USC Suzanne Dworak-Peck
School of Social Work

Social Work 610
Sections 67077 and 67078

Social Work Practice with Children and Families Across Settings

3 Units

Fall 2020

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Office Hours: Tuesday 9:30 and 1:15

Course Day: Tuesday
Course Time: 10:15-11:30pst or 12-1:15pst
Course Location: VAC

I. COURSE PREREQUISITES

Social Work Practice with Children and Families Across Settings is an introductory course in the Department of Children, Youth and Families. Students will have successfully completed the foundation semester before enrolling in this course.

II. CATALOGUE DESCRIPTION

Theory and principles underlying social work in host settings and nonspecialty sector settings with a primary emphasis on working with children, youth, and families.

III. COURSE DESCRIPTION

Children and families receiving social work services often navigate multiple service sectors. In some settings, social work is the primary focus of the agency (e.g., child welfare, mental health, youth empowerment programs). In other settings, social workers operate in a "host setting" where social work is not the primary function or profession; in these settings, administrators may not be particularly familiar with social work values and ethical standards (e.g., correctional facilities, the military, hospitals, and schools). Moving across service sectors presents unique challenges for children, families, and social workers. Often children and families do not know how to achieve their goals within the confines of various service sectors or they "fall through the cracks" when trying to move between service sectors. Social workers' efforts can be ineffectual if they do not understand how to collaborate with other family serving sectors or when they change employment from one sector to another. In this course, students will explore various settings where children and families commonly receive social work services in order to understand the objective of the setting, the organization of the setting, the role of the social worker in the setting, and the common methods of working with children and families in the setting. Upon completion of

this course students will have knowledge to enhance their facility in working within varied children and family serving settings. Students will also have developed knowledge to assist families in navigating multiple service sectors.

IV. COURSE OBJECTIVES

The Social Work Practice with Children and Families Across Settings course (SOWK 610) will:

Objective No.	Objectives
1	Introduce students to the mission, organizational structure, and role of the social worker in service sectors where children and families most often receive social work services.
2	Demonstrate the generalist skills that social workers can use across multiple service sectors.
3	Provide students with in-depth knowledge of the unique skills required in specific service settings.
4	Provide the foundation for students to be able to work in multiple settings serving children and family.
5	Introduce students to theories of interagency collaboration and develop collaborative skills when working across service settings.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine social work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

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

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

Competency	Objectives	Behaviors	Dimensions	Content
Competency 1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact children, youth, and families at the micro, mezzo, and macro levels. Social workers employ ethical decision-making and critical thinking when working with children, youth, and families. Social workers understand the distinctions between personal and professional values and apply rigorous self-reflection to monitor the influence of personal experiences and affective reactions as they make professional judgments and decisions in their work with children, youth, and families. Social workers understand social work roles and the roles of other professionals involved in the lives of children and families, and use collaboration to positively impact the lives of their clients in a variety of contexts. Social workers specializing in work with children, youth, and families recognize the importance of life-long learning and continual updating of knowledge and skills for effective and responsible practice. Social workers use technology ethically and responsibly in their work with children, youth, and families.	**1.** Introduce students to the mission, organizational structure, and role of the social worker in service sectors where children and families most often receive social work services. **2.** Demonstrate the generalist skills that social workers can use across multiple service sectors. **3.** Provide students with in-depth knowledge of the unique skills required in specific service settings. **4.** Provide the foundation for students to be able to work in multiple settings serving children and family. **5.** Introduce students to theories of interagency collaboration and develop collaborative skills when working across service settings.	**1a.** Demonstrate understanding of social work role and interdisciplinary team roles within and across family service sectors.	Knowledge	**Units 3–15** **Assignment 1:** Organizational Analysis of Host Setting **Assignment 2:** Collaborative Plan Presentation **Assignment 3:** Case Analysis and Transferable Skills Roundtable

Competency	Objectives	Behaviors	Dimensions	Content
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Child and family social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse children, youth, and, families. They understand the importance of significant relationships and development from an ecological perspective with an understanding of risk and protective factors and how these interact within the larger social environment. Social workers utilize theories of human behavior and the social environment to facilitate engagement with their clients and the groups, organizations, institutions, and communities that impact them. Social workers understand and utilize varied engagement strategies to advance practice effectiveness with diverse children, youth, and families and thus advance social, economic and environmental justice within marginalized communities. Social workers understand that their personal experiences and affective reactions may have an impact on their ability to effectively engage with diverse families and children. Social workers understand the role of relationship-building and interprofessional collaboration in facilitating engagement with children, youth, and families.	**2.** Demonstrate the generalist skills that social workers can use across multiple service sectors. **3.** Provide students with in depth knowledge of the unique skills required in specific service settings.	**6b.** Utilize empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationship within and across family service sectors.	Cognitive and Affective Processes	**Units 1, 4–15** **Assignment 2:** Collaborative Plan Presentation **Assignment 3**: Case Analysis and Transferable Skills Roundtable

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VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Organizational Analysis of Host Setting	Unit 5	25%
Assignment 2: Collaborative Plan Presentation	TBA	30%
Assignment 3: Case Analysis and Transferable Skills Roundtable	Unit 13-15	35%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

Assignment 1

This assignment focuses on examining the mission, organizational structure, and service delivery in a host setting where children and families are served.

Due: Unit 5

This assignment relates to Student Learning Outcomes 1, 2, 6, 7, 8, and 9.

Assignment 2

Based on interagency collaboration theory, students will develop and present a collaborative plan for two service sectors in order to better serve children and families.

Due: TBA

This assignment relates to Student Learning Outcomes 1, 2, 6, 7, 8, and 9.

Assignment 3

In this assignment students will apply and demonstrate professional and generalist social work skills to a case vignette in a mock multidisciplinary team meeting that social workers can use across service sectors where children, youth, and families are served.

Due: Unit 13-15

This assignment relates to Student Learning Outcomes 1, 2, 6, 7, 8, and 9.

Class Participation (10% of Course Grade)

It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in role-playing, exercises, etc. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and ideas. Your presence in class along with preparation by having completed the asynchronous material, read required readings, considered the assignments, and participation in discussion, is essential.

Guidelines for Evaluating Class Participation:

10: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small-group discussions, and other activities.

9: Very Good Contributor: Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small-group discussions, and other activities.

8: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small-group discussions, and other activities.

7: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small-group discussions, and other activities.

6: Inadequate: This student says little in class. Hence, there is not an adequate basis for evaluation. The student doesn't participate actively in exercises and sits mostly silently in group activities and in class discussions.

5: Non-participant: Attends class only. Does not appear to be engaged.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	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
2.60–2.89	B-	80–82	B-
2.25–2.59	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.

As a professional school, class attendance and participation are an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks

Rosenberg, J. (2009). *Working in social work: The real world guide to practice settings*. New York, NY: Routledge.

Note: The Rosenberg text is available for free as an e-book via the link below. To get the full-text, click on the EBSCOhost e-book link.

http://bit.ly/workinginsw

On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES) under instructor name **Dorothy Nieto Manzer**. The textbooks have also been placed on reserve at Leavey Library.

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

Course Overview

Unit	Topics	Assignments
1	Overview of Social Work Practice With Children and Families Across Settings: A Generalist Social Work Model	
2	Overview of Organizations: Nature and Characteristics	
3	Social Work With Children and Families in Early Intervention Programs	
4	Social Work With Children and Families in Health Settings	
5	Social Work With Children and Families in Mental Health Settings	Assignment 1 Due
6	Social Work With Children and Families in Public Child Welfare	
7	Social Work With Children and Families in Schools	
8	Social Work With Children and Families in Youth Empowerment Programs	
9	Social Work With Children and Families in Juvenile Justice	
10	Social Work With Children and Families Who Experience Homelessness	
11	Social Work With Children and Families in Military Settings	
12	Social Work With Children and Families Who Experience Interpersonal Violence	
13	Social Work With Children and Families in Substance Use Treatment	Assignment 3 Due
14	Social Work With Children and Families Who Experience Human Trafficking	Assignment 3 Due
15	Social Work With Children and Families in International Social Work Settings	Assignment 3 Due

Course Schedule—Detailed Description

Unit 1:	Overview of Social Work Practice With Children and Families Across Settings: A Generalist Social Work Model	Date

Topics

- Specialty sector settings and host settings
- Interagency collaboration theory
- Challenges for families navigating service sectors
- Challenges and opportunities for social workers collaborating across service sectors

Required Readings

- Bogo. M. (2018). The helping relationship: from theory to practice. In *Social Work Practice: integrating concepts, processes, and skills* (chap. 6, pp. 126-158). New York: Columbia University Press. ISBN 9780231186223

- Chen, B. (2010). Antecedents or processes? Determinants of perceived effectiveness of interorganizational collaborations for public service delivery. *International Public Management Journal*, *13*(4), 381-407.

- Horwath, J., & Morrison, T. (2007). Collaboration, integration and change in children's services: Critical issues and key ingredients. *Child Abuse & Neglect*, *31*(1), 55-69.

- Zahner, S. J., Oliver, T. R., & Siemering, K. Q. (2014). The mobilizing action toward community mental health partnership study: Multisector partnerships in U.S. counties with improving health metrics. *Preventing Chronic Disease, 11*, 1-9.

Unit 2: Overview of Organizations: Nature and Characteristics	Date

Topics

- Structure
- Communication
- Culture

Required Readings

- Alvesson, M., & Sveningsson, S. (2016). Organizational culture and change. In *Changing organizational culture* (2nd ed., pp. 40-56). New York, NY: Routledge.

- Hasenfeld, Y. (2010). The attributes of human service organizations. In *Human services as complex organizations* (2nd ed., pp. 9–32). Thousand Oaks, CA: SAGE Publications.

- Mitchell, P. F., & Pattison, P. E. (2012). Organizational culture, intersectoral collaboration and mental health care. *Journal of Health Organization and Management, 26*(1), 32-59.

Unit 3: Social Work With Children and Families in Early Intervention Programs	Date

Topics
- Child care and universal preschool
- Early intervention
- Regional centers

Required Readings
- Azzi-Lessing, L. (2010) Growing Together: Expanding Roles for Social Work Practice in Early Childhood Settings, *Social Work,* 55 (3), 255–263.
  https://doi-org.libproxy2.usc.edu/10.1093/sw/55.3.255

- Pighini, M. J., Goelman, H., Buchanan, M., Schonert-Reichl, K., & Brynelsen, D. (2014). Learning from parents' stories about what works in early intervention. *International Journal of Psychology, 49*(4), 263-270.

- Ziviani, J., Darlington, Y., Feeney, R., & Head, B. (2011). From policy to practice: A program logic approach to describing the implementation of early intervention services for children with disabilities. *Evaluation and Program Planning, 34*(1), 60-68.

Recommended Readings

- Villeneuve, M., Chatenoud, C., Hutchinson, N. L., Minnes, P., Perry, A., Dionne, C., & Weiss, J. (2013). The experience of parents as their children with developmental disabilities transition from early intervention to kindergarten. *Canadian Journal of Education, 36*(1), 4-43.

Unit 4: Social Work With Children and Families in Health Settings	Date

Topics
- Brief treatment with families
- Consent and decision-making
- Caregiver stress and support
- Grief and bereavement

Required Readings
- Griese, B., Burns, M. R., Farro, S. A., Silvern, L., & Talmi, A. (2017). Comprehensive grief care for children and families: Policy and practice implications. *American Journal of Orthopsychiatry*, *87(5)*, 540–548.

- Mattessich, P. W., & Rausch, E. J. (2014). Cross-sector collaboration to improve community health: A view of the current landscape. *Health Affairs, 33(11*), 1968-1974.

- Rosenberg, J. (2009). Social work in health care. In *Working in social work: The real world guide to practice settings* (chap. 6, pp. 79-96). New York, NY: Routledge

Recommended Readings:
- Fenstermacher, J. L. (2010). Social work in a pediatric hospital: Managing a medically complex patient. In T. Kerson, J. McCoyd, & Associates (Eds.), *Social work in health settings: Practice in context* (3rd ed., pp. 108-118). New York, NY: Routledge.

Unit 5: Social Work With Children and Families in Mental Health Settings	Date

Topics

- Family factors in the treatment of mental illness
- Mental health care through multiple sectors of care
- Stigma in mental health care for children and families

Required Readings

- Drake, K. L., & Ginsburg, G. S. (2012). Family factors in the development, treatment, and prevention of childhood anxiety disorder. *Clinical Child and Family Psychology Review, 15,* 144-162.

- Painter, K., Allen, J. S., & Perry, B. (2011). Families' experiences in wraparound: A qualitative study conceived and conducted by families through a professional–family collaboration. *Journal of Emotional and Behavioral Disorders, 19*(3), 156-168.

- Rosenberg, J. (2009). Social work and mental illness. In *Working in social work: The real world guide to practice settings* (chap. 9, pp. 129-142). New York, NY: Routledge.

Unit 6: Social Work With Children and Families in Public Child Welfare	Date

Topics

- Social work roots in child welfare
- Federal, state, and local roles in public child welfare
- Out-of-home placement
- Family maintenance and support

Required Readings

- Crosson-Tower, C. (2013). Intervention: Reporting, investigating, and case management. In *Understanding child abuse and neglect* (9th ed., pp. 24-46). Needham Heights, MA: Allyn & Bacon.

- Duarte, C. S., & Summers, A. (2013). A three-pronged approach to addressing racial disproportionality and disparities in child welfare: The Santa Clara County example of leadership, collaboration and data-driven decisions. *Child and Adolescent Social Work Journal, 30*(1), 1-19.

- Estefan, L. F., Coulter, M. L., VandeWeerd, C. L., Armstrong, M., & Gorski, P. (2012). Receiving mandated therapeutic services: Experiences of parents involved in the child welfare system. *Children and Youth Services Review, 34*(12), 2353-2360.

- Bunger, A.C., Collins-Camargo, C., McBeath, B., Chuang, E., Pérez-Jolles, M., Wells, R. (2014) Collaboration, competition, and co-opetition: Interorganizational dynamics between private child welfare agencies and child serving sectors*. Children and Youth Services Review, 38, 113–122.*

Unit 7: Social Work With Children and Families in Schools   Date

Topics
- Understanding school districts
- Roles of superintendents and school boards
- Private schools and charter schools

Required Readings

- Allen-Meares, P. (2010). Historical development, influences, and practices. In *Social work services in schools (SWSS)* (6th ed., chap. 2, pp. 23-47). Boston, MA: Pearson Education.

- Bains, R. M., Frazen, C. W., & White-Frese, J. (2014). Engaging African American and Latino adolescent males through school-based health centers. *The Journal of School Nursing*, 1-9.

- ***Hopson, L., Franklin, C., & Harris, M. B. (2016). Social work practice in school settings. In E. Schott & E. Weiss (Eds*), Transformative social work practice* (chap. 13, pp. 163-181). Los Angeles, CA: SAGE Publications.

  (***Crossover reading with Introduction to Social Work with Children Youth and Families)

- Rosenberg, J. (2009). Social work in school. In *Working in social work: The real world guide to practice settings* (chap. 12, pp. 193-208). New York, NY: Routledge.

Unit 8: Social Work With Children and Families in Youth   Date
Empowerment Programs

Topics
- Diversion programs
- Boys and Girls Club models
- Youth empowerment programs

Required Readings

- Ferrer-Wreder, L. (2014). Advancing child and adolescent well-being through positive youth development and prevention programs. In A. Ben-Arieh, F. Casas, I. Frønes, & J. Korbin (Eds.), *Handbook of child well-being* (pp. 3025-3041). Dordrecht, The Netherlands: Springer.

- Fredricks, J. A., Hackett, K., & Bregman, A. (2010). Participation in Boys and Girls Clubs: Motivation and stage environment fit. *Journal of Community Psychology, 38*(3), 369-385.

- Ward, S., & Parker, M. (2013). The voice of youth: Atmosphere in positive youth development program. *Physical Education and Sport Pedagogy, 18*(5), 534-548.

Unit 9: Social Work With Children and Families in Juvenile Justice   Date

Topics
- Federal, state, and local roles in juvenile and criminal justice
- Roles of community-based partners
- Restorative justice
- Cradle-to-prison pipeline

Required Readings

- Kapp, S. A., Petr, C. G., Robbins, M. L., & Choi, J. J. (2013). Collaboration between community mental health and juvenile justice systems: Barriers and facilitators. *Child and Adolescent Social Work Journal, 30*(6), 505-517.

- Montgomery, K., Knox, K., & Roberts, A. (2013). Connecting school-based practices and juvenile justice. In C. Franklin, M. Harris, & P. Allen-Meares (Eds.), *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.

- Pennington, L. (2015). A case study approach to procedural justice: Parents' views in two juvenile delinquency courts in the United States. *British Journal of Criminology, 55*(5), 901-920.

Unit 10: Social Work With Children and Families Who Experience Homelessness   Date

Topics
- Housing and food insecurity
- Systems overlap with criminal justice, substance use, and child welfare
- Supported housing
- Case management and services coordination

Required Readings

- Guarino, K., & Bassuk, E. (2010). Working with families experiencing homelessness. *Journal of Zero to Three: National Center for Infants, Toddlers, and Families, 30*(3), 11-20.

- Hinton, S., & Cassel, D. (2013). Exploring the lived experiences of homeless families with young children. *Early Childhood Education Journal, 41*(6), 457-463.

- Rosenberg, J. (2009). Social work with housing and homelessness. In *Working in social work: The real word guide to practice settings* (chap. 7, pp. 97-112). New York, NY: Routledge.

Unit 11: Social Work With Children and Families in Military Settings   Date

Topics

- Military culture and organizations
- Support for military families
- Identification of military families in nondomain settings

Required Readings

- Harris, J. (2013). A brief history of U.S. military families and the role of social workers. In A. Rubin, E. Weiss, & J. Coll (Eds.), *Handbook of military social work* (pp. 301-311). Hoboken, NJ: Wiley & Sons, Inc.

- Kudler, H., & Porter, C. R. I. (2013). Building communities of care for military children and families. *The Future of Children, 23*(2), 163-185.

- Lincoln, A. L., & Sweeten, K. (2011). Considerations for the effects of military deployment on children and families. *Social Work in Health Care, 50*(1)*,* 73-84.

- Rosenberg, J. (2009). Social work with the military. In *Working in social work: The real world guide to practice settings* (chap. 10, pp. 143-156). New York, NY: Routledge.

Unit 12: Social Work With Children and Families Who Experience   Date   Interpersonal Violence

Topics

- Roles of community-based agencies
- Domestic violence
- Dating violence

Required Readings

- Alven, L., Langenderfer-Macgruder, L., Spinelli, C., Wilke, D. J. (2019) Getting everyone on the same page: Child Welfare Workers collaboration challenges on cases involving intimate partner violence. *Journal on Family Violence, 34 (1),* 21-31.

- Coker, A. L., Clear, E. R., Garcia, L. S., Asaolu, I. O., Cook-Craig, P. G., Brancato, C. J., ... Fisher, B. S. (2014). Dating violence victimization and perpetration rates among high school students. *Violence Against Women, 20*(10), 1220-1238.

- Kulkarni, S. J., Bell, H., & Rhodes, D. M. (2012). Back to basics: Essential qualities of services for survivors of intimate partner violence. *Violence Against Women, 18*(1), 85-101.

- Zarza, M., & Adler, R. (2008). Latina Immigrant Victims of Interpersonal Violence in New Jersey: A Needs Assessment Study. *Journal of Aggression, Maltreatment & Trauma*, *16*(1), 22–39. https://doi.org/10.1080/10926770801920453

Recommended Readings:

- Zannettino, L., & McLaren, H. (2014). Domestic violence and child protection: Towards a collaborative approach across the two service sectors. *Child & Family Social Work, 19*(4), 421-431.

| **Unit 13: Social Work With Children and Families in Substance Abuse Treatment** | **Date** |

Topics

- Agencies offering substance abuse treatment
- Mandated versus voluntary treatment
- Collaboration between child welfare and substance abuse treatment

Required Readings

- Einbinder, S. D. (2010). A qualitative study of exodus graduates: Family-focused residential substance abuse treatment as an option for mothers to retain or regain custody and sobriety in Los Angeles, California. *Child Welfare, 89*(4), 29-45.

- Marsh, J. C., Smith, B. D., Bruni, M., (2011) Integrated substance abuse and child welfare services for women: A progress review. *Child and Youth Services Review, 33, (466-472).* http://dx.doi.org/10.1016/j.childyouth.2010.06.017

- Rosenberg, J. (2009). Social work with addictions. In *Working in social work: The real world guide to practice settings* (pp. 1-14). New York, NY: Routledge.

| **Unit 14: Social Work With Children and Families Who Experience Human Trafficking** | **Date** |

Topics

- Overview of human trafficking
- Commercial sexual exploitation of children (CSEC)
- Prevention and intervention strategies

Required Readings

- California Department of Social Services. (2015). *Holistic needs of commercially sexually exploited children*. Sacramento, CA: Child Welfare Council Commercially Sexually Exploited Children Action Team.

- Lux, K., & Mosley, J. E. (2014). Cross-sectoral collaboration in the pursuit of social change: Addressing sex trafficking in West Bengal. *International Social Work, 57(6*), 19-26.

- National Human Trafficking Resource Center. (2011). *Tools for educators*. Washington, DC: Polaris Project.

Unit 15: Social Work With Children and Families in International Settings	Date

Topics

- Disaster relief
- Nongovernmental organizations (NGOs)
- Immigration/migration/displacement
- Course review/wrap-up

Required Readings

Critelli, F. M. (2015). Parenting in a new land: Specialized services for immigrant and refugee families in the USA. *Journal of International Migration and Integration, 16*(4), 871-890.

Gautam, S. (2015). Social workers in disaster management in Nepal. *The New Social Worker*. Retrieved from http://www.socialworker.com/feature-articles/practice/social-workers-in-disaster-management-nepal/.

Mathbor, G. M., and Bourassa, J. A. (2012). Disaster management and humanitarian action. In K. Lyons, T. Hokenstad, M. Pawar, N. Huegler, & N. Hall (Eds.), *The SAGE handbook of international social work* (pp. 294-310). Thousand Oaks, CA: SAGE Publications.

University Policies and Guidelines

IX.   ATTENDANCE POLICY

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

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

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

X.   ACADEMIC CONDUCT

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

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline – 1 (800) 273-8255
www.suicidepreventionlifeline.org
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
USC Student Health Sexual Assault & Survivor Support: https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

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

Office of Equity and Diversity (OED) / Title IX Compliance – (213) 740-5086
equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support – (213) 740-2421
USC Policy Reporting to Title IX: https://policy.usc.edu/reporting-to-title-ix-student-misconduct/
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response.

The Office of Disability Services and Programs (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, and assistance with architectural barriers, assistive technology, and support for individual needs.

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

Diversity at USC – (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

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

Revised Fall 2020

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

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
[dps.usc.edu](dps.usc.edu)
Non-emergency assistance or information.

XII. ADDITIONAL RESOURCES

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

XIII. STATEMENT ABOUT INCOMPLETES

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

XIV. POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

Revised Fall 2020

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

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

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

XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES

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

XVIII. COMPLAINTS

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

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.