



USC | School of 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. (1998). *Turning Stones, My Days and Nights with Children at Risk*.

Term Year

[optional photo]	Instructor: Jacquelyn McCroskey		
	E-Mail: mccroske@usc.edu	Course Day: Thursday	
	Telephone: 02004	Course Time: 4:10 – 7 PM	
	Office: MRF 345	Course Location: MRF 204	
	Office Hours: By appointment		

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 include: 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 partner with communities to do a better job of preventing maltreatment? How do we recruit, retain and support resource families (relatives and non-related foster parents) who provide out-of-home care for so many children? 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?

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.
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; 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.

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:

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
<p>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.</p>	<p>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.</p>	<p>3b. Analyze and consider the human rights and social justice aspects of interventions with children, youth, and families</p>	<p>Values, Cognitive and Affective Processes</p>	<p>Unit 1: Introduction to Course Themes, Objectives and Expectations</p> <p>Unit 2: Brain architecture, trauma and well-being</p> <p>Unit 3: History and overview of the evolution of the public child welfare system</p> <p>Unit 4: California's public child welfare system</p> <p>Unit 5: Tracking child welfare system performance</p> <p>Unit 6: Assessing risk, safety and maltreatment</p> <p>Unit 7: Race, poverty and bias</p> <p>Unit 8: Impact of maltreatment on children, families and communities</p> <p>Unit 9: Child welfare service delivery</p> <p>Unit 10: Prevention, early intervention, aftercare and multi-system approaches</p> <p>Unit 11: Foster care and resource families</p> <p>Unit 12: Transition age youth: Aging out of foster care</p> <p>Unit 13: Juvenile justice</p> <p>Units 14 – 15: Summing up</p> <p>Assignment 1: In class exam on context of child welfare practice</p> <p>Assignment 4: Final Group Presentation</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>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.</p>	<p>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.</p>	<p>4b. Apply various forms of data to inform practice with children, youth, and families.</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 1: Introduction to Course Themes, Objectives and Expectations</p> <p>Unit 3: History and overview of the evolution of the public child welfare system</p> <p>Unit 5: Tracking child welfare system performance</p> <p>Unit 7: Race, poverty and bias</p> <p>Unit 8: Impact of maltreatment on children, families and communities</p> <p>Unit 9: Child welfare service delivery</p> <p>Unit 12: Transition age youth: Aging out of foster care</p> <p>Unit 13: Juvenile justice</p> <p>Units 14 – 15: Summing up</p> <p>Assignment 2: Analysis of outcomes, indicators, and performance measures</p>

VI. 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: Final paper on interactions between policy and practice in child welfare	Finals week	25%
Assignment 4: Final group presentation	Nov. 17/Dec. 1	15%
Class Participation	Ongoing	10%

Each of the major assignments is briefly described below. Additional materials will be distributed in class.

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 that addressed during the first five weeks of class. **Due: September 29** (This assignment relates to student learning outcome/competency 3)

Assignment 2: Analysis of outcomes, indicators and performance measures

Students will analyze data used to understand performance of the child welfare system and assess implications for practice improvement. **Due: October 27** (This assignment relates to student learning outcome/competency 4)

Assignment 3: Final paper on interactions between policy and practice in child welfare

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: Finals week**

Assignment 4: Final group presentation

Students will work in small groups to identify and report on a policy change or reform effort underway to improve the child welfare system. Presentations will describe the problem addressed, methods and strategies being used. Students 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: November 24 or December 1** (This assignment relates to student learning outcome/competency 3).

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.

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-

VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

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 Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Introduction to course themes, objectives and expectations ■ Welcome and introduction to the course ■ Course overview ■ Key concepts in public child welfare 	
2	<ul style="list-style-type: none"> ■ Brain architecture, trauma and well-being ■ Neuroscience and brain architecture ■ Trauma and well-being ■ Impact of maltreatment on brain development ■ Adverse Childhood Experiences ■ Implications for child welfare 	
3	<ul style="list-style-type: none"> ■ History and overview of the evolution of public child welfare ■ History and evolution of child welfare in the US ■ Three roots of child welfare practice ■ Key issues and challenges 	
4	<ul style="list-style-type: none"> ■ California's public child welfare system ■ Structure and operations ■ Federal, state and county roles ■ Patterns of service delivery ■ Safety, permanence and well-being ■ Reform efforts 	
5	<ul style="list-style-type: none"> ■ Tracking child welfare system performance ■ Outcomes, results and performance measures ■ Accountability ■ Analysis of administrative data ■ Practice and system improvement 	
6	<ul style="list-style-type: none"> ■ Assessing risk, safety and maltreatment ■ Risk assessment ■ Safety assessment ■ Referral, substantiation, case opening, placement ■ Assessing and engaging families 	Assignment 1
7	<ul style="list-style-type: none"> ■ Race, poverty and bias ■ Race and poverty ■ Disproportionality and disparity ■ Core practice model 	

Unit	Topics	Assignments
8	<ul style="list-style-type: none"> ■ Impact of maltreatment on children, families and communities ■ Consequences of maltreatment ■ Responses to tragedy ■ Impact on families ■ Community support for families 	
9	<ul style="list-style-type: none"> ■ Child welfare service delivery ■ ER, FM, FR and PP ■ Community based services for families ■ Evidence-informed and evidence-based interventions 	
10	<ul style="list-style-type: none"> ■ Prevention, early intervention, aftercare and multi-system approaches ■ Prevention and aftercare ■ Working with communities ■ Engaging other public sector systems 	Assignment 2
11	<ul style="list-style-type: none"> ■ Foster care and resource families ■ Detention, removal and placement in out-of-home care ■ Resource families – Relatives and non-related foster parents ■ Continuum of care reform 	
12	<ul style="list-style-type: none"> ■ Transition age youth: Aging out of foster care ■ Independent living and emancipation services ■ AB 12 ■ Educational achievement 	
13	<ul style="list-style-type: none"> ■ Juvenile justice ■ Dual status and crossover youth ■ Introduction to the juvenile justice system ■ Systems change <ul style="list-style-type: none"> ➤ xxx 	
14	<ul style="list-style-type: none"> ■ Thanksgiving 	
15	<ul style="list-style-type: none"> ■ Summing up ■ Reforming child welfare ■ Looking to the future 	Assignment 4
STUDY DAYS / NO CLASSES		
FINAL EXAMINATIONS Final paper (assignment 3) due		

Course Schedule

Week 1: Introduction to course themes, objectives and expectations

Aug. 25

Topics

- Welcome and introduction to the course
- Course overview
- Key concepts in 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 architecture, trauma and well-being

Sept. 1

Topics

- Neuroscience and brain architecture
- 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 & 5.

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>

Children's Data Network. (2016). Connecting the Dots Snapshots: Leveraging Early Care and Education -- <https://insight.livestories.com/s/snapshot-6-protective-factors-in-practice/574e25d0bc71480013a0a6bd/>,

Protective Factors in Practice -- <https://insight.livestories.com/s/snapshot-5-leveraging-early-care-and-education/573cfc6e0543d00131e5061/>

Week 3: History and overview of the evolution of public child welfare

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
- Federal, state and county roles
- Patterns of service delivery
- Safety, permanence and well-being
- Reform efforts

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

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](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
- Practice and system improvement

This Unit relates to course objectives 2, 3, 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, safety and maltreatment**Sept. 29****Topics**

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

Assignment 1 – in class exam

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

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: Race, poverty and bias

Oct. 6

Topics

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

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

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: pp. 1-26. <http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf>

Week 8: Impact of maltreatment on children, families and communities

Oct. 13

Topics

- Consequences of maltreatment
- Responses to tragedy
- Impact on families
- Community support for families

This Unit relates to course objectives 2, 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>

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 2, 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.

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

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

Assignment 2 due

This Unit relates to course objectives 1, 4 & 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>

Children's Data Network. (2016). Connecting the Dots Snapshots: Preventing Child Maltreatment, Building Families and Community Strengths. www.datanetwork/snapshots/

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 and resource families

Nov. 3

Topics

- Detention, removal and placement in out-of-home care
- Resource families – Relatives and non-related foster parents
- Continuum of care reform

This Unit relates to course objectives 1, 3, 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>

California Department of Social Services. (2015). California's Child Welfare Continuum of Care Reform. www.cdss.ca.gov/cdssweb/entres/pdf/CCR_LegislativeReport.pdf.

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, 4 & 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>

Week 13: Juvenile justice **Nov. 17**

Topics

- Dual status and crossover youth
- Introduction to the juvenile justice system
- Systems change

This Unit relates to course objectives 1, 2, 4 & 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>

Eastman, A. L. & Putnam-Hornstein, E. (draft). Exit outcomes for probation-supervised youth in foster care: an examination of past child protection involvement. Los Angeles, CA: USC School of Social Work.

Week 14: Thanksgiving **Nov.17**
Week 15: Summing up **Dec. 1**

Topics

- Reforming child welfare
- Looking to the future

Group presentations on child welfare reform
This Unit relates to course objectives 1, 2,3, 4 & 5.

Recommended Readings

As recommended by student groups

University Policies and Guidelines

VIII. 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 (mccroske@usc.edu or ehornste@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.

IX. 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.

X. 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.

XI. 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 (12 th & 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.

XII. STATEMENT ABOUT INCOMPLETES

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

XIII. POLICY ON LATE OR MAKE-UP WORK

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

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

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

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

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 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

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

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

Don't procrastinate or postpone working on assignments.
