USC Social Work

Social Work 619
Controversial Issues in Public Child Welfare
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

Fall 2015

Instructor:	Kellie Figoten		
E-Mail:	figoten@usc.edu	**Course Day:**	Tuesday
Telephone:	(213) 605-1948	**Course Time:**	4:10-7:00
Office:	none	**Course Location:**	
Office Hours:	By appointment only		

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

This advanced seminar will provide tools to enhance the practitioner's response to the special challenges (substance abuse, HIV/AIDS, domestic violence) 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. Most 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 mix in Southern California, combined with the sheer size and spread of the population, poses extraordinary challenges. These challenges include: How do child welfare workers provide culturally competent services for a very broad range of families and children? How do they address the overrepresentation of children of color in the system? How do they partner with communities to do a better job of preventing maltreatment? How do they assure that families have the services and supports needed to assure that children have safe, stable and nurturing homes?

Public agencies are working on both "ends" of the system – simultaneously working to keep children safe and improving services to 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	Increase understanding of key scientific, historic, policy and systems concepts and demonstrate ability to assess and frame the implications of these concepts for social work practice in public child welfare.
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	Describe Federal, State and local policy contexts for child welfare and analyze specific decision-making processes at the County level, including key organizations, decision-makers, processes used and current issues.
4	Show ability to synthesize complex issues and demonstrate understanding of the broad scope of practice in public child welfare (i.e., prevention, investigation, out-of-home care, aftercare, emancipation and adoption services) through identification of significant advancements and challenges in current practice.
5	Demonstrate familiarity with a broad range of operational issues and specialized practice skills and describe problem-solving strategies to address at least one key issue faced by Children's Social Workers in the current context of child welfare practice.

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; case studies; videos; guest speakers; experiential exercises and computer-based, online activities.

Materials from students' experiences in public child welfare settings will be used to illustrate course content 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.

VI. STUDENT LEARNING OUTCOMES

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

	Social Work Core Competencies	SOWK 619	Course Objective
1	**Professional Identity**	*	**1 & 5**
2	**Ethical Practice**		
3	**Critical Thinking**	*	**2 & 4**
4	**Diversity in Practice**		
5	**Human Rights & Justice**		
6	**Research Based Practice**	*	**2**
7	**Human Behavior**		
8	**Policy Practice**	*	**3**
9	**Practice Contexts**	*	**1, 4 & 5**
10	**Engage, Assess, Intervene, Evaluate**		

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Professional Identity—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers: ▪ Advocate for client access to the services of social work ▪ Practice personal reflection and self-correction to assure continual Professional development ▪ Attend to professional roles and boundaries ▪ Demonstrate professional demeanor in behavior, appearance, and communication ▪ Engage in career-long learning ▪ Use supervision and consultation	1. Deepen understanding of professional identity in one of the fields most closely associated with social work, the public child welfare system. 2. Accept professional responsibility for identifying challenges and proposing solutions that improve outcomes for client families and children. 3. Engage in professional learning, supervision, and consultation to enhance knowledge and skills needed to work effectively with vulnerable children, families, and communities served by the public child welfare system.	Assignments 1 & 4 Class Participation
Critical Thinking— Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information.	4. Distinguish, appraise, and integrate multiple sources of knowledge in defining and solving problems. 5. Analyze models of assessment, prevention, intervention, aftercare and evaluation. 6. Demonstrate effective oral and written communication around issues and challenges encountered in working with families and children.	Assignments 1, 3 & 4

Research Based Practice— Engage in research-informed practice and practice-informed research. Social workers competent in Research Based Practice: ▪ Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. ▪ Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.	7. Gain familiarity with indicators, measures and standards used to evaluate child welfare outcomes. 8. Assess data available on websites and through on-line resources. 9. Develop logical thinking and awareness of linkages between policy, practice and outcome measures commonly in use in the child welfare arena.	Assignments 2 & 4

Policy Practice — Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social workers competent in Policy Practice: ▪ Understand that policy affects service delivery, and they actively engage in policy practice. ▪ Know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.	10. Differentiate and examine the roles of decision-makers at various levels. Demonstrate skills in assessment of local policy-making processes.	Assignments 2 & 3

Practice Contexts— Respond to contexts that shape practice. Social workers competent in Practice Contexts: ▪ Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. ▪ Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.	11. Understand the political, scientific and systems context of child welfare practice 12. Identify the roles of key decision makers and can distinguish between policies, guidelines and practice frameworks	Assignment 1 Class Participation

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment		Due Date	% of Final Grade
Assignment 1:	**In-class exam on the context of child welfare practice**	Sept. 29	25%
Assignment 2:	**Analysis of outcomes, indicators and performance measures.**	Oct. 27	25%
Assignment 3:	**Written report on a county-level policy-making body**	Dec. 1	10%
Assignment 4:	**Final group presentation**	Nov. 24/Dec. 1	30%
Class Participation		Ongoing	10%

Each of the major assignments is described below.

Assignment 1: In-class exam on the context of child welfare practice

In this assignment students are asked to provide brief responses (up to one page) to three questions based on reading assignments and class discussions on contextual factors and challenges for the field of child welfare addressed during the first five weeks of class. **Due: September 29** (This assignment relates to student learning outcomes 1, 3 & 11)

Assignment 2: Analysis of outcomes, indicators and performance measures

Students will analyze data used to monitor performance of the child welfare system at the Federal, State and local level. **Due: October 27** (This assignment relates to student learning outcomes 6,7 & 8.)

Assignment 3: Written report on a county-level policy-making body

Students will attend one meeting of a county level policy making body and write a 3-5 page report on the setting, participants, interactions and policy decisions made. **Due: December 1** (This assignment related to student learning outcomes 5, 9 & 10)

Assignment 4: Final group presentation

Students will work in small groups to identify and report on a reform effort underway in the child welfare system. Presentations will describe the problem addressed, the methods and strategies being used, and will provide empirical and/or qualitative data on results achieved. **Due: November 24 or December 1** (This assignment relates to student learning outcomes 2-5, 7, 8 & 12).

Class Participation (10% of Course Grade)

Your involvement in this class is considered essential to your growth as a practitioner. Your presence in class along with preparation by having read and considered the assignments, and participation in discussion and activities are essential.

Students are also required to subscribe to "Child Welfare in the News", a (free) daily listing of popular press news articles covering child welfare related topics. Students will be expected to come to class prepared to discuss at least one "controversial" issue raised by the media during the prior week. *http://www.childwelfare.gov/admin/subscribe/#page=subscriptions*

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-

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Marc Parent. (1998).*Turning Stones, My Days and Nights with Children at Risk*. NY: Fawcett Columbine.

Chris Beam. (2013). To the end of June, The intimate life of American foster care. Boston:MA: Houghton Mifflin Harcourt.

Readings: Unless otherwise indicated, all readings will be electronically available on Blackboard *https://blackboard.usc.edu/.* This site 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

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

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

CSSP Strengthening Families: http://www.cssp.org/reform/strengthening-families

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 Schedule

Week 1:	Introduction to Course Themes, Objectives and Expectations	Aug. 25

Topics

- Welcome and introduction to the course
- Course overview
- Key concepts for public child welfare

This Unit relates course objectives 1-5

Required Reading

J. McCroskey. (2003). Child welfare: Controversies and possibilities. In Lerner, Jacobs & Wertlieb (eds.). *Promoting positive child, adolescent and family development: A handbook on program and policy innovations, Volume II.* Thousand Oaks: Sage.

Los Angeles County Blue Ribbon Commission on Child Protection. (April 18, 2014). Final report. www.blueribboncommissionla.com

Week 2:	Brain science, trauma and well-being	Sept. 1

Topics

- Neuroscience, brain development, trauma and well-being
- Impact of maltreatment on brain development
- Adverse Childhood Experiences
- Implications for child welfare

This Unit relates to course objectives 1 & 4.

Required Readings

Administration on Children Youth and Families. (April 17, 2012). Information memorandum re: promoting social and emotional well-being for children and youth receiving child welfare services.

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

Center for the Study of Social Policy. (2013). Raising the bar: Child welfare's shift toward well-being. State Policy Advocacy and Reform Center.

SAMHSA. Adverse Childhood Experiences. https://captus.samhsa.gov/prevention-practice/targeted-prevention/adverse-childhood-experiences/1

Week 3:	Brief history and overview of the public child welfare system	Sept. 8

Topics

- History and evolution of child welfare in the US
- Three roots of child welfare practice
- Key issues and challenges

This Unit relates to course objectives 1-5.

Required Readings

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

Watkins, S. (1990). The Mary Ellen Myth: Correcting Child Welfare History. *Social Work.* (35 (6): 500 – 503.

Beam, C. (2013). *To the end of June, The intimate life of American foster care.* Chapters 1-3, pp. 1-57.

Week 4:	California's public child welfare system	Sept 15

Topics

- Structure and operations
- State and county roles
- Patterns of service delivery
- Safety, permanence and well-being
- Reform efforts

This Unit relates to course objectives 1 & 3.

Required Readings

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. (http://www.dredf.org/special_education/How Does Child Welfare Work.pdf)

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.

Beam, C. (2013). *To the end of June, The intimate life of American foster care.* Chapters 14-5, pp. 58-94.

Week 5:   Tracking child welfare system performance   Sept 22

Topics

- Outcomes, results and performance measures
- Accountability
- Analysis of administrative data
- System improvements

This Unit relates to course objectives 2, 4, and 5.

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.

Children's Bureau, Child and Family Services Reviews. Fact Sheet.
    http://www.acf.hhs.gov/sites/default/files/cb/cfsr_general_factsheet.pdf

Children's Data Network. Cumulative risk of child protective services involvement before age 5: a
    population based examination. http://www.datanetwork.org/actionable-research/1002

Beam, C. (2013). *To the end of June, The intimate life of American foster care.* Chapters 6-10, pp. 97-
    188.

Week 6:   Assessing risk and defining maltreatment   Sept. 29

Topics

- Risk assessment
- Referral, substantiation, case opening, placement
- Assessing and engaging families

This Unit relates to course objectives 1, 4, and 5.

Required Readings

Wald, M. S. (2013). Taking the Wrong Message: The Legacy of the Identification of the Battered Child
    Syndrome. C. Henry Kempe: A 50 Year Legacy to the Field of Child Abuse and Neglect. In R. D.
    Krugman & J. E. Korbin (Eds.), (Vol. 1, pp. 89-101): Springer Netherlands.

Child Welfare Information Gateway (2011). Definitions of child abuse and neglect.
    http://www.childwelfare.gov/systemwide/laws_policies/statutes/define.pdf

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.*

Beam, C. (2013). *To the end of June, The intimate life of American foster care.* Chapters 11-15, pp. 191-
    263.

Week 7:   Practice, race, poverty and bias   **Oct. 6**

Topics
- Race and poverty
- Disproportionality and disparity
- Core practice model

This Unit relates to course objectives 1 & 4

Required Readings

Fluke, J., Harden, B., Jenkins, M. (2012). Research Synthesis on Child Welfare Disproportionality and Disparities: Child Welfare Entries. Center for the Study of Social Policy, Annie E. Casey Foundation.

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.

California Department of Social Services, California Department of Health Care Services & UC Davis Extension. Pathways to mental health services, Core practice model guide: pps. 1-26. http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf

Parent, M. (1998). *Turning stones, My days and nights with children at risk*. Chapters 1-2: 1-86.

Week 8:   Impact of maltreatment on children, families and communities   **Oct. 13**

Topics
- Consequences of maltreatment
- Responses to tragedy
- Impact on families and communities

This Unit relates to course objectives 4 & 5.

Required Readings

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.

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.

Children's Data Network. Infants remaining at home after allegation of maltreatment, A 5 year analysis of California and Los Angeles County Data. http://www.datanetwork.org/actionable-research/1012

Parent, M. (1998). *Turning stones, My Days and Nights with Children at Risk*. Chapters 3-4: pp. 87-170.

Week 9:	Child welfare service delivery	Oct. 20

Topics
- ER, FM, FR and PP
- Community based services for families
- Evidence-informed and evidence-based interventions

This Unit relates to course objectives 4 & 5.

Required Readings

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

McCroskey, J. (2006). Family-centered community-based supports, services and capacity-building: Effectiveness and promising approaches. In C. McAuley, P. J. Pecora & W. Rose (eds.). Enhancing the well being of children and families through effective interventions: International evidence for practice. London & Philadelphia: Jessica Kingsley Publishers: 313-320.

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.

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

Parent, M. (1998). *Turning stones, My days and nights with children at risk*. Chapter 5: pp. 171-230.

Week 10:	Prevention, early intervention, aftercare and multi-system approaches	Oct. 27

Topics
- Prevention and aftercare
- Working with communities
- Engaging other public sector systems

This Unit relates to course objectives 1, 4, and 5.

Required Readings

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.

Daro, D. (2011). Child maltreatment prevention: past, present, and future. Chapin Hall: University of Chicago: http://www.chapinhall.org/sites/default/files/publications/cm_prevention.pdf

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*: Vol. 12: Iss. 1, Article 5. Available at: http://digitalcommons.library.tmc.edu/jfs/vol12/iss1/5

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.

Week 11:   Foster care   Nov. 3

Topics
- Removal and placement in out-of-home care
- Kinship care
- Foster care
- Continuum of care reform

This Unit relates to course objectives 1, 4, and 5.

Required Readings

Berrick, J D.; Cohen, Edward; and Anthony, Elizabeth (2011) "Partnering with Parents: Promising Approaches to Improve Reunification Outcomes for Children in Foster Care," *Journal of Family Strengths*: Vol. 11: Iss. 1, Article 14.

Gleeson, J. (2007). Kinship care research and literature: Lessons learned and directions for future research. *Kinship Reporter.* Child Welfare League of America. 1(2): 1, 8 – 11.http://www.cwla.org/programs/kinship/kinshipsummer2007.pdf

A.B. 403 (Stone). Foster Care: Continuum of Care Reform.
http://www.dss.cahwnet.gov/cdssweb/entres/pdf/AB403_FactSheet.pdf

Parent, M. (1998). *Turning stones, My Days and Nights with Children at Risk*. Chapter 6: pp. 231-291

Week 12:   Transition age youth: Aging out of foster care   Nov 10

Topics
- Independent living and emancipation services
- AB 12
- Educational achievement

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

Required Readings

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

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: pps i-v. http://www.stuartfoundation.org/docs/default-document-library/IAGpart2.pdf?sfvrsn=4

Courtney, M., Dworsky, A., Lee, J., Raap, M. (2010). *The Midwest Evaluation of Adult Functioning of Former Foster Youth: Outcomes at Ages 23 and 24: Executive Summary*. Chicago, IL: Chapin Hall, University of Chicago.
http://www.chapinhall.org/sites/default/files/Midwest_Study_ES_Age_23_24.pdf

Week 13: Juvenile Justice	Nov. 17

Topics
- Crossover youth
- Introduction to the juvenile justice system
- Systems change

This Unit relates to course objectives 1, 4, and 5.

Required Readings

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.

Herz, D. C., Chan, K., Ross, M. N., McCroskey, J., Newell, M. & Fraser, C. (January 2015). *The Los Angeles County Juvenile Probation Outcomes Study, Executive summary and case studies.* Los Angeles: Advancement Project & California State University School of Criminal Justice and Criminalistics
http://67.20.108.158/sites/default/files/imce/LAPOS%20Executive%20Summary%20FINAL%203-25-15.pdf

Parent, M. (1998). *Turning stones, My days and nights with children at risk*. Chapter 6: pp. 292-376.

Weeks 14 & 15: Summing up	Nov.24/ Dec. 1

Topics
- Reforming child welfare
- Student group presentations
- Looking to the future

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

Recommended Readings

As recommended by student groups

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (figoten@usc.edu or mccroske@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. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at https://trojansalert.usc.edu.

University Park Campus		Academic Centers	
City Center	Front of Building (12th & Olive)	**Orange County**	Faculty Parking Lot
MRF	Lot B	**San Diego**	Building Parking Lot
SWC	Lot B	**Skirball**	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

XIII.   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."

XIV.   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.

XV.   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.

XVI.   CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

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.

XVII. 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 Jacquelyn McCroskey at mccroske@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 or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVIII. 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.