Social Work 627
Section 61089

Policy and Macro Practice in Child, Youth and Family Services

3 Units

Large-scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated intervention of individual organizations.[1]
…we redefine social innovation to mean: A novel solution to a social problem that is more effective, efficient, sustainable or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals.[2]

SPRING 2018

Instructor:	Bill Gould		
E-Mail:	wgould@usc.edu	**Course Day:**	Tuesday
Telephone:	(626) 344-2967	**Course Time:**	7:10 - 10:00 pm
Office:	Tuesday 6:00-7:00 or by appointment	**Course Location:**	MRF 303

I. COURSE PREREQUISITES

1 FROM (SOWK 506 OR SOWK 536 OR SOWK 544 OR SOWK 546)

II. CATALOGUE DESCRIPTION

Provides context and preparation for social work practitioners on policy, macro practice and leadership roles in communities and organizations serving children, youth and families.

III. COURSE DESCRIPTION

This course prepares advanced social work practitioners for innovative policy, macro practice and leadership roles in community and organizational settings serving children, youth and families. Students will be exposed to key aspects of social change and innovation that are driving change in public and private agencies and in service systems that support children, youth, families and communities.

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[1] Kania, J. & Kramer, M. (2011). Collective impact. *Stanford social innovation review.* Winter: 36-45.
[2] Phills, J. A., Deiglmeier, K. & Miller, D. T. (2008). Rediscovering social innovation. *Stanford Social Innovation Review*. Fall.

The course is organized in three modules: 1) the policy and resource context of child and family services at the federal, state and local levels; 2) data-driven decision-making; and 3) social work macro practice and promising practices for social innovation and policy change. Students will be exposed to models of community change, place-based partnerships designed to enhance resident engagement in community building, cross-agency collaboration and network models of governance and service delivery. They will examine organizational models designed to integrate services for vulnerable children and families who live in poor under-resourced communities. Key drivers and social change methods that will be discussed in the course include: collective impact, pay for success models, data driven decision-making, disruptive innovation, constructive disruption, return on investment and governing by network.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Integrate information from multiple sources to assess and appraise social innovation models and system wide reforms that advance human rights and social justice for families and children in diverse communities.
2	Enhance awareness of evidence-based, evidence-informed and promising practices that guide policy and macro practice in a variety of child and family service settings.
3	Develop skills that support macro practice in complex environments, including data-driven decision-making, cross-organizational collaboration and group work to connect individual policy change to collective, system wide reform for children, youth, families and communities.
4	Increase understanding of the four models of policy practice, including opportunities and strategies for advocacy and intervention, at the federal, state, county/city and organizational/agency level in an effort toward effectuating systemic change for children, youth, families and the communities they live in
5	Develop skills in policy research, policy analysis and policy implementation in order to provide/secure more appropriate services, supports and resources for communities, families and children.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format for the course will include didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate student learning. These exercises may include the use of videotapes, role-play, and/or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is

an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI.   STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards. This course focuses on competencies 3 and 5:

Social Work Core 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**

** Highlighted in this course

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

Competency	Objectives	Behaviors	Dimensions	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.** Integrate information from multiple sources to assess and appraise social innovations and system wide reforms that advance human rights and social justice for families and children in diverse communities. 4. Increase understanding of the four models of policy practice, including opportunities and strategies for advocacy and intervention, at the federal, state, county/city and organizational/ agency level in an effort toward effectuating systemic change for children, youth, families and the communities they live in. **5.** Develop skills in policy research, policy analysis and policy implementation in order to provide provide/secure more appropriate services, supports and resources for communities, families and children	**3a**. Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.	Skills	**Units 1, 2, 3, 4, 5, 8, 9 10, 11, 14 & 15** **Assignment 3:** Systemic Reform and Model for Change Group Paper **Assignment 4**: Capstone Oral Presentation

Competency	Objectives	Behaviors	Dimensions	Content
Competency 5: Engage in Policy Practice Social workers understand that human rights, social justice and social welfare of children, youth and families are mediated in the larger social environment and particularly by policy and its implementation at the federal, state, and local levels. Social workers understand how the history and current structures of social policies and services affect service delivery to children, youth, and families, specifically focused on vulnerable, oppressed and those living in poverty. They understand their role in policy development, implementation and evaluation within child and family practice settings at micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation, implementation, and evaluation.	2. Enhance awareness of evidence-based, evidence-informed and promising practices that guide policy and macro practice in a variety of child and family service settings. **3.** Develop skills that support macro practice in complex environments, including data-driven decision-making, cross-organizational collaboration and group work to connect individual policy change to collective, system wide reform for children, youth, families and communities. 4. Increase understanding of the four models of policy practice, including opportunities and strategies for advocacy and intervention, at the federal, state, county/city and organizational/agency level in an effort toward effectuating systemic change for children, youth, families and the communities they live in **5.** Develop skills in policy analysis and in development of new policies needed to provide more appropriate services, supports and resources for communities, families and children.	**5a**. Identify policy and resource contexts of child, youth, and family services at the local, state, and federal levels.	Knowledge	**Units: 1, 2, 3, 4, 5, 6, 7, 12, 13, 14 & 15** **Assignment 1:** Policy analysis **Assignment 2:** Data-Driven Research Paper

VI. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Policy Analysis (Individual assignment)	Unit 6	20%
Assignment 2: Data Driven Decision Making (Individual assignment)	Unit 10	25%
Assignment 3: Capstone Paper: Systemic Reform and Model for Change (Group Paper)	Unit 14	25%
Assignment 4: Capstone Presentation: Systemic Reform and Model for Change Policy (Group Presentation)	Unit 14 & 15	20%
Course participation		10%

ASSIGNMENTS

The assignments for this course include a combination of individual assignments (1 and 2) and group assignments (3 and 4), all done in collaboration with an assigned small group (content cluster) with a focus on one of the following broad content areas: Child Welfare, Juvenile Justice, Education, Health/Mental Health, and Poverty. Cluster content areas will be assigned/chosen no later than Class Session 2.

Assignment 1 will be an individual assignment focused on a policy change in support of an identified target population within the assigned content area. Assignment 2, also an individual assignment, will build off of Assignment 1 and asks students to identify available quantitative and qualitative data (obtained through informant interviews) to support implementation of their chosen policy at the organizational and/or community level. Assignments 3 (Capstone paper) and 4 (Capstone presentation), both group assignments, ask content clusters to shift their research from individual policy change to larger scale reform, identifying relevant policy changes and available data in support of an identified area of systemic reform related to their content area and target population. Groups will also be responsible for developing and presenting an innovative model for change to address the identified area of systemic reform based on one of the models/approaches discussed during class sessions 8-11.

Because group assignments 3 and 4 build off of the individual assignments 1 and 2, it is essential that content clusters consult early on in the semester with one another and throughout the semester to ensure that their individual work completed for Assignments 1 and 2 will contribute to successful completion of Assignments 3 and 4. **Content Clusters should identify and determine within the first 4 weeks of the course what their large scale reform effort area will be so that the individual policy and target population selected by each student for Assignments 1 and 2 will serve as a building block to the large scale reform effort that will ultimately be investigated and reported on for Assignments 3 and 4.**

Assignment 1. Policy Analysis (6-8 pages), 20%, (Individual Assignment)

Students will select a federal, state or local level policy (or proposed policy change) related to each student's content area and identified area of systemic reform (each Content Cluster will identify one area of systemic reform to focus their efforts) and submit a 6-8 page paper analyzing the policy. Identified areas of system reform for the Content Cluster as well as individual policies for Assignment 1 must be submitted to the instructor for approval no later than Class Session 4. General guidelines for the policy analysis include: description of the social context for policy change, what social problem/need/ target population the policy addresses, proponents and opponents of the policy, the policy enactment/legislative process and a summary of implementation/status thus far.

Due: Unit 6

This assignment relates to student learning outcomes 4 & 5.

Assignment 2. Data-Driven Decision-Making (6-8 pages), 25%, (Individual assignment)

Assignment 2 ask students to expand their understanding of their identified policy by considering the quantitative and qualitative data and research available to support policy implementation at the organizational and/or community level.

Students will describe the practice issues that could be of concern to agencies and/or communities affected by this policy with respect to implementation. They will identify and describe research findings, sources of administrative data and other data available on public information websites that would be useful in informing social work practice, planning or decision-making. They will also identify an evidence based practice and/or model that could support implementation of the policy at the agency and/or community level. Finally, they will discuss the research questions they developed in preparation for their informant interviews (the process for these interviews will be discussed in detail in class), conduct at least two informant interviews with key implementation stakeholders at the agency/community level and summarize the data obtained through these informant interviews in their discussion of implementation of the policy at the organizational level and/or community level. The paper should be 6-8 pages in length.

Due: Unit 10

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

Assignment 3 - Capstone Project: Systemic Reform and Model for Change Paper and Canvas of Model **(8-10 pages), 25%, (Group assignment)**

Assignment 3 is a group paper in which Content Clusters will identify and make use of relevant date to demonstrate how individual reform efforts (e.g. policy changes) support larger level systemic reform. Each content cluster will research and write about an area of systemic reform related to their content area and propose a model for change (based on one the social change models/approaches discussed in class sessions 8-11). Groups should use their policy and data findings from Assignments 1 and 2 to guide Assignments 3 and 4. A "Canvas" that summarizes the proposal should also be included to provide a visual representation of the proposed model for change. The paper will be divided into the following sections.

1) Overview of the identified area of systemic reform, the target population(s), and context/need for change.

2) Overview of the recent history of individual policy reform efforts and/or any current reform efforts to support the identified area of systemic reform (including but not limited to the individual policies researched from Assignments 1 and 2 by group members).

3) Overview of the most relevant data and evidence based research/models available to support the reform efforts (including relevant quantitative and qualitative research gathered from Assignments 1 and 2 by cluster members as well as any additional data).

4) A proposed Model for Social Change based on one of the models/approaches discussed in this course (Sessions 8-11) to address the identified area of systemic reform. Groups should also include a visual "Canvas" representation of the model to be included as an attachment to the paper.

5) Discussion on how the proposed model advances at least one of the Social Work Grand Challenges. Consider the role of research, policy and practice.

Due: Unit 14

Papers should be 8-10 pages in length not including the title and reference page and one page "Canvas" (visual representation) of the proposed model for change.

Assignment 4- Capstone Presentation: Systemic Reform and Model for Change Presentation (30-35 minute in class group presentation), 20%, (Group Presentation)

Each Content Cluster will make a 30-minute presentation to a governing body (class members) highlighting the way in which individual policy reform efforts and available data and research can advance systemic reform. The presentation will follow the format of Assignment 3 with an additional section on the process the group took to incorporate the individual work of each member into the overall paper and to develop the model for change proposal Students will also be asked to submit a peer evaluation which will provide each student an opportunity to reflect upon their own contributions and those of each group member as well as the group process generally. Responses will not be shared with team members.

Due: Units 14 & 15

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

Class Participation (10% of Course Grade)- Participation points will be determined by the quality of in class contributions and engagement in classroom activities, the quality of teamwork in preparation for Assignments 3 and 4 (as demonstrated by peer review feedback and instructor observation) and engagement with students and the instructor throughout the semester.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course. Students may also be assigned readings throughout the semester which they will then facilitate a discussion about in class.

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.

VII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

There is no textbook required for this course. All required readings will be available through ARES

Recommended Guidebook for APA Style Formatting

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

Course Overview

Unit	Topics	Assignments
MODULE 1- Policy Landscape, Four Models of Policy Practice and Opportunities for Advocacy Intervention		
1	Introduction: Social policy landscape for children youth and families	
2	Policy analysis framework, government structure and points of intervention for advocacy	
3	Legislative and ballot based advocacy at the national, state and local level	
4	Policy Implementation: Opportunities and Challenges	
5	Analytic Advocacy, Think Tanks and other external factors	
MODULE 2 Data Driven Decision Making		
6	Data-Driven decision making and the role of administrative data	**Assignment 1 due**
7	Tracking Implementation and results and evidence-based research/programs	
MODULE 3: Social Innovation, Promising Models for Change and Systemic Reform		
8	Networks, collaboration and service Integration	
9	Moving from individual to systemic reform through collaboration and social innovation	
10	Learning from community and place-based initiatives	**Assignment 2 due**
11	Disruptive innovation, constructive disruption and financing social reform	
12	Systemic reform case study: Blue Ribbon Commission and child welfare reform in Los Angeles County	
13	Systemic reform case study: Blue Ribbon Commission and child welfare reform in Los Angeles County	
14	**Assignment 4 Group Policy presentations**	**Assignment 3 Due**
15	**Assignment 4 Group Policy presentations**	

Course Schedule—Detailed Description

Module I Policy Landscape and Four Models of Policy Practice

Unit 1:   Introduction

Topics

- The role of social policy in advancing individual and systemic reform
- The intersection of policy, practice, research and advocacy
- Our ethical obligation to advocacy and social justice

This Unit relates to course objective 5

Required Readings

Children's Defense Fund (2015). Children's Defense Fund ending child poverty now 2015 report. Retrieved from http://www.childrensdefense.org/library/PovertyReport/EndingChildPovertyNow.html

NASW (2017). *Transition document to the Trump Administration advancing the American agenda: How the Social Work profession will help.* Retrieved from https://www.socialworkers.org/LinkClick.aspx?fileticket=KdViBtJaxtw%3d&portalid=0

Stein, Theodore J. (2001). *Social policy and policymaking by the branches of government and the public-at-large.* Chapter 1. Social policy: An introduction: 3-19. Columbia University Press.

The Social Work Podcast (2016, March 28). *The Grand Challenges for Social Work, an interview with Dr. Richard Barth.* [Audio Podcast]. **(Start at 14-minute mark).** Retrieved from http://socialworkpodcast.blogspot.com/2016/03/grand-challenges.html

Recommended Readings

Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In L. Landreman (Ed.), *The art of effective facilitation: Reflections from social justice educators* (pp. 135–150). Sterling, VA: Stylus.

Morsey & Rothstein (2016). Criminal justice policy is educational policy. Economic Policy Institute. Retrieved from http://www.epi.org/files/pdf/118615.pdf

Rothman, J. & Mizrahi, T. ; Balancing micro and macro practice: A challenge for Social Work, *Social Work*, Volume 59, Issue 1, 1 January 2014, 91–93

Hall, A., Kenemore, T., & Harden, T. (4 Jan 2011). Social Work and Advocacy: A Case Example. NASW-IL. Retrieved from http://naswil.org/news/chapter-news/featured/social-work-and-advocacy-a-case-example/

Unit 2:   Policy Analysis Framework, Governement Strcuture and Points of Intervention

Topics

- The policy framework- 4 models of policy practice (legislative, ballot based, analytic and implementation advocacy)
- Civics 101: Policy making bodies and government structure
- Assessing the policy landscape and identifying opportunities for intervention

This Unit relates to course objectives 1, 4 and 5

Required Readings

Jansson, B. J., Dempsey, D., McCroskey, J., & Schneider, R. (2005). Four models of policy practice: Local, state and national arenas. In M. Weil, M. Reisch, D. N. Gamble, L. Gutierrez, E. A. Mulroy, & R. A. Cnaan (Eds.), *The Handbook of Community Practice*. Thousand Oaks, CA: Sage, 319–338.

Segal, E., & Brzuzy, S. (1998). Social welfare policy analysis. In *Social welfare policy, programs and practice*. Itasca, IL: Peacock: 59–74.

Sherraden, M, Slosar, B, & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work*, 47(3), 209-221.

Social Work Policy Institute. (2017). *Maximizing social work's policy impact in a changing political landscap*e. NASW Press. Retrieved from https://www.socialworkers.org/LinkClick.aspx?fileticket=wcmBfKpf1Lw%3D&portalid=0

Recommended Readings

Rome, S.H and Hoechstetter, S. (2010). Social Work and civic engagement: The political participation of professional Social Workers," *The Journal of Sociology & Social Welfare*: Vol. 37 : Iss. 3, Article 7.

The influence of policy | Amy Hanauer | TEDxSHHS. Retrieved from https://www.youtube.com/watch?v=iBRxl3Klhj0

Mosley, J. (2013). Recognizing new opportunities: Reconceptualizing policy advocacy in everyday organizational practice. *Social Work*, 58(3), 231-239

Ban the Box Fact Sheet (August 2017). National Employment Law Project. Retrieved from http://www.nelp.org/content/uploads/Ban-the-Box-Fair-Chance-Fact-Sheet.pdf

Unit 3:   Legislative and Ballot Based Advocacy

Topics

- Navigating the political arena: Ballot based advocacy and the legislative process
- Federal, state and local policy making

This Unit relates to course objective 5

Required Readings

Stein, Theodore J. (2001). *Social policy and policymaking by the branches of government and the public-at-large.* Chapter 6. Policy Making: 91-114.

DiNitto, D. M., & Johnson, D. W. (2012). Chapter 1. Politics and the policy making process. In *Essentials of social welfare: Politics and public policy.* London, UK: Pearson Higher Education, 1–26.

Stone, D. (2012). *Policy paradox: The art of political decision-making* (3rd ed.) New York, NY: Norton: Introduction and Chapter 1. The market and the polis: 19–36

Figueira-McDonough, J. (1993). Policy practice: The neglected side of social work Intervention. *Social Work, 38*(2), 179-188.

Recommended Reading

Campaign for Youth Justice: Legislative advocacy guide 2017. Retrieved from http://www.campaignforyouthjustice.org/images/Legislative_Advocacy_Guide_28updated_3211729.pdf

Social Policy Institute (2012). Influencing social policy: Positioning Social Work graduates for policy careers. NASW. Retrieved from https://www.socialworkers.org/LinkClick.aspx?fileticket=zsQ-rV4Jc2c%3D&portalid=0

Hall, A., Kenemore, T., & Harden, T. (4 Jan 2011). Social work and advocacy: A case example. NASW-IL. Retrieved from http://naswil.org/news/chapter-news/featured/social-work-and-advocacy-a-case-example/

Toolkit: Best practices and model Fair Chance policies (April 2015). National Employment Law Project. Retrieved from www.nelp.org/publication/best-practices-model-fair-chance-policies/

Unit 4: Implementation Advocacy

Topics

- Implementation strategies
- Implementation of social policy: Opportunities and Challenges
- Case Study: Implementation of extended foster care

This Unit relates to course objectives 1 and 3

Required Readings

Iversen, Roberta Rehner. (2000). TANF (Temporary Assistance to Needy Families) policy implementation: The invisible barrier. *Journal of Sociology & Social Welfare, 27*(2), 139-159.

Stein, Theodore J. (2001). *Social Policy and Policymaking by the Branches of Government and the Public-at-Large*, Chapter 17: Implementation: 361-378.

Courtney, M.E. Dworsky, A. & Napolitano, L. (2013). *Providing foster care for young adults: Early implementation of California's Fostering Connections to Success Act.* Chicago: Chapin Hall at the University of Chicago.

Nakamura, R., & Smallwood, F. (1980). Implementation and the policy process: A conceptual overview. In *The politics of policy implementation* (pp. 21–28). New York, NY: St. Martin's Press.

Recommended Reading

Abrams, L., Curry, S., Lalayants, M. & Montero, L. (2017). The influence of policy context on transition age foster youths' views of self-sufficiency, *Journal of Social Service Research*, 43:1, 37-51, DOI:10.1080/01488376.2016.1217579

Recommended Resources

California Fostering Connections Website
https://www.childwelfare.gov/topics/systemwide/laws-policies/federal/fosteringconnections/

UCLA Center for Health Policy Research (n.d.). Section 4: Key Informant Interviews. Retrieved from http://healthpolicy.ucla.edu/programs/health-data/trainings/documents/tw_cba23.pdf

Unit 5:   Analytic Advocacy and role of external factors in shaping policy

Topics

- The role of external influences such as media, PACS, unions, funding and lobbying in shaping policy
- Analytic advocacy and the role of research based groups/think tanks in shaping policy

This Unit relates to course objectives 1 and 5 .

Required Readings

Cynthia Jackson-Elmoore (July 2005), Informing state policymakers: Opportunities for Social Workers, *Social Work*, Volume 50, Issue 3, 1, 251–261.

Troy, T. (Winter 2012), Devaluing the Think Tank, *National Affairs, 33. Retrieved from* https://www.hudson.org/content/researchattachments/attachment/973/20111220_troy_indiv.pdf

Beimers, D. (2015) NASW involvement in legislative advocacy, *Journal of Policy Practice*, 14:3-4, 256-274.

Read one of the following four reports/briefs (students will be assigned by instructor week prior) and be prepared to discuss and complete and in class activity

1)   The Annie E. Casey Foundation. (2017). *Race for results: Building a path to opportunity for all children.* Baltimore, MD. Retrieved from http://www.aecf.org/resources/2017-race-for-results/

2)   Nauer, K., Mader, N., Robinson, G. and Jacobs. T. (2014). *A better picture of poverty: What chronic absenteeism and risk load reveal about NYC's lowest-income elementary schools* (2014). Attendance Works. Retrieved from: http://www.attendanceworks.org/a-better-picture-of-poverty/

   a) Barnett,S. & Friedman-Krauss, A.. (2016). State(s) of Head Start. National Institute for Early Education Research. Retrieved from http://nieer.org/wp-content/uploads/2016/12/HS_Full_Reduced.pdf

***Read only up to page 24, skim charts on pp 25-44 and review state profile report for the state you live in)**.

4)   California Child Advocates for Change- Read both of the short policy briefs below

California Advocates for Change (April 2016). *Are there too many children in foster care?* Child Welfare Policy Brief. *Retrieved from* http://stepupforkin.org/wp-content/uploads/2016/06/Foster-Care-Policy-Brief-Too-Many-Children.pdf

AND

California Advocates for Change (June 2016)? *Developing a robust continuum of care to support foster youth in family based settings.* Child Welfare Policy Brief. Retrieved from http://stepupforkin.org/wp-content/uploads/2016/06/FY-FamilySettings-Policy-Brief.pdf

Recommended Readings

Peterson, K. & Pfitzer, M.. (Winter 2009). Lobbying for Good. *Stanford Social Innovation Review.* Retrieved from https://ssir.org/articles/entry/lobbying_for_good

Trilling, D. (n.d.) Writing about think tanks and using their research: A cautionary tip sheet. Retrieved from https://journalistsresource.org/tip-sheets/think-tanks-writing-research-journalists

Recommended resource for Assignment 2

Think Tank Library Guide- https://bethelks.libguides.com/c.php?g=11574&p=3875271

<mark>Module II Data Driven Decision Making</mark>

Unit 6:	Data-Driven Decision-Making

Topics

- ▪ Using administrative data effectively
- ▪ Addressing a Social Work Grand Challenge from a data informed approach
- ▪ Dashboards, scorecards and other uses of publicly available data

This Unit relates to course objectives 1, 2 & 3

Required Readings

Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). Making sense of data-driven decision-making in education: Evidence from recent RAND research. LA, CA: RAND.

Connelly, R., Playford, C., Gayle, V, and Dibben, C. The role of administrative data in the big data revolution in social science research. *Social Science Research.*, Volume 59. September 2016, Pages 1-12

Barth R. P., Putnam-Hornstein E., Shaw T. V., Dickinson N. S. (2015). Safe children: Reducing severe and fatal maltreatment (Grand Challenges for Social Work Initiative Working Paper No. 17) Cleveland: American Academy of Social Work and Social Welfare.

Fruchteman, J. (Summer 2016). Using data for action and impact. *Stanford Social Innovation Review.*

Recommended Reading

Annie E. Casey Foundation Evidence to Success website. Retrieved at
http://www.aecf.org/work/evidence-based-practice/evidence2success/

Coulton, Claudia J, Goerge, Robert, Putnam-Hornstein, Emily, and de Haan, Benjamin.(2015). Harnessing big data for social good. (Grand Challenge: Harness Technology for Social Good. Working Paper No.11).

<mark>**Assignment 1 Due**</mark>

Unit 7:	Use of Data in Tracking Outcomes, Planning, Decision-making and systemic reform

Topics

- ▪ Use of data to track outcomes
- ▪ Data for planning and decision-making
- ▪ Role of evidence based research/programs in planning and decision making

This Unit relates to course objectives 1, 2, 3

Required Readings

Casey Family Programs. (2012). Shifting resources in child welfare to achieve better outcomes for children and families. Seattle, WA: Retrieved from
www.casey.org/media/ShiftingResourcesExecSum.pdf

Prevention Initiative Demonstration Project (PIDP). Year 1 and Year 2

Executive Summary Year 1 (2009) retrieved from
https://cdn.casey.org/media/PIDP_Year1_es.pdf
.
Brief Summary Year 2 (2010) retrieved from
https://cdn.casey.org/media/PIDP_year2_BriefES.pdf

Johnson, M., & Austin, M. (2006). Evidence-Based Practice in the Social Services. *Administration in Social Work., 30*(3), 75-104.

Recommended Resources for Assignment 2

Office of Juvenile Justice Delinquency and Prevention Model Programs Guide website
      and related documents. Website: https://www.ojjdp.gov/mpg/

Coalition for Evidence Based Policy website (organized by topics). Retrieved from
      http://evidencebasedprograms.org/

Recommended Reading/Videos

Haskins, R. & Baron, J. Building the connection between policy and evidence: The Obama
      evidence- based initiatives (2011). U.K. National Endowment for Science, Technology
      and the Arts (NESTA).

Module 3: Social Innovation, Promising Models for Change and Systemic Reform

Unit 8:	Networks, Collaboration and Service Integration

Topics

- ▪ History and models of service integration
- ▪ Network theory and network development
- ▪ Inter-agency and community collaboration

This Unit relates to course objectives 1,2,3,5

Required Readings

Goldsmith, S., & Eggers, W. D. (2004). *Governing by network, The new shape of the public
      sector.* Washington DC: Brookings Institution Press. Chapters 2–3:

      Chapter 2. Advantages of the Network Model: 25–38

      Chapter 3. Challenges of the Network Model: 39–53

Hill, C., & Lynn, L. (2003). Producing human services Why do agencies collaborate? *Public
      Management Review (Online),5*(1), 63-81.

Center for the Study of Social Policy. *Public policy & community change brief: Promise Zones.*
      Retrieved from https://www.cssp.org/policy/2013/Promise-Zones.pdf

The White House, Office of Press Secretary (2016). *Obama Administration announces final
      round of Promise Zone designations to expand access to opportunity in urban, rural
      and tribal communities.* Retrieved from
      https://www.hudexchange.info/onecpd/assets/File/Promise-Zone-Fact-Sheet.pdf

Unit 9: Working collaboratively and promising models for social change

Topics

- Coalition building, working in committees and moving from individual reform efforts to systemic reform
- Social innovation
- Collective Impact as a model for social change

This Unit relates to course objectives 1,2 & 3

Required Readings

Mizrahi, T., & Rosenthal, B. B. (2008). Complexities of coalition building: Leaders' successes, strategies, struggles and solutions. In J. Rothman, J. L. Erlich, & J. E. Tropman (Eds.), *Strategies of community intervention* (7th ed.). Peosta, IA: Bowers: 471–490.

Countywide Criminal Justice Coordination Committee, Youth Diversion Committee and the Los Angeles Chief Executive Office (2017). *A roadmap for advancing youth diversion in Los Angeles County.*

Kania, J and Kramer, M. (2013). Embracing emergence: How collective impact addresses complexity. *Stanford Social Innovation* Review.

Haskins, R. (2015, Jan 1). Social programs that work. *New York Times.* Retrieved from https://www.nytimes.com/2015/01/01/opinion/social-programs-that-work.html

Recommended website

Collective Impact Forum website at https://collectiveimpactforum.org/

Unit 10:	Learning from Community and Place-Based Initiatives

Topics

- ▪ Magnolia Community Initiative
- ▪ Best Start Communities
- ▪ Harlem Children's Zone
- ▪ No wrong door for families

This Unit relates to course objective 1,2, 3 & 5.

Required Readings

Anderson, S. H. (2010, June). A good place to live? Municipality characteristics and children's placement risk. *Social Service Review*, 201–224.

Harlem Children's Zone (2009). *Whatever it takes: Harlem Children's Zone White Paper*.

Minnesota Dept. of Public Safety, Office of Justice Programs (2013). *No wrong door: A comprehensive approach to safe harbor for Minnesota's sexually exploited youth*.

Magnolia Community Initiative Website. Watch two videos and read website materials on Theory of Change, Why Networks Matter, and Making It Happen. Retrieved from www.magnoliacommunityinitiative.org

Recommended Resource

The Harlem Children's Zone produced by Tanya Simon, fl. 2001-2014, Columbia Broadcasting System, in 60 minutes (New York, Columbia Broadcasting System, 2006), 13 mins. Retrieved from https://search-alexanderstreet-com.libproxy1.usc.edu/view/work/bibliographic_entity%7Cvideo_work%7C2856199 via USC Library

First 5 LA Best Start Communities. Select at least one of the communities described on the First 5 LA website under Best Start Communities and read description of community processes underway. www.first5la.org

Assignment 2 Due

Unit 11: Social Work in the Context of Social Change

Topics

- Disruptive innovation and constructive disruption
- Financing social reform
  - Pay for Success
  - Return on Investment

This Unit relates to course objectives 1,2,3,5

Required Readings

Annie E. Casey Foundation (2014). *Financing strategies and structures.*

Kasturi Rangan, V. & Chase, L. (Fall 2015) The payoff of Pay-for-Success. *Stanford Social Innovation Review.*

Christensen, C., Baumann, H. Ruggles, R. & Sadtler. T (December 2006). Disruptive innovation for social change. *Harvard Business Review* 84, No. 12.

Tedx (2012, April 29). Disruptive innovations to integrate health care system: Onil Bhattacharyya at TEDx at Stouffville [Video File]. Retrieved from https://youtu.be/lQdnWOH_a8g

Recommended Resources

Pay for Success

Third Sector Capital Partner (2016). Pay for Success Fact Sheet. Retrieved from https://www.thirdsectorcap.org/wp-content/uploads/2016/06/Third-Sector-Capital-Partners-Intro_PFS-Overview2016.pdf

Third Sector Capital Partner (2016) Project Welcome Home Santa Clara County https://www.thirdsectorcap.org/santa-clara-homelessness/

Milner, J., Eldridge, M., Walsh, K. & Roma, J. (n.d.). Pay for Success Project Assessment Tool. Urban Institute. Retrieved from http://pfs.urban.org/library/content/pay-success-project-assessment-tool

Unit 12: Systems Reform

Topics

- ▪ Systems Reform- Child Welfare
- ▪ Case Study: LA County Blue Ribbon Commission

This Unit relates to course objectives 1,2,3 and 5

Required Readings

Golden, O. (2009). *Reforming child welfare.* Washington, DC: Urban Institute Press. Chapter 1. What Does It Take to Reform Child Welfare?: 1–17.

Los Angeles County Blue Ribbon Commission on Child Protection (2014*). A road to safety for our children. Final Report.* (pp 1-37). Retrieved from http://ceo.lacounty.gov/pdf/brc/BRCCP_Final_Report_April_18_2014.pdf

Karlamangla, S., Sewell, A. and Nelson, L. (2014, August 18). Boy's alleged abuse described in graphic grand jury testimony. *Los Angeles Times.*

Therolf, G. (2016, April 7). Social workers charged with child abuse in case involving torture and killing of Gabriel Fernandez, 8. Los Angeles Times.

Recommended video

CBS (2014, April 23). Blue Ribbon Commission calls for major overhaul of County's child welfare system [Video File]. Retrieved from https://www.youtube.com/watch?v=rUbFlO2Lqts

Unit 13: System Reform

Topics

- ▪ Systems Reform- Child Welfare
- ▪ Case Study: LA County Blue Ribbon Commission

This Unit relates to course objectives 1,2, 3 &,5

Required Readings

Los Angeles County Blue Ribbon Commission on Child Protection (2014). *A road to safety for our children. Final Report* **Appendices 2, 5 and 7 ONLY**.

Golden, O. (2009). *Reforming child welfare.* Washington, DC: Urban Institute Press. Chapter 2. Building the Airplane While Flying It: The District of Columbia: 19–52

California Department of Social Services (2015). *California's Child Welfare Continuum of Care Reform*.

TEDx Talk (2014, Feb 27). Rethinking foster care: Molly McGrath Tierney at TEDxBaltimore. Retrieved from https://www.youtube.com/watch?v=c15hy8dXSps

Unit 14:	Group Presentations: Addressing Systemic Reform	Month Date

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Topics
- Putting it all together

This Unit relates to course objectives 1, 2, 3. 4 & 5.

ASSIGNMENT 3 DUE

Assignment 4 Student Capstone Presentations

Kubisch, A. C., Auspos, P., Brown, P., & Dewar, T. (2010). *Voices from the field III: Lessons and challenges from two decades of community change efforts*. Washington, DC: Aspen Institute: Executive Summary and Chapters 1 and 2.

Unit 15:	Group Presentations: Addressing Systemic Reform	Month Date

Topics

- Putting it all together

This Unit relates to course objectives 1, 2, 3, 4 & 5.

Assignment 4 Student Capstone Presentations

Kubisch, A. C., Auspos, P., Brown, P., & Dewar, T. (2010). *Voices from the field III: Lessons and challenges from two decades of community change efforts*. Washington, DC: Aspen Institute: Executive Summary and Chapters 3,4, & 5.

STUDY DAYS / NO CLASSES	
	NO FINAL EXAMINATION

VII.   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.

VIII.   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.

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

X.   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."

XI.   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.

XII.   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.

XIII.   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.

XIV. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the Department 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.

XV. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

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

Don't procrastinate or postpone working on assignments.