social Work, 20*(1), 72-82.

Simon, J. & Brooks, D. (2017). Identifying families with complex needs after an initial child abuse investigation: A comparison of demographics and needs related to domestic violence, mental health, and substance use. *Child Abuse & Neglect, 67,* 294-304.

Recommended Readings

Phillips, A. (2014). *Understanding the link between violence to animals and people. A guidebook for criminal justice professionals.* Alexandria, VA: National District Attorney's Association. Retrieved from http://www.ndaa.org/pdf/The%20Link%20Monograph-2014.pdf

Randour, M. L. (2011, June). *What ever clinician should know about the link between pet abuse and family violence.* American Psychological Association, Continuing Education in Psychology Education Directorate, Washington, DC. Retrieved from https://www.apa.org/education/ce/pet-abuse-family-violence.pdf

Unit 14 November 23	THANKSGIVING HOLIDAY NO CLASS!!

Unit 15   **Wrap-up & Next Steps**
November 30

Topics
- Reforming child welfare
- Privatization and globalization of child welfare
- Looking to the future

This unit relates to course objectives 1 - 5.

EXAM WEEK   **Virtual Class Session**
December 7

Topics
- Summative Assessment

This session relates to course objectives 1 – 5.

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 (devon.brooks@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

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 Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. 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.

Support Systems:
Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. *https://diversity.usc.edu/*

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

Assignments are due on the day and time specified. Late assignments may be accepted by the instructor for review and feedback at the instructor's discretion, but they will not be graded.

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 course lead Dr. Devon Brooks at devon.brooks@usc.edu or the chair of the Family and Children's Concentration, Dr. Michal Sela-Amit, at mselaami@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance. Or, if you are a student of the VAC, contact June Wiley, Assistant Dean of Virtual Programs at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVII.   TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.

✓ Be mindful of getting proper nutrition, exercise, rest and sleep!

✓ Complete required readings and assignments before coming to class.

✓ Keep up with the assigned readings and assignments. Don't procrastinate!!

✓ Come to class and participate in an active, respectful and meaningful way.

✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!

✓ Stay offline while in class.

✓ Form study groups with other students in the class or in another section of the class.

✓ Take advantage of office hours. Contact me if you are concerned about or struggling in class.

✓ If necessary to receive support from a tutor, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.