

**Social Work 627  
Section 60467**

**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.<sup>1</sup>  
...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.<sup>2</sup>*

**Spring 2020**

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**Course Day:** Tuesday

**Course Time:** 7:10PM-10:00 PM

**Course Location:** MRF 338

**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, macro practice and leadership roles in community and organizational settings serving children, youth and families. Students will be exposed to key aspects of policy practice that are driving change in public and private agencies and service systems that support children, youth, families and communities.

<sup>1</sup> Kania, J. & Kramer, M. (2011). Collective impact. *Stanford social innovation review*. Winter: 36-45.

<sup>2</sup> Phills, J. A., Deiglmeier, K. & Miller, D. T. (2008). Rediscovering social innovation. *Stanford Social Innovation Review*. Fall.

The course is organized in two modules: 1) Using research and data analysis to inform policy implementation at the federal, state and local levels; 2) models and practices for systemic reform. Students will also engage in a summative reflection regarding the role of the social work practitioner in policy advocacy. Students will be exposed to the policy implementation process, models of community change designed to enhance resident engagement and community building, and the role of the social work practitioner in the policy making process.

#### IV. COURSE OBJECTIVES

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

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format for the course will include didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate student learning. These exercises may include the use of videotapes, role-play, and/or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

**VI. STUDENT LEARNING OUTCOMES**

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

Social Work Core Competencies	
1	<b>Demonstrate Ethical and Professional Behavior</b>
2	<b>Engage in Diversity and Difference in Practice</b>
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b> **
4	<b>Engage in Practice-informed Research and Research-informed Practice</b>
5	<b>Engage in Policy Practice</b> **
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>

\*\* 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><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p>Social workers understand that every child, young person, and family member, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and employ social justice strategies to promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.</p>	<p>1. 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.</p> <p>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.</p> <p>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</p>	<p><b>3a.</b> Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.</p>	<p>Knowledge</p>	<p><b>Assignment 1:</b> Policy analysis &amp; Data Driven Decision Making</p> <p><b>Assignment 2:</b> Systemic Reform &amp; Model for Change Group Paper</p> <p><b>Assignment 3:</b> Systemic Reform &amp; Model for Change Oral Presentation</p> <p><b>Assignment 4:</b> Policy Meeting and Reflection Paper</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 5: Engage in Policy Practice</b> 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.</p>	<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p>	<p>5a. Identify policy and resource contexts of child, youth, and family services at the local, state, and federal levels.</p>	<p>Skills</p>	<p><b>Assignment 1:</b> Policy analysis &amp; Data Driven Decision Making</p> <p><b>Assignment 2:</b> Systemic Reform &amp; Model for Change Group Paper</p> <p><b>Assignment 3:</b> Systemic Reform &amp; Model for Change Oral Presentation</p> <p><b>Assignment 4:</b> Policy Meeting and Reflection</p>

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Policy Analysis &amp; Data-Driven Decision Making to Inform Implementation Group Assignment</b>	Unit 7	25%
<b>Assignment 2: Systemic Reform and Model for Change Group Assignment</b>	Unit 13	25%
<b>Assignment 3: Systemic Reform and Model for Change Group Presentation</b>	Unit 14 & 15	15%
<b>Assignment 4: Policy Meeting and Reflection Paper Individual Assignment</b>	Monday of Finals Week	25%
<b>Course participation</b>		10%

**ASSIGNMENTS**

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

Assignment 1 asks students to provide an analysis of a recent 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.

**Due: Unit 7**

**Assignment 2: Systemic Reform and Model for Change Paper (7-9 pages), 25%, (Group assignment)**

Assignment 2 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 will be guided by and highlight relevant data and should demonstrate how individual reform efforts (e.g. policy changes) support larger level systemic reform. Papers should be 7-9 pages in length not including the title page, reference page. See Assignment Prompt #2 for additional details.

**Due: Unit 13**

**Assignment 3: Systemic Reform and Model for Change Presentation 15%, (Group Presentation)**

Each group will deliver a 25-minute group presentation on their Model for Change proposal (followed by a 10-minute Q & A) to a governing board/decision maker of the group’s choice (e.g. County Board of Supervisors, foundation, private funders, State legislature). Groups should develop a PowerPoint/Prezi for the presentation. The presentation should include relevant information from Assignment 2, 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 audience. In addition to the presentation, students will 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. **Self and Peer evaluations will be due by 11:59 pm on the date of the final class of the semester.**

**Due: Unit 14/15**

**Assignment 4: Policy Meeting and Reflection Paper, 25%, (Individual assignment)**

Students will attend (in-person) a local governance meeting of their choice where policy related to children, youth and/or families is discussed/decided on by elected officials and submit a 4-5 page paper (excluding title page and references) which provides an in-depth summary and analysis of critical points made during the meeting attended as well as general reflections on the role of policy in social work practice. See Assignment Prompt #4 for additional details.

**Due: Monday of Finals Week**

**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, completion of assignments prior to class, the quality of teamwork in preparation for Assignments 2/3 (as demonstrated by peer review feedback and instructor observation) and engagement with students and the instructor throughout the semester.

**Note:** Additional required and recommended readings 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 through ARES

#### Recommended Guidebook for APA Style Formatting

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

## Course Overview

Unit	Topics	Assignments
<b>MODULE 1- Using research and data to inform policy implementation</b>		
1	Introduction: Social Policy Landscape for Children Youth and Families	
2	Policy Analysis Framework and Government Structure	
3	Legislative Advocacy	
4	Data-Driven Decision Making/Analytic Advocacy	
5	Implementation Advocacy and Strategies	
6	Piecing it Together	
<b>MODULE 2 Advocacy Intervention &amp; Community Mobilization</b>		
7	Community and organizational based advocacy	<b>Assignment 1 Due</b>
8	Ballot-Based Advocacy and External Influences	
<b>MODULE 3- Models and Practices for Systemic Reform</b>		
9	Models for Change: Collective Impact	
10	Models for Change: Place-Based Initiatives	
11	Systemic Reform: Education	
12	Systemic Reform: Child Welfare	
13	Systemic Reform: Juvenile Justice	<b>Assignment 2 due</b>
14	<b>Group presentations</b>	<b>Assignment 3 Due</b>
15	<b>Group presentations</b>	
Finals week		<b>Assignment 4 Due</b>

## Course Schedule—Detailed Description

### Module I: Using Research and Data to Inform Policy Implementation

#### Unit 1: Introduction: Social Policy Landscape

##### Topics

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

##### Required Readings

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

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

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

##### Recommended Readings

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

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

## Unit 2: Policy Analysis Framework and 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

### Required Readings

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

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

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

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

### Recommended Readings

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

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

The influence of policy | Amy Hanauer | TEDxSHHS. Retrieved from <https://www.youtube.com/watch?v=iBRxI3Klhj0>

## Unit 3: Legislative Advocacy

### Topics

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

- Case Study: Human Services Alliance: CalWORKs Child Care

### Required Readings

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

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

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

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

### Recommended Reading

Campaign for Youth Justice: Legislative advocacy guide 2017. Retrieved from [http://www.campaignforyouthjustice.org/images/Legislative\\_Advocacy\\_Guide\\_28update\\_d\\_3211729.pdf](http://www.campaignforyouthjustice.org/images/Legislative_Advocacy_Guide_28update_d_3211729.pdf)

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

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

## Unit 4: Data-Driven Decision Making/Analytic Advocacy

### Topics

- Using data to drive decision making
- Sources of publicly available data
- Case Study: Children's Data Network: Child Welfare

### Required Readings

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>

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/>  
(briefly review research and knowledge pages)

### Recommended Reading

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.

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.

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](https://laist.com/2018/12/07/los_angeles_homeless_demographic_race_gender.php)

## Unit 5: Implementation Advocacy and Strategies

### Topics

- The Policy Paradox
- The role of external influences in shaping policy
- Analytic advocacy and the role of research-based groups/think tanks in shaping policy
- Case Study: California AB 12: California Fostering Connections to Success Act

### Required Readings

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.

- The Annie E. Casey Foundation. (2017). *Race for results: Building a path to opportunity for all children*. Baltimore, MD. Retrieved from <http://www.aecf.org/resources/2017-race-for-results/>
- 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
- California Advocates for Change (April 2016). *Are there too many children in foster care?* Child Welfare Policy Brief. Retrieved from <http://stepupforkin.org/wp-content/uploads/2016/06/Foster-Care-Policy-Brief-Too-Many-Children.pdf>
- Trilling, D. (n.d.) Writing about think tanks and using their research: A cautionary tip sheet. Retrieved from <https://journalistsresource.org/tip-sheets/think-tanks-writing-research-journalists>
- Troy, T. (Winter 2012), Devaluing the Think Tank, *National Affairs*, 33. Retrieved from [https://www.hudson.org/content/researchattachments/attachment/973/20111220\\_troy\\_in\\_div.pdf](https://www.hudson.org/content/researchattachments/attachment/973/20111220_troy_in_div.pdf)

## Recommended Readings

- Peterson, K. & Pfitzer, M.. (Winter 2009). Lobbying for Good. *Stanford Social Innovation Review*. Retrieved from [https://ssir.org/articles/entry/lobbying\\_for\\_good](https://ssir.org/articles/entry/lobbying_for_good)
- 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.
- Beimers, D. (2015) NASW involvement in legislative advocacy, *Journal of Policy Practice*, 14:3-4, 256-274.
- Cynthia Jackson-Elmoore (July 2005), Informing state policymakers: Opportunities for Social Workers, *Social Work*, Volume 50, Issue 3, 1, 251–261.
- Nauer, K., Mader, N., Robinson, G. and Jacobs. T. (2014). *A better picture of poverty: What chronic absenteeism and risk load reveal about NYC's lowest-income elementary schools* (2014). Attendance Works. Retrieved from: <http://www.attendanceworks.org/a-better-picture-of-poverty/>
- Barnett, S. & Friedman-Krauss, A.. (2016). State(s) of Head Start. National Institute for Early Education Research. Retrieved from [http://nieer.org/wp-content/uploads/2016/12/HS\\_Full\\_Reduced.pdf](http://nieer.org/wp-content/uploads/2016/12/HS_Full_Reduced.pdf)

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

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

## Unit 6: Piecing it Together

### Topics

- The power of analytic advocacy, legislative advocacy, media-based advocacy, and community-based advocacy to effectuate systemic change
- Case Study: Drugging Our Kids

### Required Readings

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=L7IHeosq-FY>

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

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/>

### Recommended Reading

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

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

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

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

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

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

## Module 2: Advocacy Intervention and Community Mobilization

### Unit 7: Community Based Advocacy & Organization Based Advocacy

#### Topics

- Community Organizing, mobilization and other forms of advocacy
- Case Study: First 5 LA Best Start Communities
- Case Study: Black Lives Matter

#### Required Readings

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/>

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/>

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>

First 5 LA Best Start Communities. Select at least one of the communities described on the First 5 LA website under Best Start Communities and read description of community processes underway. [www.first5la.org](http://www.first5la.org)

#### Recommended Readings

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

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*.

## Unit 8: Ballot Based Advocacy and External Influences

### Topics

- Voting as a political tool
- Ballot Propositions
- Voter Suppression and Voter Disenfranchisement

### 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*.

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

### Recommended Readings:

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>

## Module 3: Models and Practices for Systemic Reform

## Unit 9: Models for Change: Collective Impact

### Topics

- Agency Collaboration
- Collective Impact as a model for social change
- Case Study: Cradle to Career: Tucson AZ and Santa Monica CA

### Required Readings

Cradle to Career (2019). 2019 Community Impact Report. Retrieved from: <https://drive.google.com/file/d/1zaxZV52zRHH8B7bFVrX7HbqNq1UEuGjY/view>

Santa Monica Cradle to Career Website. **Review the website including videos and documents.**  
<https://www.santamonicacradletocareer.org/home>

National Council for Nonprofits. Collective Impact Website.  
<https://www.councilofnonprofits.org/tools-resources/collective-impact>

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](https://ssir.org/articles/entry/does_collective_impact_really_make_an_impact)

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

**Recommended Reading:**

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/>

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

**Unit 10: Models for Change: Place-based Initiatives**

**Topics**

- Place-Based Initiatives
- Case Study: Harlem Children's Zone
- Case Study: Children Bureau: Magnolia Community Initiative

**Required Readings**

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

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

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/](http://magnoliaplacela.org/)

**Recommended Readings**

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

## Unit 11: Systemic Reform: Education

### 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

### 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\\_social\\_report\\_here\\_to\\_learn.pdf](https://www.aclusocal.org/sites/default/files/aclu_social_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>

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=nCcifoX5KfA](https://www.youtube.com/watch?time_continue=1&v=nCcifoX5KfA)

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

### Recommended Readings:

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>

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

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.

## Unit 12: Systemic 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

### 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://ocp.lacounty.gov/Portals/OC/PDF/Reports%20and%20Communication/OC/P%20Background/Blue%20Ribbon%20Commission%20Final%20Report%20\(04-18-2014\).pdf.pdf?ver=2018-10-24-083549-867](http://ocp.lacounty.gov/Portals/OC/PDF/Reports%20and%20Communication/OC/P%20Background/Blue%20Ribbon%20Commission%20Final%20Report%20(04-18-2014).pdf.pdf?ver=2018-10-24-083549-867)

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](http://www.cdss.ca.gov/cdssweb/entres/pdf/CCR_LegislativeReport.pdf)

California Legislative Analyst's Office (February 2019). 2019-2020 budget, analysis of the Department of Social Services budget. **pages 27-43 only**. Retrieved from <https://lao.ca.gov/reports/2019/3947/Social-Services-Analysis-022219.pdf>

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

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 Reading:

CBS (2014, April 23). Blue Ribbon Commission calls for major overhaul of County's child welfare system [Video File]. Retrieved from <https://www.youtube.com/watch?v=rUbFIO2Lqts>

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

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

## Unit 13: System Reform: Juvenile Justice

### Topics

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

### 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? Over criminalized [Video File]. Retrieved from [https://www.youtube.com/watch?v=zSbFbv2Bs\\_0&feature=youtu.be](https://www.youtube.com/watch?v=zSbFbv2Bs_0&feature=youtu.be)

Brave New Films (2018), Healing trauma: Beyond gangs & prisons. [Video File]. Retrieved from <https://www.youtube.com/watch?v=2-Ox9LnQo4>

## Unit 14: Group Presentations: Addressing Systemic Reform

### Topics

- Putting it all together and review

### Required Readings

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

**Unit 15: Group Presentations: Addressing Systemic Reform**

**Topics**

- Putting it all together and review

**Required Readings**

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

**STUDY DAYS / NO CLASSES**

## University Policies and Guidelines

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### 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](mailto: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](http://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](http://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](http://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](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://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](http://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](http://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](http://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](http://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](http://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](http://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.

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*Don't procrastinate or postpone working on assignments.*

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