

**Social Work 619
Section #60571D**

Controversial Issues in Public Child Welfare

3 Units

Fall 2019

Instructor:	Rebecca Rebbe (pronouns: she/her)	Course Day:	Thursdays
E-Mail:	rrebbe@usc.edu	Course Time:	4:10 – 7:00 pm
Telephone:	213.740.0292	Course Location:	MRF 320
Office:	USC City Center		
Office Hours:	Thursdays MRF 306 3:00 – 4:00 pm or 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) to provide nurturing and supportive out-of-home care for 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? How does the field respond to family and community crises or in the tragic circumstances of child fatality?

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

Objective #	Objectives
1	Demonstrate understanding of key scientific, historic, policy and systems concepts, and use critical thinking in applying these concepts toward advancing 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 quality 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 format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students’ learning. These exercises may include the use of videotapes, role-play, 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:

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, healthcare, 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>UNITS Unit 1: Introduction to the course Unit 2: Evolution of public child welfare Unit 3: California’s public child welfare system Unit 4: Brain architecture, trauma and well-being Unit 5: Assessment, outcomes, system performance Unit 6: Young children in the public child welfare system Unit 7: Transition age youth Unit 9: Who We Serve; Prevention, Unit 10: Reform; Placing with Family Unit 11: Crossover youth and the juvenile justice system Unit 12: Race, poverty and bias Unit 13: Engaging other public and private systems Units 15: Summing up</p> <p>ASSIGNMENTS Assignment 1: In-Class Examination Assignment 2: Reading Responses Assignment 3: Interactions Between Policy and Practice Class Participation</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 4 Engage in Practice-informed Research and Research-informed Practice</p> <p>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>UNITS Unit 1: Introduction to the course Unit 4: Brain architecture, trauma and well-being Unit 6: Young children in the child welfare system Unit 7: Transition age youth Unit 9: Who We Serve; Prevention, Unit 10: Reform; Placing with Family Unit 11: Crossover youth and the juvenile justice system Unit 12: Race, poverty and bias Unit 13: Engaging other public and private systems</p> <p>ASSIGNMENTS Assignment 1: In-Class Examination Assignment 2: Reading Responses Assignment 3: Interactions between Policy and Practice Class Participation</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: In-class exam on the context of child welfare practice	Oct. 10	25%
Assignment 2: Reading Response Paper 1, as assigned	Week 2-7	30%
Reading Response Paper 2, as assigned	Week 9-5	(15% each)
Assignment 3: Group report and final paper on interactions between policy and practice in child welfare	Group: Dec. 5 Paper: Dec. 6	10%
		25%

Class participation accounts for 10% of your grade. Each of the major assignments is described below. Additional materials will be distributed and discussed in class.

Assignment 1

Students will take an in-class exam, providing brief essay responses (up to one page) to three questions that are based on reading assignments and class discussions during the first six weeks of class. Questions will focus on contextual factors and challenges for the field of child welfare.

Due: October 10.

This assignment relates to learning objectives 1 & 4 and to core competency 3.

Assignment 2 (x 2)

Write a 2-page (double-spaced; 12-pt font; 1-inch margins) response to the week's required readings. The paper must synthesize and comment on the ideas of at least two different authors. The best response papers make 1 or 2 key points that bridge ideas in multiple readings. Those key points are introduced in the first paragraph and supported throughout the paper. **On page 3, write 2-3 questions about the readings, which you think will spark an interesting discussion and engage the readings during class.**

Due: On the first day of class you will be assigned to one week in the first half of the course (weeks 2-7) and a second week in the second half of the course (weeks 9-15). Papers will be due the day before the class on the assigned week by 5 pm.

This assignment relates to learning objectives 1 & 2 and to core competencies 3 & 4.

Assignment 3

Assignment 3 includes two parts: 1) an individual paper on one aspect of that reform effort; and 2) a group presentation on policy change or reform efforts underway to improve the child welfare system.

Individual paper: Each student will write a paper on one aspect of the large-scale reform effort. For example, if you are a member of a group working on improving education outcomes, you might write your paper on expanding access to early childhood education or on tutoring and mentoring programs for system youth. Papers will include description of the policy context for reform in this area, the specific program addressed, methods and strategies used, and empirical and/or qualitative data used to assess the results achieved. The paper must also address which principle of child protection (as defined by Berrick) the reform is targeting and discuss the principles it is competing against. (The individual paper will account for 25% of your grade.)

Group presentation: Students will work in small groups to identify and report on a large-scale policy change or reform effort (e.g., Continuum of Care reform, improving educational performance, improving health or mental health outcomes for system youth). Presentations will describe multiple aspects of the reform effort including the methods and strategies being used. Students will demonstrate critical thinking skills to assess the social justice and/or human rights aspects of these reform efforts. (This oral report will account for 10% of your grade).

Due: Group reports will be presented during the last meetings of the class, on December 5. Individual papers will be due by midnight on December 6.

This assignment relates to student learning outcomes 3, 4 & 5 and to core competencies 3 & 4.

Class Participation (10% of Course Grade)

Student involvement in this class is considered essential to growth as a professional social worker. Presence in class along with preparation by having read and considered assignments, and participation in discussion is important for your learning and development as a professional.

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

Nadine Harris Burke. (2018). *The deepest well, Healing the long-term effects of childhood adversity*. Boston, MA: Houghton Mifflin Harcourt.

Jill Duerr Berrick. (2018). *The impossible imperative: Navigating the competing principles of child protection*. New York, NY: Oxford University Press.

Course Reader. Available via Blackboard

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

Week	Topics	Assignments
1 Aug. 29	<ul style="list-style-type: none"> ■ Introduction to course themes, objectives and expectations <ul style="list-style-type: none"> ▼ Welcome and introductions ▼ Course overview ▼ Key concepts in public child welfare 	
2 Sept. 5	<ul style="list-style-type: none"> ■ Evolution of public child welfare <ul style="list-style-type: none"> ▼ History and evolution of child welfare in the US ▼ Three roots of child welfare practice ▼ Key issues and challenges 	
3 Sept. 12	<ul style="list-style-type: none"> ■ California's public child welfare system <ul style="list-style-type: none"> ▼ Federal, state and county roles ▼ Safety, permanence and well-being ▼ Core practice model 	
4 Sept. 19	<ul style="list-style-type: none"> ■ Brain architecture, trauma and well-being <ul style="list-style-type: none"> ▼ Neuroscience ▼ Trauma and well-being ▼ Impact of maltreatment on development ▼ Adverse Childhood Experiences 	
5 Sept. 26	<ul style="list-style-type: none"> ■ Assessment, outcomes and system performance <ul style="list-style-type: none"> ▼ Risk and safety assessment ▼ Outcomes, results and performance measures ▼ Accountability and quality improvement 	
6 Oct. 3	<ul style="list-style-type: none"> ■ Special issues for young children in the child welfare system <ul style="list-style-type: none"> ▼ Impacts of maltreatment on very young children ▼ Early care and education ▼ Trauma informed care ▼ Engaging families and caregivers 	
7 Oct. 10	<ul style="list-style-type: none"> ■ Special issues for transition age youth <ul style="list-style-type: none"> ▼ Pregnant and parenting youth ▼ Commercial sexual exploitation of children (CSEC) ▼ Rights and services for foster youth 	In-class exam
8 Oct. 17	<ul style="list-style-type: none"> ■ Fall Recess – No Class 	
9 Oct. 24	<ul style="list-style-type: none"> ■ The Impossible Imperative (chapters 1-3) <ul style="list-style-type: none"> ▼ Who do we serve? ▼ Are they safe? ▼ Prevention, early intervention, and aftercare 	
10 Oct. 31	<ul style="list-style-type: none"> ■ The Impossible Imperative (ch 4-5) <ul style="list-style-type: none"> ▼ The oldest debate in child welfare ▼ When we say “no” to family ▼ Reform and service delivery 	

Week	Topics	Assignments
11 Nov. 7	<ul style="list-style-type: none"> ■ The Impossible imperative (ch 6) ▼ Fighting for “hard to place” kids ▼ Crossover youth, dual status and dual involvement (juvenile justice) ▼ Working across systems – courts, schools, health, mental health, youth development 	
12 Nov. 14	<ul style="list-style-type: none"> ■ The Impossible Imperative (ch 7-8) ▼ The quest for a forever family ▼ Culture clash and the power of the state ▼ Race, poverty and bias 	
13 Nov. 21	<ul style="list-style-type: none"> ■ The impossible Imperative (ch 9-10) ▼ Whose voice counts? ▼ Contested principles on the front lines ▼ Engaging other public and private sector systems 	
14 Nov. 28	<ul style="list-style-type: none"> ■ Thanksgiving – No Class 	
15 Dec. 5	<ul style="list-style-type: none"> ■ Summing up ▼ Group presentations 	Final paper due Dec. 6 at midnight

Course Schedule—Detailed Description

Week 1: Introduction to course themes, objectives and expectations August 29

Topics

- Welcome and introductions
- Course overview
- Key concepts in public child welfare

This Unit relates to course objectives 1-5.

Required Readings

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

Recommended Readings

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.

Week 2: Evolution of public child welfare September 5

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.

Burke Harris, N. (2018). *The deepest well, Healing the long-term effects of childhood adversity*. Boston, MA: Houghton Mifflin Harcourt. .Chapters 1-3, pp 1-42.

Recommended Readings

Reich, J.A. (2005). Chapter 2 – Child protection: A historical perspective. In *Fixing families: Parents, power, and the child welfare system*. New York: Routledge.

Week 3: California's public child welfare system

September 12

Topics

- Federal, state and county roles
- Safety, permanence and well-being
- Target populations
- Core practice model

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.

Burke Harris, N. (2018). *The deepest well, Healing the long-term effects of childhood adversity*. Boston, MA: Houghton Mifflin Harcourt. Chapters 4-6, pp 45-94.

Recommended Readings

Rebbe, R. (2018). What Is Neglect? State legal definitions in the United States. *Child Maltreatment*, 23(3), 303-315.

Pathways to Mental Health services, Core Practice Model Guide. Sacramento CA: California Departments of Health Care Services and Social Services.
www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf

Week 4: Brain architecture, trauma and well-being

September 19

Topics

- Neuroscience
- Trauma and well-being
- Impact of maltreatment on development
- Adverse Childhood Experiences

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

Required Readings

Burke Harris, N. (2018). *The deepest well, Healing the long-term effects of childhood adversity*. Boston, MA: Houghton Mifflin Harcourt. Chapters 7-10, pp 97-172.

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

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

Recommended 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.

National Scientific Council on the Developing Child. (2012). The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain: Working Paper 12.

<http://www.developingchild.harvard.edu>

Week 5: Assessment, outcomes and system performance

September 26

Topics

- Risk and safety assessment
- Outcomes, results and performance measures
- Accountability and quality improvement

This Unit relates to course objectives 1-5.

Required Readings

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

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

Kemp, S., Marcenko, M., Hoagwood, K., & Vesneski, W. (2009). Engaging parents in child welfare services: bridging family needs and child welfare mandates. *Child Welfare*, 88(1), 101–126.

Burke Harris, N. (2018). *The deepest well, Healing the long-term effects of childhood adversity*. Boston, MA: Houghton Mifflin Harcourt. Chapters 11-13, pp 175 -225.

Recommended Readings

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>

Week 6: Special issues for young children in the child welfare system

October 3

Topics

- Impacts of maltreatment on very young children
- Early care and education
- Trauma informed care
- Engaging families and caregivers

This Unit relates to course objectives 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.

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.

Klein, S., Mihalec-Adkins, B., Benson, S., & Lee, S. (2018). The benefits of early care and education for child welfare-involved children: Perspectives from the field. *Child Abuse & Neglect, 79*, 454–464.

Recommended Readings

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/research/infants-remaining-at-home-after-an-allegation-of-maltreatment-a-five-year-analysis-of-california-and-los-angeles-county-data/>

Children's Data Network (2018). At the intersection of two systems, Child welfare and early care and education. <http://www.datanetwork.org/research/at-the-intersection-of-two-systems-child-welfare-and-early-care-and-education-in-los-angeles-county/>

Week 7: Special issues for Transition Age Youth

October 10

Assignment 1. In-class exam.

Topics

- Barriers to educational achievement
- CSEC
- Substance abuse and mental health concerns
- When youth in foster care have babies

This Unit relates to course objectives 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. <https://stuartfoundation.org/wp-content/uploads/2016/04/IAGpart2.pdf>

Reid, J.A. (2018). System failure! Is the Department of Children and Families facilitating sex trafficking of foster girls? In Nichols, Edmond, & Heil, *Social work practice with survivors of sex trafficking and commercial sexual exploitation*. Chapter 14. Columbia University Press.

Recommended Readings

Children's Data Network. Transition age youth and the child protection system: Demographic and case characteristics. <http://www.datanetwork.org/research/transition-age-youth-and-the-child-protection-system-demographic-and-case-characteristics/>

Samuels, G.M. & Pryce, J.M. (2008). "What doesn't kill you makes you stronger": Survivalist self-reliance as resilience and risk among young adults aging out of foster care. *Children and Youth Services Review, 30(10)*, 1198-1210.

Rebbe, R., Nurius, P.S., Ahrens, K.R. & Courtney, M.E. (2017). Adverse childhood experiences among youth aging out of foster care: A latent class analysis. *Children and Youth Services Review, 74*, 108-116

Week 8: October 17: No class – Fall Recess

Week 9: Who Do We Serve? Are They Safe? Prevention, early intervention, and aftercare

October 24

Topics

- Community based services and supports for families
- Prevention
- Aftercare
- Family-centered and community-based supports and services

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

Required Readings

Berrick, *Impossible Imperative*, Chapters 1-3

Daro, D. (2011). Child maltreatment prevention: past, present, and future. Chapin Hall: University of Chicago: https://www.chapinhall.org/wp-content/uploads/cm_prevention.pdf

Recommended Readings

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.

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

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/573cfcf6e0543d00131e5061/>

Week 10: Oldest Debate in CW, Saying No to Family, Reform and service delivery

October 31

Topics

- Continuum of Care Reform
- Resource families – relatives and non-related foster parents
- Group care
- Evidence-informed and evidence-based interventions

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

Required Readings

Berrick, *Impossible Imperative*, Chapters 4-5

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

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.

Hegar, R.L. & Scannapieco, M. (2014). Kinship care. In Mallon, G.P. (Ed.). *Child welfare for the twenty-first century: A handbook of practices, policies, and programs*. New York: Columbia University Press.

Recommended Readings

Al, C.M.W., Stams, G.J.J.M., Bek, M.S., Damen, E.M., Asscher, J.J., & Van Der Laan, P.H. (2012). A meta-analysis of intensive family preservation programs: Placement prevention and improvement of family functioning. *Children and Youth Services Review*, 34(8), 1472-1479.

California Department of Social Services, Continuum of Care Reform website. Information and Resources. www.cdss.ca.gov/inforesources/Continuum-of-Care-Reform

Week 11: Fighting for “hard to place” kids, Crossover youth & the juvenile justice system

November 7

Topics

- Crossover, dual status and dual involvement
- Introduction to the juvenile justice system
- Diversion

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

Required Readings

Berrick, *Impossible Imperative*, Chapters 6

McCroskey, J., Herz, D. C. & Putnam-Hornstein, E. (2018). Crossover youth, Los Angeles County Probation youth with previous referrals to child protective services. Los Angeles, CA: Children's Data Network.

Herz, D. C., Chan, K., Ross, M. N., McCroskey, J., Newell, M. & Fraser, C. (2015). *The Los Angeles County Juvenile Probation Outcomes Study, Executive summary*. Los Angeles: Advancement Project & California State University School of Criminal Justice and Criminalistics

Recommended Reading

Children's Partnership & Robert F. Kennedy National Resource Center for Juvenile Justice. (2018). *Building a brighter future for dual status youth*. www.childrenspartnership.org/building-a-brighter-future-for-dual-status-youth/

Herz, D. C., Chan, K., Ross, M. N., McCroskey, J., Newell, M. & Fraser, C. (2015). *The Los Angeles County Juvenile Probation Outcomes Study, Full Report*. Los Angeles: Advancement Project & California State University School of Criminal Justice and Criminalistics

Week 12: Quest for a Forever Family; Race, poverty and bias

November 14

Topics

- Race and poverty
- Disproportionality
- Disparity
- Family and community factors

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

Required Readings

Berrick, Impossible Imperative, Chapters 7-8

Ortega, R.M. & Faller, K.C. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. *Child Welfare, 90*(5).

Children's Bureau. (2016). *Racial disproportionality and disparity in child welfare*. Child Welfare information Gateway. https://www.childwelfare.gov/pubPDFs/racial_disproportionality.pdf

Recommended Readings

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

Fluke, J., Harden, B., Jenkins, M., & Ruehrdanz, A. (2010). Research Synthesis on Child Welfare Disproportionality and Disparities. American Humane Association.

Week 13: Whose Voice Counts? Contested Principles on the Front Lines; Engaging other public and private sector systems **November 21**

Topics

- Health and mental health
- Courts
- Positive youth development, employment and recreation
- Advocates
- Philanthropy
- Community-based services

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

Required Readings

Berrick, Impossible Imperative, Chapters 9-10

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.

Administration for Children and Families. Building Agency/Community Partnerships website.
<https://www.childwelfare.gov/pubs/usermanuals/partners/>

Recommended Readings

Caitlin Reilly. (2018). Can a broken foster care system be fixed? These philanthropists think so. Inside Philanthropy. <https://www.insidephilanthropy.com/.../can-a-broken-foster-care-system-be-fixed-these...>

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.

Week 14: November: No class – Thanksgiving Holiday

Unit 15: Summing up **December 5**

Topics

- Group presentations
- Looking to the future

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

Required Readings

None

Recommended Readings

None

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 (rrebbe@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
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline – 1 (800) 273-8255
www.suicidepreventionlifeline.org

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

USC Student Health Sexual Assault & Survivor Support: <https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

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
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran

status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support – (213) 740-2421

USC Policy Reporting to Title IX: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response.

The Office of Disability Services and Programs (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, and assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC – (213) 740-2101

diversity.usc.edu

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

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

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

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

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

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.
