USC Suzanne Dworak-Peck
School of Social Work

Social Work 627
Section XXXXX

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]

Fall 2020

Instructor:	Laura Gale		
E-Mail: lauracga@usc.edu		**Course Day:**	See schedule
Telephone:	562-760-4253	**Course Time:**	See Schedule
Office:	virtual	**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.

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[1] Kania, J. & Kramer, M. (2011). Collective impact. *Stanford social innovation review.* Winter: 36-45.
[2] Phills, J. A., Deiglmeier, K. & Miller, D. T. (2008). Rediscovering social innovation. *Stanford Social Innovation Review*. Fall.

III. COURSE DESCRIPTION

This course prepares advanced social work practitioners for innovative policy, macro practice and leadership roles in community and organizational settings serving children, youth and families. Students will be exposed to key aspects of policy practice that are driving change in public and private agencies and service systems that support children, youth, families and communities.

The course includes content on: 1) Using research and data analysis to inform policy implementation at the federal, state and local levels; 2) models and practices for improving service systems to support human rights and advance social, economic and environmental justice. Students will reflect on the role of the social work practitioner in policy advocacy. Students will be exposed to the policy implementation process, models of community change designed to enhance resident engagement and community building, and the role of the social work practitioner in the policy making process.

IV. COURSE OBJECTIVES

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

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

VI.   **STUDENT LEARNING OUTCOMES**

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

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

** Highlighted in this course

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

Competency	Objectives	Behaviors	Dimensions	Content
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every child, young person, and family member, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and employ social justice strategies to promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.	**1.** Integrate information from multiple sources to assess and appraise social innovations and system wide reforms that advance human rights and social justice for families and children in diverse communities. 4. Increase understanding of the four models of policy practice, including opportunities and strategies for advocacy and intervention, at the federal, state, county/city and organizational/ agency level in an effort toward effectuating systemic change for children, youth, families and the communities they live in. **5.** Develop skills in policy research, policy analysis and policy implementation in order to provide provide/secure more appropriate services, supports and resources for communities, families and children	**3a**. Incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.	Knowledge	**Assignment 1:** Policy analysis & Data Driven Decision Making **Assignment 2:** Systemic Reform & Model for Change Group Paper **Assignment 3**: Systemic Reform & Model for Change Oral Presentation **Assignment 4: Reflections on Social Work and** Policy Advocacy

Competency	Objectives	Behaviors	Dimensions	Content
Competency 5: Engage in Policy Practice Social workers understand that human rights, social justice and social welfare of children, youth and families are mediated in the larger social environment and particularly by policy and its implementation at the federal, state, and local levels. Social workers understand how the history and current structures of social policies and services affect service delivery to children, youth, and families, specifically focused on vulnerable, oppressed and those living in poverty. They understand their role in policy development, implementation and evaluation within child and family practice settings at micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation, implementation, and evaluation.	2. Enhance awareness of evidence-based, evidence-informed and promising practices that guide policy and macro practice in a variety of child and family service settings. **3.** Develop skills that support macro practice in complex environments, including data-driven decision-making, cross-organizational collaboration and group work to connect individual policy change to collective, system wide reform for children, youth, families and communities. 4. Increase understanding of the four models of policy practice, including opportunities and strategies for advocacy and intervention, at the federal, state, county/city and organizational/agency level in an effort toward effectuating systemic change for children, youth, families and the communities they live in **5.** Develop skills in policy analysis and in development of new policies needed to provide more appropriate services, supports and resources for communities, families and children.	**5a**. Identify policy and resource contexts of child, youth, and family services at the local, state, and federal levels.	Skills	**Assignment 1:** Policy analysis & Data Driven Decision Making **Assignment 2:** Policy Proposal Group Paper **Assignment 3**: Policy Proposal Oral Presentation **Assignment 4: Reflections on Social Work and** Policy Advocacy

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Policy Analysis (Group Assignment)	Unit 7	25%
Assignment 2: Policy Proposal (Group Assignment)	Unit 13	25%
Assignment 3: Policy Proposal (Group Presentation)	Unit 14 & 15	15%
Assignment 4: Reflections on Social Work and Policy Advocacy (Individual Assignment)	Unit 15	25%
Course participation		10%

ASSIGNMENTS

Assignment 1: Policy Analysis (6-8 pages), 25%, (Group Assignment)

Assignment 1 asks students to provide an analysis of a recent policy, which may include an enacted law, resolution, or ordinance, approved at the federal, state, or county level, that is currently in implementation phase**.** In addition to understanding the process for the passage of the selected policy, students will examine how data informs the implementation of the policy. The paper should be 6-8 pages in length. See Assignment prompt #1 for additional details.

Due: Unit 7

Assignment 2: Policy Proposal (5-6 pages), 25%, (Group assignment)

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. See Assignment prompt #2 for additional details.

Due: Unit 13

Assignment 3: Policy Proposal Presentation 15%, (Group 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: **Unit 14/15**

Assignment 4: Reflections on Social Work and Policy Advocacy, 25%, (Individual assignment)

Each student will submit an individual reflection paper, including description of social workers as policy advocates and reflections upon what they learned through the group process about policy, politics and social change. The paper will be due by 11:59 pm on the date of the final class of the semester. See Assignment Prompt #4 for additional details.

Due: Unit 15

Class Participation (10% of Course Grade)- Participation points will be determined by the quality of in class contributions, engagement in classroom activities, completion of required readings and asynchronous content on the VAC Platform, completion of assignments prior to class, the quality of teamwork in preparation for Assignments 2/3 (as demonstrated by peer review feedback and instructor observation) and engagement with students and the instructor throughout the semester.

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

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the

assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

There is no textbook required for this course. All required readings will be available through ARES or via Blackboard or the VAC platform.

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2019). *Publication manual of the American Psychological Association* 7th ed.). Washington, DC: APA.

Course Overview

Unit	Topics	Assignments
1	Introduction: Social Policy Landscape for Children Youth and Families	
2	Policy Analysis Framework and Government Structure	
3	Legislative Advocacy	
4	Data-Driven Decision Making/Analytic Advocacy	
5	Implementation Advocacy and Strategies	
6	Piecing it Together	
7	Community-Based Advocacy	**Assignment 1 Due**
8	Ballot-Based Advocacy	
9	Models for Change: Collective Impact	
10	Models for Change: Place-Based Initiatives	
11	Systemic Reform: Education	
12	Systemic Reform: Child Welfare	
13	Systemic Reform: Juvenile Justice	**Assignment 2 due**
14	**Group presentations**	**Assignment 3 Due**
15	**Group presentations**	
Finals week		**Assignment 4 Due**

Course Schedule—Detailed Description

Unit 1:	Introduction: Social Policy Landscape for Children Youth and Families

Topics

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

Required Readings

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

Rothman, J. & Mizrahi, T. ; Balancing micro and macro practice: A challenge for Social Work, *Social Work*, Volume 59, Issue 1, 1 January 2014, 91–9.

The influence of policy | Amy Hanauer | TEDxSHHS. Retrieved from
https://www.youtube.com/watch?v=iBRxl3Klhj0

Making data mean more through storytelling. Ben Wellington TEDxBroadway, Retrieved from
www.youtube.com

Unit 2: Policy Analysis Framework and Government Structure

Topics

- The policy framework- 4 models of policy practice (legislative, ballot based, analytic and implementation advocacy)
- Civics 101: Policy making bodies and government structure
- Assessing the policy landscape and identifying opportunities for intervention

Required Readings

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

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

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.** Chapter 17: Implementation: 361-378.

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.

Case Study Materials: Race, Class and COVID-19

M. Cabildo, E. M. Graves. J. Kim & M. Russo. (2020). How race, class and place fuel an epidemic. Covid-19 Rapid Response, Los Angeles, CA: Advancement Project. Retrieved from
How race, class, and place fuel a pandemic - RACE COUNTS

Unit 3: Legislative Advocacy

Topics

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

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.

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

Case Study Materials: **Preschool and the Racial Achievement Gap**

N. Nittle. (July 12, 2020). Study shows excellent preschool can narrow racial achievement gap. Chronicle of social change. Retrieved from: https://chronicleofsocialchange.org/education/study-shows-excellent-preschool-experience-can-narrow-racial-achievement-gap/45195

A. Friedman-Krauss & S. Barnett. (June 2020). Access to high quality early education and racial equality, Policy analysis special report. New Brunswick, NJ: Rutgers University National Institute of Early Education Research. Retrieved from http://nieer.org/wp-content/uploads/2020/06/Special-Report-Access-to-High-Quality-Early-Education-and-Racial-Equity.pdf

Alternative Case Study Materials: Human Services Alliance: CalWORKs Childcare

See VAC Asynchronous Unit 3

Unit 4:	Data-Driven Decision Making/Analytic Advocacy

Topics

- Using data to drive decision making
- Sources of publicly available data

Required 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.

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

Case Study Materials: KIDS COUNT and Children's Data Network

Annie E. Casey Foundation (2020). 2020 KIDS COUNT data book: State trends in child well-being. Skim pp 1-47. Retrieved from
2020 KIDS COUNT Data Book - The Annie E. Casey Foundation

Children's Data Network- http://www.datanetwork.org/
(See Research section for three studies: 1) California Strong Start Index (maps, animation and racial/ethnic distributions; 2) Crossover Youth (report, media and events); 3) Child Protection Involvement Among Homeless Families (slide deck, talking points, article)

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Unit 5:   Implementation Advocacy and Strategies

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Topics

- The Policy Paradox
- The role of external influences in shaping policy
- Analytic advocacy and the role of research and advocacy groups in shaping policy
- Foster care for young adults

Required Readings

The Annie E. Casey Foundation. (2017). *Race for results: Building a path to opportunity for all children.* Baltimore, MD. Retrieved from
http://www.aecf.org/resources/2017-race-for-results/

Stone, D. (2012). *Policy paradox: The art of political decision-making* (3rd ed.) New York, NY: Norton: Introduction and Chapter 1. The market and the polis: 19–36

California Advocates for Change (April 2016). *Are there too many children in foster care?* Child Welfare Policy Brief. *Retrieved from* http://stepupforkin.org/wp-content/uploads/2016/06/Foster-Care-Policy-Brief-Too-Many-Children.pdf

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.

Case Study Materials: **AB 12 Fostering Connections to Success Act**

AB 12 Extended foster care Program and Benefits. Retrieved from
https://www.cdss.ca.gov/inforesources/foster-care/extended-foster-care-ab-12

Topics

- The power of analytic advocacy, legislative advocacy, media-based advocacy, and community-based advocacy
- Reform and systems change
- Uses of "big data"

Required Readings

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

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

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

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

Case Study Materials: Family Health and Well-Being in Early Childhood

K. Margolis, A. Briscoe & J. Tracey. (2020). Babies don't go to the doctor by themselves, Innovating a dyadic behavioral health payment model to serve the youngest primary care patients and their families. California Children's Trust. Retrieved from https://cachildrenstrust.org/wp-content/uploads/2020/05/Dyadic_final_May2020.pdf

Zero to Three. (N.D.) The research case for home visiting. Retrieved from www.zerotothree/reasearchcaseforhomevisiting

Los Angeles County Department of Public Health and Health Agency. (2018). Strengthening home visiting in LA County, A plan to improve child, family and community well-being. Executive summary: pp. 1-4.

Alternative Case Study Materials: Overuse of psychotropic medication in child welfare

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

Watch Drugging our Kids documentary: https://www.youtube.com/watch?v=L7lHeosq-FY

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

Unit 7:	Community Based Advocacy

Topics

- Community organizing for the 21st century
- Mobilization and other forms of advocacy
- Community based participatory research

Required Readings

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

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

Chicago Beyond. (2018). Why am I always being researched? A guidebook for community organizations, researchers and funders to help us get from insufficient understanding to more authentic truth. Chicago Beyond Equity Series, Volume 1. Pps. 1-27.

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

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

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/

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

Unit 8:	Ballot Based Advocacy

Topics

- Voting as a political tool
- Ballot propositions
- Voter suppression and voter disenfranchisement

Required Readings

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

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/

Reverend J. Jackson & D, Daley. (June 12, 2020). Voter suppression is still one of the greatest obstacles to a more just America. Time. Retrieved from
Voter Suppression is Still Obstacle to a More Just America | Time
https://time.com/5852837/voter-suppression-obstacles-just-america/

Case Study Materials: **Voter suppression**

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/

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

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

Unit 9:   Models for Change: Collective Impact

Topics

- Agency collaboration
- Collective Impact as a model for social change
- Elements of collective impact

Required Readings

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

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

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

Case Study Materials: Cradle to Career

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/

Unit 10:   Models for Change: Place-based Initiatives

Topics

- Place-Based Initiatives
- Place and well-being
- Harlem Children's Zone
- Magnolia Community Initiative

Required Readings

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

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

Harlem Children's Zone. (2012). *Successful Research Collaborations: Rules of Engagement for Community-Based Organizations*. New York, NY.
Available at http://www.hcz.org/images/Rules_of_Engagement_paper.pdf and http://promiseneighborhoodsinstitute.org/Technical-Assistance/Resource-Library/Tools.

Case Study Materials: Harlem Children's Zone and Magnolia Community Initiative

Magnolia Community Initiative Website. read website materials on Our Approach (Theory of Change, Driven by Empathy and Protective Factors Framework) and other items of interest. Retrieved from http://magnoliaplacela.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

Unit 11: Systemic Reform: Education

Topics

- Reform efforts to disrupt the School to Prison Pipeline
- Is absenteeism important?
- Trauma sensitive schools, PBIS, restorative justice, school discipline advocacy)
- School discipline and policing

Required Readings

Nauer, K., Mader, N., Robinson, G. and Jacobs. T. (2014). *A better picture of poverty: What chronic absenteeism and risk load reveal about NYC's lowest-income elementary schools* (2014). Attendance Works. Retrieved from: http://www.attendanceworks.org/a-better-picture-of-poverty/

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.

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

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

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

Case Study Materials: COVID-19, school mental health and school policing

B. Stratford. (2020). As schools reopen addressing COVID-19 related trauma and related mental health issues will take more than mental health services. Child Trends. Retrieved from https://www.childtrends.org/blog/as-schools-reopen-addressing-covid-19-related-trauma-and-mental-health-issues-will-take-more-than-mental-health-services

Mark Ridley-Thomas and Sheila Kuehl. (August 13, 2019. Board of Supervisors Motion. Restructuring the Juvenile Justice System: Building a Health-Focused Model

UTLA Press Release. *July 1, 2020). UTLA statement on LAUSD vote to defund school police budget by 35%. Retrieved from https://www.utla.net/news/utla-statement-lausd-vote-defund-school-police-budget-35

H. Blume & S. Kohli. (June 30, 2020). LA Unified police chief resigns after district slashed department budget. Los Angeles Times. Retrieved from
L.A. school board cuts school police budget by $25 million ...

Unit 12:	Systemic Reform: Child Welfare

Topics

- 21st Century Child Welfare
- A multitude of reform efforts
- Preventing child maltreatment
- California's Continuum of Care
- Pregnant and parenting foster youth

Required Readings

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

Los Angeles County Office of Child Protection. (2017) *Paving the road to safety for our children: A prevention plan for Los Angeles County*. LA, CA: Office of Child Protection.

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

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

Lane Eastman, A, Schelbe, L. & McCroskey J. (2019). A content analysis of case records: Two generations of child protective services involvement. *Children and Youth Services Review*.

Case Study Materials: Pregnant and parenting foster youth and basic income for foster youth

Casey Family Programs. IDecember 2018). What are some strategies for supporting pregnant and parenting teens in foster care? Retrieved from www.casey.org: pregnant-parenting-teens

DeSault. (July 2020). Santa Clara launches basic income program for foster youth. https://www.mercurynews.com/2020/07/27/santa-clara-county-launches-basic-income-program-for-foster-youth/

Alternative Case Study Materials: Gabriel Fernandez: LA County child welfare case study

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/

Unit 13:	System Reform: Juvenile Justice

Topics

- From punishment to rehabilitation
- Diversion and intervention reforms
- Restructuring juvenile justice systems
- LAPD Community Safety Partnership

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.

Case Study Materials: LAPD Community Safety Partnership and Building a Health Focused Model of Juvenile Justice for LA County

J. Leap, P.J. Brantingham, T. Franke & S. Bonis. (March 2020). Evaluation of the LAPD Community Safety Partnership. LA, CA: UCLA Luskin.

C. Chang. (July 28, 2020). 'Guardian' policing expanded. Los Angeles Times. Retrieved from

LAPD expands community program, names Black female ...

Mark Ridley-Thomas and Sheila Kuehl. (August 13, 2019. Board of Supervisors Motion. Restructuring the Juvenile Justice System: Building a Health-Focused Model

Unit 14:	Group Presentations: Addressing Systemic Reform

Topics

- Putting it all together

Required Readings

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

Unit 15:	Group Presentations: Addressing Systemic Reform

Topics

- Putting it all together and review

Required Readings

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

STUDY DAYS / NO CLASSES

University Policies and Guidelines

IX.   ATTENDANCE POLICY

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

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

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

X.   ACADEMIC CONDUCT

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

XI.   SUPPORT SYSTEMS

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

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

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

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

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

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

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

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

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

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

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

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

XII. ADDITIONAL RESOURCES

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

XIII. STATEMENT ABOUT INCOMPLETES

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

XIV. POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

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

Preamble

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

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

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

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

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

XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES

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

XVIII. COMPLAINTS

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

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

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

Don't procrastinate or postpone working on assignments.