USC Suzanne Dworak-Peck
School of Social Work

Social Work 627
Section 60664 & 61081

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 2019

Instructors:	**R. Bong Vergara**		
E-Mail:	rbvergar@usc.edu	**Course Day:**	Thursday
Telephone:	714-914-0305	**Course Time:**	1 pm & 4:10 pm
Office:	XXX	**Course Location:**	SOS B52 (1 pm) SOS B48 (4:10 pm)

I. COURSE PREREQUISITES

None

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 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. The course is organized in three modules: 1) policy research, policy analysis at the federal, state and local level and the role of data in policy implementation; 2) policy advocacy as a tool for policy change (community, organizational and ballot based-advocacy);

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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.

and 3) models and practices for policy reform and systemic change. Students will be exposed to models of community change 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 under-resourced communities, including but not limited to place-based partnerships, collective impact and pay-for-success models.

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 to effectuate 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, 4, 6, 7, 8, 9 10, 11, 12, 13, 14 & 15** **Assignment 1:** Policy analysis & Data Driven Decision Making **Assignment 2:** Community Campaign and Advocacy **Assignment 3:** Systemic Reform & Model for Change Group Paper **Assignment 4**: Systemic Reform & Model for Change 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, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 & 15** **Assignment 1:** Policy analysis & Data Driven Decision Making **Assignment 2:** Community Campaign and Advocacy **Assignment 3:** Systemic Reform & Model for Change Group Paper **Assignment 4**: Systemic Reform & Model for Change Oral Presentation

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Policy Analysis & Data-Driven Decision Making to Inform Implementation(Individual assignment)	Unit 7	25%
Assignment 2: Community Campaign and Advocacy (Individual or group assignment, up to 3 group members)	Unit 11	30%
Assignment 3: Systemic Reform and Model for Change (Group Paper)	Unit 14	20%
Assignment 4: Systemic Reform and Model for Change (Group Presentation)	Unit 14 & 15	15%
Course participation (includes collaborative reading summaries and facilitated classroom discussion)		10%

ASSIGNMENTS

Assignment 1: Policy Analysis & Data-Driven Decision Making to Inform Implementation (6-8 pages), 25%, (Individual Assignment)

Assignment 1 asks students to provide an analysis of a recent policy (enacted from 2010-2016) policy, which may include an enacted law, resolution, or ordinance, approved at the federal, state, or County level that is currently in implementation phase**.** In addition to understanding the process for the passage of the selected policy, students will examine how data informs the implementation of the policy. The paper should be 6-8 pages in length. See Assignment Prompt #1 for additional details. **Submit via Turnitin or the VAC platform prior to class session 7. Due:** Unit 7
This assignment relates to student learning outcomes 4 & 5.

Assignment 2: Community Advocacy Campaign, 30%, (Individual or group assignment, max 3 per group)

For Assignment 2, students may work individually or in small groups (up to 3) to identify and assess a social justice campaign that is working to address a social issue. The assignment includes four parts: create a fact sheet (front and back), create an action-oriented campaign video (under 3 minutes), participate in at least one strategic action item that advances the campaign's goals and write a 2-3 page reflection paper in adherences with the assignment guidelines provided in the Assignment 2 prompt. **Consult with instructor regarding mode of submission for assignment.**

Due: Unit 11
This assignment relates to student learning outcomes 2, 3, & 5.

Assignment 3: Systemic Reform and Model for Change Paper and Canvas of Model (7-9 pages), 20%, (Group assignment)

Assignment 3 is a group paper. Each group (3-4 members per group) will research and write about an area of systemic reform related to their identified content area (of the 5 provided in class) and propose a model for change. Their model be guided by and highlight relevant data and should demonstrate how individual reform efforts (e.g. policy changes) support larger level systemic reform. A "Canvas" (double sided visual representation) that summarizes the proposal should also be included to provide a visual representation of the proposed model for change. Papers should be 7-9 pages in length not including the title page, reference page and one page "Canvas" of the proposed model for change. **Submit via Turnitin or the VAC platform prior to class session 14.**

Due: Unit 14

Assignment 4: Systemic Reform and Model for Change Presentation (25-30 minute in class group presentation followed by Q & A), 15%, (Group Presentation)

Each group will deliver a 25-30-minute presentation (followed by a max 10-minute Q & A) accompanied by a Powerpoint/Prezi on their proposed model for change to a governing body (class members). The presentation will follow the format of Assignment 3, highlighting the policy and research context as well as a proposed model for social change, recommendations to a governing board and an "ask" to the Board. Students will also be asked to submit a self and 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. **PPT/Prezis should be submitted via Turnitin or the VAC platform prior to Class Session 14.**

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, engagement in classroom activities, completion of required readings and asynchronous content on the VAC Platform for VAC students, completion of assignments prior to class, the quality of teamwork in preparation for Assignments 3 and 4 (as demonstrated by peer review feedback and instructor observation), engagement with students and the instructor throughout the semester and the successful completion of assigned collaborative reading summaries and classroom facilitation described below.

Collaborative reading summaries and classroom facilitation
Students will be assigned at least one week during the semester to summarize the 4 required readings and facilitate a classroom discussion. **Instructor will provide details regarding format and guidelines no later than the second class session and student led facilitated discussions will begin by the third class session. Collaborative reading summaries and classroom facilitation will count for 25% of the total participation points.**

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

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.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

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

Recommended Guidebook for APA Style Formatting

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

Recommended Resource
SOWK 627 LibGuide: https://libguides.usc.edu/sowk627

Course Overview

Unit	Topics	Assignments
MODULE 1- Policy Landscape: Legislation, Research, & Implementation		
1	Introduction: Social policy landscape for children youth and families	
2	Policy analysis framework (four models of policy practice) & government structure	
3	Legislative process and advocacy	
4	Data-driven decision making & analytic advocacy	
5	Implementation advocacy- process & strategies	
6	Piecing everything together: Case Study	
MODULE 2 Advocacy Intervention & Community Mobilization		
7	Community and organizational based advocacy	**Assignment 1 due**
8	Ballot based advocacy and other external influences	
MODULE 3: Promising Models for Change and Systemic Reform		
9	Models for change: Collective impact & other collaborative approaches	
10	Models for change: Community & place-based initiatives	
11	Systems reform: Education	**Assignment 2 due**
12	Systems reform: Child welfare	
13	Systems reform: Juvenile Justice	
14	**Assignment 4 Group Policy presentations**	**Assignment 3 Due**
15	**Assignment 4 Group Policy presentations**	

Course Schedule—Detailed Description

Module I Policy Landscape: Legislation, Research, & Implementation

Unit 1:	Introduction: Social policy landscape for children, youth, & families

Topics

- The role of social policy in advancing individual, community, and systemic reform for children, youth, and families
- Social workers as social justice advocates

This Unit relates to course objective 5

Required Readings

Children's Defense Fund (2015). Children's Defense Fund ending child poverty now 2015 brief. Retrieved from https://www.childrensdefense.org/wp-content/uploads/2018/08/ending-child-poverty-brief.pdf

TED. (2015, May 15). *Amy Hanauer: The influence of policy* [Video file]. Retrieved from https://www.youtube.com/watch?v=iBRxl3Klhj0

Social Work Policy Institute. (2017). Maximizing social work's policy impact in a changing political landscape. NASW Press. **Only pp 1-15.** Retrieved from https://www.socialworkers.org/LinkClick.aspx?fileticket=wcmBfKpf1Lw%3D&portalid=0

Entangled Roots: The Role of Race in Policies that Separate Families November 2018 Retrieved from https://cssp.org/wp-content/uploads/2018/11/CSSP-Entangled-Roots.pdf

Supplemental Readings

NASW Social Justice Priorities Equity and Inclusion 2018-2019 (chart). Retrieved from https://www.socialworkers.org/Portals/0/PDF/Advocacy/Public/Social-Justice/Social-Justice-Priorities-2018-2019.pdf

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

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

Unit 2: Policy analysis framework (four models of policy practice) & government structure

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 for social workers

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

Required Readings

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.

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: 64–74.

Harris Rome, S. & Hoechstetter, S. (2010). Social work and civic engagement: The political participation of professional social workers. *The Journal of Sociology & Social Welfare, 37*(3).

Supplemental Readings

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

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

Unit 3: Legislative process and advocacy

Topics

- Federal, state, and local policy making
- Navigating the political arena: The legislative process
- Legislative advocacy and lobbying

This Unit relates to course objectives 4 & 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). Politics and the policy making process. In *Essentials of social welfare: Politics and public policy (*chap. 1, ONLY pp. 12-20). London, UK: Pearson Higher Education.

American Psychological Association. (2014). A Psychologist's guide to federal advocacy. Washington,DC: American Psychological Association, Education Government Relations Office & Public Interest Government Relations Office.

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

Recommended Resources

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

Arizona NASW Chapter and Arizona State University- Arizona Legislative Advocacy Handbook for Social Workers. Retrieved from https://c.ymcdn.com/sites/naswaz.site-ym.com/resource/resmgr/Docs/Arizona_legislative_advocacy.pdf

APA Advocacy Website- Retrieved from https://www.apa.org/advocacy/index.aspx

Supplemental readings

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.

Unit 4:	Data-driven decision making & analytic advocacy

Topics

- Analytic advocacy and the role of research in shaping policy
- Data for planning, decision-making, and tracking outcomes
- Role of evidence-based research/programs in planning and decision making

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.

Annie E. Casey Foundation (2018). 2018 Kids Count data book: State trends in child well-being. Skim pp 1-47. Retrieved from https://www.aecf.org/m/resourcedoc/aecf-2018kidscountdatabook-2018.pdf

** Video on why the Census Matters for 2020 can be found at https://www.youtube.com/watch?v=GUcSE9CfpRM

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

Chang, Hedy, Bauer, L and Byrnes, V (2018) *Data matters: Using chronic absence to accelerate action for student success.* Attendance Works.

** Additional resources can be found Attendance Works website https://www.attendanceworks.org/

Supplemental Readings

Ringel, J., Schultz, D., Mendelsohn, J., Brooks Holliday, S., Sieck, K., Edochie I, and Davis, L. (2017). Improving Child Welfare Outcomes: Balancing Investments in Prevention and Treatment. *RAND Corporation.* Retrieved from https://www.rand.org/pubs/research_reports/RR1775-1.html..

Webinar: Annie E. Casey Foundation. Using Collective impact to Reduce Infant Mortality. https://www.aecf.org/blog/watch-our-webinar-using-collective-impact-to-reduce-infant-mortality/

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.

Recommended Resources/Data Sites

Data Driven Decision Making video. Retrieved from https://www.youtube.com/watch?v=9Lew4yWlv5Q

Fostering Youth Transitions: Using data to drive policy and practice decisions. Retrieved from https://www.aecf.org/m/resourcedoc/aecf-fosteringyouthtransitions-2018.pdf

Children's Data Network- http://www.datanetwork.org/

Annie E. Casey Foundation website and sites (Kids Count, JDAI) -https://www.aecf.org/

Center for Disease Control: Data Research resources https://www.cdc.gov/ncbddd/childdevelopment/data.html

Child Trends- https://www.childtrends.org/about-us

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

Unit 5: Implementation process & strategies

Topics

- Social Policy Implementation: Opportunities and Challenges
- Case Study: Implementation of extended foster care in CA, Assembly Bill 12

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

Required Readings

Stein, T. 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. **Read Only p. 1-19 and skim rest**.

Durnan, J., Olsen, R., & Harvell, S. (May 2018). State-led juvenile systems improvement: Implementation progress and early outcomes. *Urban Institute* Retrieved from https://www.aecf.org/m/resourcedoc/aecftransformingjuvenileprobationsummary-2018.pdf

Walsh, C., Rolls Reutz, J., & Williams, R. (2015). Selecting and implementing evidence-based practices: A guide for child and family serving systems (2nd ed.). San Diego, CA: California Evidence-Based Clearinghouse for Child Welfare. **READ ONLY** Overview of the Exploration, Preparation, Implementation, Sustainment (EPIS) Framework (pp 8-10), Appendix C: Sample Questions to address in each EPIS phase of Implementation and Appendix D: Key Implementation Steps by EPIS Phase. Retrieved from http://www.cebc4cw.org/files/ImplementationGuide-Apr2015-onlineprint.pdf

Supplemental Readings

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

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.

Unit 6: Piecing everything together

Topics

- Putting it all together: Power of analytic advocacy, legislative advocacy, media based advocacy, and community based advocacy to effectuate systemic change.
- Case study: Drugging our kids
- Data driven service planning: Focus on the Los Angeles County Homeless Count

This Unit relates to course objectives 1, 3, 4, and 5

Required Readings

Drugging our Kids website. **Read Part 1** of 7-part Drugging our Kid series. Retrieved from http://extras.mercurynews.com/druggedkids/

Watch Drugging our Kids documentary (located in part 5 of 7-part series, 40 minutes). Can also be found on You Tube at https://www.youtube.com/watch?v=L7lHeosq-FY

Woolfolk, J. (2018). Drugging our kids: Big drop in drugged foster kids in California. *The Mercury News.* Retrieved from https://www.mercurynews.com/2018/04/01/big-drop-in-drugged-foster-kids/

Tinico, M. (2018, Dec 7). Your homeless neighbors have probably lived in LA longer than you. *LAist.* Retrieved from https://laist.com/2018/12/07/los_angeles_homeless_demographic_race_gender.php

Supplemental Readings/Viewings

Video from CA State auditor about oversight- https://www.youtube.com/watch?v=8XLA5stjYgY

2018 Greater Los Angeles Homeless Count Presentation. Retrieved from https://www.lahsa.org/documents?id=2059-2018-greater-los-angeles-homeless-count-presentation.pdf

Module II Advocacy intervention and community mobilization

Unit 7: Community based advocacy & organizational based advocacy

ASSIGNMENT 1 DUE

Topics

- Community organizing, mobilization, and other forms of advocacy
- Organizational based advocacy
- NASW 6.04 – Social and political action – Social worker's ethical obligation to social justice

This Unit relates to course objectives 3 & 4

Required Readings

Social Work Ethics and Advocacy: Standing at the Forefront of Change - Webinar. NASW- PA. **Listen to minutes 1-34.** Retrieved from
https://www.youtube.com/watch?time_continue=1535&v=iOSzffaYulk

Social Work Ethics and Advocacy: Standing at the Forefront of Change - Webinar. NASW- PA. **Listen to minutes 35-58.** Retrieved from
https://www.youtube.com/watch?time_continue=1535&v=iOSzffaYulk

Alliances for Change. Organizing for the 21st century. The Social Service & Social Change Series. Retrieved from
http://www.racialequitytools.org/resourcefiles/buildingmovement1.pdf

Nandan, M., London, M & Bent-Goodley, T. (2015) Social Workers as Social Change Agents: Social Innovation, Social Intrapreneurship, and Social Entrepreneurship, Human Service Organizations: Management, Leadership & Governance, 39:1, 38-56.

Resource for Assignment 2

Midwest Academy Strategy Chart. Retrieved from
http://www.tcsg.org/sfelp/toolkit/MidwestAcademy_01.pdf

Supplemental Readings/Viewings

Advocacy, Lobbying, and Social Change. (2016). In The Jossey-Bass Handbook of Nonprofit Leadership and Management (pp. 396–426). Hoboken, NJ, John Wiley & Sons, Inc.

Evidence-Based Practice for Effective Community Coalitions: A summary of current research. (April 2006). CPRD. Institute of Government and Public Affairs. University of Illinois.

Engler, P. (2018). Protest movements need the funding they deserve. *Stanford Social Innovation Review.*

Beckwith, D. & Lopez, C. Community organizing: People power from the grassroots. Center for Community Change. Retrieved from http://comm-org.wisc.edu/papers97/beckwith.htm

Smith, M. D. (2014). How Trayvon Martin's death launched a new generation of black activism. *The Nation.* Retrieved from https://www.thenation.com/article/how-trayvon-martins-death-launched-new-generation-black-activism/

Podcast: The Good Fight with Ben Winkler - Episode 40 Why #BlackLivesMatter- Co-founder Alicia Garza explains development of Black Lives Matter movement. **Start at Minute 7.** Retrieved from http://rss.thegoodfight.fm/

Unit 8: Ballot based advocacy and external influences

Topics

- Voting as a political tool
- NASW's Voting is Social Work campaign
- The role of external influences in shaping policy- Think tanks and social media

This Unit relates to course objectives 3 & 4

Required Readings

Jansson, B. S. (2014). Engaging in ballot-based policy advocacy. In Becoming an effective policy advocate: From policy practice to social justice (7th ed., pp. 417- 447). Belmont, CA: Brooks-Cole.

Uggen, C., Larson, R., & Shannon, S. (2016). 6 million lost voters: State-level estimates of felony disenfranchisement, 2016. *The Sentencing Project.*

Rehr, D. (2017, February 15) How is Social Media Being Used in Advocacy? *Huffington Post.* Retrieved from https://www.huffingtonpost.com/entry/how-is-social-media-being-used-in-advocacy_us_589a7b12e4b0985224db5bac

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

Recommended Resource

NASW Voting is Social Work website- https://votingissocialwork.org/

Supplemental Readings/Viewings

Newkirk, V. R. (2018 July 17). Voter suppression is warping democracy. *The Atlantic.* Retrieved from https://www.theatlantic.com/politics/archive/2018/07/poll-prri-voter-suppression/565355/

Podcast: Why is this happening? "Exploring voter suppression past and present with Carol Anderson. (2018, Oct 16). Retrieved from https://www.nbcnews.com/think/opinion/exploring-voter-suppression-past-present-carol-anderson-podcast-transcript-ncna920776

Podcast: Justice in America. "Excluded from democracy." (2018, Aug 22). *The Appeal.* Retrieved from https://theappeal.org/justice-in-america-episode-5-excluded-from-democracy/

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

Module III Promising Models for Change and Systemic Reform

Unit 9:   Models for change: Collective impact & other collaborative approaches

Topics

- The power of collaboration in effectuating systemic change
- Collective Impact as a model for social change: Magnolia Place Community Initiative
- Financing social reform: Microfinancing and Pay for Success model

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

Required Readings

Magnolia Community Initiative Website. **Watch two videos and read website materials on Theory of Change, Why Networks Matter, and Making It Happen.** Retrieved from http://magnoliaplacela.org/

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

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

Barnes, M. & Schmitz, P. (Spring 2016). Community engagement matters now more than ever*. Stanford Social Innovation Review.* https://ssir.org/articles/entry/community_engagement_matters_now_more_than_ever

Recommended Resources

Collective Impact Forum website at https://collectiveimpactforum.org/
Stanford Social Innovation Review website at https://ssir.org/

Supplemental Readings

Gase, L. & Stachowiak, S. (August 2018). Does Collective Impact really make an impact. *Stanford Social Innovation Review.* https://ssir.org/articles/entry/does_collective_impact_really_make_an_impact

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 10:   Models for change: Community and place-based initiatives

Topics
- LA Promise Zone
- Harlem Children's Zone
- California Endowment's Building Healthy Communities
- Disruptive innovation

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

Required Readings

LA Promise Zone Website. **Review the website, including videos and documents**. Review the Strategic Plan located at https://static1.squarespace.com/static/5715611ae707ebe76fcc2b25/t/5723f93745bf21105b574e4f/1469663322251/LAPZ+Strategic+Plan_final+%281%29.pdf

Podcast: This American Life, "Going Big." Retrieved at https://www.thisamericanlife.org/364/going-big Listen up to 33:16 about Harlem Children's Zone

The California Endowment. (2016). A new power grid: Building Healthy Communities at year 5. Retrieved from https://s26107.pcdn.co/wp-content/uploads/BHC_Halftime_Report_2016_Rev_4.pdf

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

Recommended Resource for Assignments 3 and 4

Challaby, O. & Witter, L. (December 2018) Eight tips for communicating with busy policymakers. Retrieved from https://ssir.org/articles/entry/eight_tips_for_communicating_ideas_to_busy_policymakers

TED. Simon Sinek. Start with the Why [Video File]. Retrieved from https://www.youtube.com/watch?time_continue=125&v=yLYNU0OOMK4

Supplemental readings

Bell, J. & Lee, M. M. (2011) Why place & race matter: Impacting health through a focus on race & place. Policy Link. Executive Summary. Retrieved from http://www.policylink.org/sites/default/files/WPRM_EXEC_SUM_LOW_RES.PDF

Harlem Children's Zone (2009). *Whatever it takes: Harlem Children's Zone White Paper*. pp 3-17.

Center for the Study of Social Policy. *Public policy & community change brief: Promise Zones*

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

Unit 11:   Systems reform: Education

ASSIGNMENT 2 DUE

Topics

- Reform efforts to disrupt the School to Prison Pipeline (trauma sensitive schools, PBIS, restorative justice, school discipline advocacy)
- Case Study: California- Local Control Funding formula as a reform measure

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

Required Readings

Fix School Discipline Mini Schoolkit (2017). Retrieved from
http://www.fixschooldiscipline.org/minitoolkit/

Leung, V., Mendoza, A., and Cobb, J. (2018). Here to learn: Creating safe and supportive schools in the Los Angeles Unified School District. Retrieved from
https://www.aclusocal.org/sites/default/files/aclu_socal_report_here_to_learn.pdf

Community Rights Campaign of the Labor/Community Strategy Center & Black Organizing Project. (2014). The new "separate and unequal": Using California's Local Control Funding Formula to dismantle the school-to-prison pipeline. Retrieved from
https://thestrategycenter.org/wp-content/uploads/2017/07/lcff-policy-brief-3-20-2014.pdf

Bohan, S. (2018). The collective impact of suspending suspensions. *Stanford Social Innovation Review.*

Recommended Resources

Fix School Discipline Website- explore research, data, policy and advocacy resources related to School to Prison Pipeline and School Discipline retrieved from
http://www.fixschooldiscipline.org/

National Association of Psychologists - Trauma Sensitive Schools page. Retrieved from
http://www.nasponline.org/resources-and-publications/resources/mental-health/trauma-sensitive-schools

Supplemental Readings

Dorado, J., Martinez, M., McArthur, L., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health,* 8, 163-176.

Horner, R. H., Sugai, G. H., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Exceptional Children, 42*(8), 1-14

LAUSD School Climate Bill of Rights Board Resolution- http://www.fixschooldiscipline.org/wp-content/uploads/2014/10/LAUSD-School-Climate-Bill-of-Rights.pdf

LAUSD School Climate Bill of Rights Handout
    http://home.lausd.net/pdf/Toolkits/SCBOR/MessagePoints.pdf

Mizel, M., Miles, J, Pedersen, E. & Tucker, J & Ewing, B. & D'Amico, E.. (2016). To educate or to incarcerate: Factors in disproportionality in school discipline. *Children and Youth Services Review.* 70. DOI: 10.1016/j.childyouth.2016.09.009

Lift us up, don't push us out- A conversation on educational justice [media]. Brave New Films. Retrieved from https://www.youtube.com/watch?time_continue=1&v=nCcjfoX5KfA

Unit 12:	Systems reform: Child welfare

Topics

- Case Study: California- Continuum of Care
- Case study: Los Angeles County- Gabriel Fernandez Child Death case and LA County Blue Ribbon Commission Report

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

Required Readings

Los Angeles County Blue Ribbon Commission on Child Protection (2014*). A road to safety for our children. Final Report.* SKIM pp 1-37). Retrieved from http://ridleythomas.lacounty.gov/wpcontent/uploads/2014/06/BRCCP_Final_Report_April_18_2014.pdf

Therolf, G. (2018, October 2). Why did no one save Gabriel? *The Atlantic.* Retrieved from: https://www.theatlantic.com/family/archive/2018/10/la-county-dcfs-failed-protect-gabriel-fernandez/571384/

California Department of Social Services (January 2015). California's Child Welfare Continuum of Care Reform (Executive Summary, pages 1-22 only) http://www.cdss.ca.gov/cdssweb/entres/pdf/CCR_LegislativeReport.pdf

Golden, O. (2011, April 7) When Blame Isn't Enough. *New York Times.* Retrieved from: https://www.nytimes.com/2011/04/08/opinion/08golden.html

Recommended Resource

Chronicle of Social Change website at https://chronicleofsocialchange.org/

Supplemental Readings

Jones, J. & Covington, T. (2018, December 19). Building a child welfare system for the 21st century. *Chronical of Social Change.* Retrieved from https://chronicleofsocialchange.org/child-welfare-2/building-child-welfare-system-21st-century/33165

Blue Ribbon Commission Report Feasibility Analysis (http://file.lacounty.gov/SDSInter/bos/supdocs/85403.pdf

Unit 13:	Systems reform: Juvenile justice

Topics
- Shift from punishment to rehabilitation
- Diversion and Intervention reforms at local, state, and national level

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

Required Readings

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.* **READ ONLY Executive Summary**.

Korman, H. & Dierkhising, C. B. (2016). A culture of care for all: Envisioning the LA model. Children's Defense Fund: Los Angeles, CA. Retrieved from http://theunusualsuspects.org/assets/uploads/2017/09/Childrens-Defense-Fund-report-on-LA-Model.pdf

The Annie E. Casey Foundation. (2018). Transforming juvenile probation: A vision for getting it right. Executive Summary. Baltimore, MD. Retrieved from https://www.aecf.org/m/resourcedoc/aecf-transformingjuvenileprobationsummary-2018.pdf

Watson, L. & Edelman, P. (2012). Improving the juvenile justice system for girls: Lessons from the states. Georgetown Center on Poverty, Inequality and Policy.

Recommended Resources

Brave New Films (2014), Why are we using prisons to treat mental illness? Overcriminalized [Video File]. Retrieved from https://www.youtube.com/watch?v=zSbFbv2Bs_0&feature=youtu.be

Unit 14:	Group presentations: Addressing systemic reform

Topics

- Putting it all together

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

ASSIGNMENT 3 DUE
Assignment 4 Student Systemic Reform & Model for Change Presentations

Required Readings/Viewings

Clarke, M. & Healy, J. (2018). Complex systems change starts with those who use the systems. *Stanford Social Innovation Review.*

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

Unit 15:	Group presentations: Addressing systemic reform

Topics

- Putting it all together

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

Assignment 4 Student Systemic Reform & Model for Change Presentations

Required Readings/Viewings

Documentary: Show me democracy: Student activism amidst the uprising in Ferguson. Retrieved from https://usclib.kanopy.com/video/show-me-democracy (required USC login)

STUDY DAYS / NO CLASSES	
	NO FINAL EXAMINATION

University Policies and Guidelines

IX.   ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X.   ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in 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.

XI.   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. 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. www.suicidepreventionlifeline.org

Relationship and 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. 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: 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. equity.usc.edu

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

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

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

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XII. ADDITIONAL RESOURCES
Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

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 (OPTIONAL)
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble
The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. 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 [xxx]. 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.

XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)

✓ 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.