

USC Suzanne Dworak-Peck

School of Social Work

**Social Work 627
Section 67185**

Policy and Macro Practice in Child, Youth and Family Services

3 Units

*Large-scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated intervention of individual organizations.¹
...we redefine social innovation to mean: A novel solution to a social problem that is more effective, efficient, sustainable or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals.²*

Summer 2020

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Course Day/Time: Saturday 8:00-9:35am

Course Location: VAC

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

Provides context and preparation for social work practitioners on policy, macro practice and leadership roles in communities and organizations serving children, youth and families.

III. COURSE DESCRIPTION

This course prepares advanced social work practitioners for innovative policy and leadership roles in community and organizational settings serving children, youth and families. Students will be exposed to key aspects of social change and innovation that are driving change in public and private agencies and in service systems that support children, youth, families and communities. The course is organized in three modules: 1) policy research, policy analysis at the federal, state and local level and the role of data in policy implementation; 2) policy advocacy as a tool for policy change (community, organizational and ballot based-advocacy); and 3) models and practices for policy reform and systemic change. Students will be exposed to models of community change designed to enhance resident engagement in community building, cross-agency collaboration and network models of governance and service delivery. They will

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

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

examine organizational models designed to integrate services for vulnerable children and families who live in under-resourced communities, including but not limited to place-based partnerships, collective impact and pay-for-success models.

IV. COURSE OBJECTIVES

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

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

VI. STUDENT LEARNING OUTCOMES

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

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

** Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</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>3a. Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.</p>	<p>Skills</p>	<p>Assignment 1: Policy Analysis</p> <p>Assignment 2: Policy Proposal</p> <p>Assignment 3: Policy Proposal Oral Presentation</p> <p>Assignment 4: Policy Meeting and Reflection Paper</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 5: Engage in Policy Practice Social workers understand that human rights, social justice and social welfare of children, youth and families are mediated in the larger social environment and particularly by policy and its implementation at the federal, state, and local levels. Social workers understand how the history and current structures of social policies and services affect service delivery to children, youth, and families, specifically focused on vulnerable, oppressed and those living in poverty. They understand their role in policy development, implementation and evaluation within child and family practice settings at micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation, implementation, and evaluation.</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>Knowledge</p>	<p>Assignment 1: Policy Analysis</p> <p>Assignment 2: Policy Proposal</p> <p>Assignment 3: Policy Proposal Oral Presentation</p> <p>Assignment 4: Policy Meeting and Reflection Paper</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Policy Analysis	Unit 5	25%
Assignment 2: Policy Proposal	Unit 10	25%
Assignment 3: Policy Proposal Group Presentation	Unit 11 & 12	15%
*Assignment 4: OPTIONAL: Policy Meeting and Reflection Paper	Unit 12	25%
<p>*Due to the limitations imposed by the COVID-19 virus, we will be giving full credit for assignment 4 but not requiring students to complete the assignment. If the student is on the border between two grades (say a B and a B+, they can choose to complete the assignment as extra credit to help bump their grade up.)</p> <p>Using a recording of a meeting is acceptable if the student chooses to complete the assignment for extra credit.</p>		
Course participation		10%

ASSIGNMENTS

Assignment 1: Policy Analysis

Assignment 1 is a group paper. This assignment 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.

Due: Unit 5

Assignment 2: Policy Proposal

Assignment 2 is a group paper. Each group will develop a policy proposal to address an implementation challenge identified in an existing policy. Policy proposal can include developing a new policy, modifying an existing policy, or otherwise improving the effectiveness of the

existing policy. Papers should be 5-6 pages in length not including the title page, and reference pages

Due: Unit 10

Assignment 3: Policy Proposal Presentation

Each group will deliver a 25-minute group presentation on their policy 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 the policy proposal, recommendations to a governing board and an “ask” to the audience.

Due: PowerPoint or Prezi due Unit 11 prior to start of class. Presentations will be unit 11 and Unit 12

Assignment 4: OPTIONAL: Policy Meeting and Reflection Paper (Individual assignment)

Students will attend (in-person or virtually) 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 2-3 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 as it relates to student’s internship or place of employment. Paper should adhere to guidelines provided in assignment prompt.

Due: Unit 12 IF student decides to do this assignment for extra credit.

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 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 on **ARES under course lead, Professor Laura Gale.**

Recommended Guides for APA Style Formatting:

<https://libguides.usc.edu/APA7th>

<https://apastyle.apa.org/instructional-aids/tutorials-webinars>

Recommended Resource

SOWK 627 LibGuide: <https://libguides.usc.edu/sowk627>

Course Overview

Unit	Topics	Assignments
MODULE 1- Policy Landscape: Legislation, Research, & Implementation		
1	Introduction: Social policy landscape for children youth and families Policy analysis framework (four models of policy practice)	
2	Legislative Advocacy	
3	Data-driven decision making & analytic advocacy	
4	Implementation advocacy- process & strategies/Piecing everything together	
MODULE 2 Advocacy Intervention & Community Mobilization		
5	Community and organizational based advocacy	Assignment 1 Due
6	Ballot based advocacy and other external influences	
MODULE 3: Promising Models for Change and Systemic Reform		
7	Collective Impact & Place-based Initiatives	
8	Systems reform: Education	
9	Systems reform: Child welfare	
10	Systems reform: Juvenile Justice	Assignment 2 Due
11	Assignment 3 PowerPoints/Prezi due prior to start of class Group presentations Due	
12	Assignment 3 Group presentations Due (and Optional Assignment 4 Due if submitting for extra credit)	

SOWK 627	Summer 12 Unit Session VAC Topics	Asynch Assignments by Week
Week 1	Introduction: Social policy landscape for children youth and families, Policy analysis framework	Unit 1 & Unit 2
Week 2	Legislative Advocacy	Unit 3
Week 3	Data-driven decision making & analytic advocacy	Unit 4

Week 4	Implementation advocacy- process & strategies/Piecing everything together	Unit 5, Unit 6
Week 5	Community and organizational based advocacy	Unit 7
Week 6	Ballot based advocacy and other external influences	Unit 8
Week 7	Collective Impact & place-based initiatives	Unit 9, Unit 10
Week 8	Systems reform: Education	Unit 11
Week 9	Systems reform: Child welfare	Unit 12
Week 10	Systems reform: Juvenile Justice	Unit 13
Week 11	Group Presentations	Unit 14
Week 12	Group Presentations	Unit 15

Course Schedule—Detailed Description

Module I Policy Landscape: Legislation, Research, & Implementation

Unit 1: Introduction: Social policy landscape for children, youth, & families; Policy analysis framework (four models of policy practice) May 23, 2020

Topics

- The role of social policy in advancing individual, community, and systemic reform for children, youth, and families
- Social workers as social justice advocates
- The policy framework – 4 models of policy practice (legislative, ballot based, analytic, and implementation advocacy)
- Assessing the policy landscape and identifying opportunities for intervention for social workers

This Unit relates to course objective 1, 4, 5

Required Readings

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

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>

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.

Supplemental 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

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=iBRxl3Klhj0>

Unit 2: Legislative Advocacy

May 30, 2020

Topics

- Civics 101: Policy making bodies and government structure
- Federal, state, and local policy making
- Navigating the political arena: The legislative process
- Legislative advocacy and lobbying
- Case Study: Human Services Alliance: CalWORKS Child Care

This Unit relates to course objectives 4 & 5

Required Readings

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

DiNitto, D. M., & Johnson, D. W. (2012). 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 Resources

Campaign for Youth Justice: Legislative advocacy guide 2017. Retrieved from 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/

Unit 3: Data-driven decision making & analytic advocacy June 6, 2020

Topics

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

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

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)

Supplemental Readings

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.

Recommended Resources/Data Sites:

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

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

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

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

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

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

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

Unit 4: Implementation Advocacy-process & strategies; Piecing everything together June 13, 2020

Topics

- The role of external influences in shaping policy
- Analytic advocacy and the role of research-based groups/think tanks in shaping policy
- The power of analytic advocacy, legislative advocacy, media-based advocacy, and community-based advocacy to effectuate systemic change
- Case Study: California AB 12: California Fostering Connections to Success Act
- Case Study: Drugging our Kids: Use of psychotropic medication for foster youth

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

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/>

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>

Watch Drugging our Kids documentary <https://www.youtube.com/watch?v=L7IHeosq-FY>

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

Supplemental Readings

Abrams, L., Curry, S., Lalayants, M. & Montero, L. (2017). The influence of policy context on transition age foster youths' views of self-sufficiency, *Journal of Social Service Research*, 43:1, 37-51, DOI:10.1080/01488376.2016.1217579

Nakamura, R., & Smallwood, F. (1980). Implementation and the policy process: A conceptual overview. In *The politics of policy implementation* (pp. 21–28). New York, NY: St. Martin's Press.

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

Unit 5: Community & organizational based advocacy June 20, 2020

ASSIGNMENT 1 DUE

Topics

- Community organizing, mobilization, and other forms of advocacy

- Case Study: First 5 LA Best Start Communities
- Case Study: Black Lives Matter
-

This Unit relates to course objectives 3 & 4

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

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

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/>

Supplemental Readings

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

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

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

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

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

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

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

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

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

Unit 6: Ballot based advocacy and external influences June 27, 2020

Topics

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

This Unit relates to course objectives 3 & 4

Required Readings

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

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

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 Resource

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

Supplemental Readings/Viewings

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

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

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

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

Unit 7: *Collective impact and place-based initiatives July 4, 2020
***ASYNCHRONOUS WORK ONLY. THERE WILL BE**
NO SYNCHRONOUS CLASS MEETING TIME DUE TO HOLIDAY

Topics

- Agency Collaboration
- Collective Impact as a model for social change
- Case Study: Cradle to Career: Tucson AZ and Santa Monica CA
- Place-Based Initiatives
- Case Study: Harlem Children's Zone
- Case Study: Children Bureau: Magnolia Community Initiative

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>

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

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 (2016) Changing the odds for our kids and our nation. 2016-2017 Biennial Report. Retrieved from https://hcz.org/wp-content/uploads/2017/10/H CZ-biennial-layout_FINAL.pdf

Morales, A. (2013). It's a Social Movement, TEDx Youth San Juan. Retrieved from: <https://www.youtube.com/watch?v=9p5ivp2Dg2c>

Magnolia Place Intro Video (n.d.). Retrieved from: <https://cantasd.acf.hhs.gov/bcbh/magnolia-community/>

Supplemental Readings

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

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

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

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

Unit 8: Systems reform: Education

July 11, 2020

Topics

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

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

Fix School Discipline Mini Schoolkit (2017). Retrieved from
<http://www.fixschooldiscipline.org/mini toolkit/>

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

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=nCcjfoX5KfA

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 9: Systemic Reform: Child Welfare

July 18, 2020

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

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 21st 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 10: Systems reform: Juvenile justice

July 25, 2020

ASSIGNMENT 2 DUE

Topics

- Shift from punishment to rehabilitation

- Diversion and Intervention reforms at local, state, and national level

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

Required Readings

Countywide Criminal Justice Coordination Committee, Youth Diversion Committee and the Los Angeles Chief Executive Office (2017). *A roadmap for advancing youth diversion in Los Angeles County*. **READ ONLY Executive Summary**.

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

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

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

Recommended Resources

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

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

Unit 11: Group presentations: Addressing systemic reform August 1, 2020

Assignment 3 Presentations

Topics

- Putting it all together and Review

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

Required Readings/Viewings

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

Unit 12: Group presentations: Addressing systemic reform Aug 8, 2020

Assignment 3 Presentations

Topics

- Putting it all together

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

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.

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 mziegler@usc.edu of any anticipated absence or reason for tardiness.

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

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

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

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

National Suicide Prevention Lifeline – 1 (800) 273-8255

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

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

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

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

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

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

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

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

USC Emergency Information

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

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

XII. ADDITIONAL RESOURCES

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

XIII. STATEMENT ABOUT INCOMPLETES

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

XIV. POLICY ON LATE OR MAKE-UP WORK

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

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

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

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

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

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental

to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES

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

XVIII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

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

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

Don't procrastinate or postpone working on assignments.
