USC Suzanne Dworak-Peck
School of Social Work

Social Work 627

Section # 61056/61059

Policy and Macro Practice in Child, Youth and Family Services

3 Units

Fall 2021

Instructor	Laura Gale
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Office	NA
Office Hours	Tuesday/Thursday 11-12:30
Course Day(s)	See class schedule
Course Time(s)	See class schedule
Course Location(s)	See class schedule

Course Pre-requisites, Co-requisites, and Concurrent Enrollment

None

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.

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.

Course Objectives

1. Integrate information from multiple sources to assess and appraise social policy 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.

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.

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, which are the basis of the student learning outcomes in the MSW program:

		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

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1: Policy Analysis (Group Paper)	Unit 7	40%

Assignment 2: Policy Proposal Presentation (Group Presentation)	Unit 14 and 15	25%
Assignment 3: Bidens Policy Agenda: Analysis and Reflection (Individual Paper)	Unit 15	25%
Class Participation		10%

Each of the major assignments is described below.

Assignment 1: Policy Analysis (6-8 pages) 40% (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**.** In addition to understanding the process for the passage of the selected policy, students will examine how data informs the implementation and effectiveness of the policy. The paper should be 6-8 pages in length. See Assignment prompt #1 for additional details.

Due: Unit 7

This assignment relates to course objectives 1,2 and 3 and social work competency 3 and 5.

Assignment 2: Policy Proposal Presentation 25%, (Group assignment)

Assignment 2 is a group presentation. 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. 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 for the presentation. The presentation should highlight the policy and research context as well as the policy proposal, and a very specific request for action by the stakeholders who are the audience listening to your presentation.

Due: Unit 14/15

This assignment relates course objectives 4 and 5 and social work competency 3 and 5.

Assignment 3: Bidens Policy Agenda: Analysis and Reflection, 25%, (Individual assignment)

Each student will choose one social issue on President Bidens policy agenda and write a critical analysis of his approach to addressing this issue. The Each student will also include a reflection on 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 #3 for additional details.

Due: Unit 15

This assignment relates to course objective 1,2,3,4, and 5 and social work competency 3 and 5.

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:

Grade Points		Letter Grades	
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-

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

Attendance and Participation

Students' active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Class participation will be assessed according to the following criteria:

"A" grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

"B" grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

"C+" or "C": Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is "C".

"C-" or "D": Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

"F": Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Required Instructional Materials and 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.

Course Reader

None

Notes:

- Additional required and recommended readings may be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources

Course Overview

Unit/Week #	Date	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	
14		**Group presentations**	Assignment 2 Due
15		**Group presentations**	Assignment 2/3 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

This unit relates to course objective(s) 1,2 and 3.

Required Readings

- Glover Blackwell, A., (2015). Systemic Racism. Retrieved from:
  https://www.youtube.com/watch?v=syZj3J-93z8

- 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
  https://www.youtube.com/watch?v=6xsvGYIxJok

Recommended Readings

- None

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
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This unit relates to course objective(s) 1, 2 and 3.

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 https://www.racecounts.org/covid/

Unit 3 – Legislative Advocacy

Topics

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

This unit relates to course objective(s) 1,2 and 3.

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

- Johnson-Staub, C. (December, 2017). Equity starts early: addressing racial inequities in child care and early education policy. Washington D.C.: The Center for Law and Social Policy. Retrieved from https://www.clasp.org/sites/default/files/publications/2017/12/2017_EquityStartsEarly_0.pdf

- M. Zepeda. (2017). California's Gold: An advocacy framework for dual language learners. Retrieved from: https://glenpricegroup.com/californias-gold-an-advocacy-framework-for-young-dual-language-learners/ Download report and read pages 1-15.

Unit 4 – Data Driven Decision Making

Topics

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

This unit relates to course objective(s) 1,2 and 3.

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. Retrieved from: https://grandchallengesforsocialwork.org/wp-content/uploads/2015/12/WP17-with-cover.pdf

- 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 https://www.aecf.org/resources/2020-kids-count-data-book/

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

(See Research section for two studies: 1) Crossover Youth (report, media and events); 2) Child Protection Involvement Among Homeless Families (slide deck, talking points, article)

- Children's Data Network (2020) Developing the California Strong Start Index to Inform and Monitor Investments and Policy Development for Children and Families in California. https://www.datanetwork.org/research/developing-the-california-strong-start-index-to-inform-and-monitor-program-investments-and-policy-development-for-children-and-families-in-california/ (see maps, animation and racial/ethnic distributions).

Unit 5 – Implementation: Advocacy and Strategies

Topics

- The Policy Paradox
- The role of external influences in shaping policy
- The role of research and advocacy groups in shaping policy

This unit relates to course objective(s) 1,2, and 3.

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

- Mosley, J. E. & Courtney, M. E. (2012). Partnership and the politics of care: Advocates role in passing and implementing California's law to extend foster care. Chicago, IL: Chapin Hall at the University of Chicago. Retrieved from: https://www.courts.ca.gov/documents/BTB_23_2A_11.pdf

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

Unit 6 – Piecing it Together

Topics

- The power of analytic advocacy and legislative advocacy in policy reform
- Reform and systems change
- Uses of "big data"

This unit relates to course objective(s) 1,2, and 3.

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). Retrieved from: https://grandchallengesforsocialwork.org/wp-content/uploads/2015/12/WP11-with-cover.pdf

- Parker-Dominguez, T. (2019). Inequality embodied: Race, gender and class in African-American pregnancy. In Zaleski, K. L., Enrile, A., Weiss, E.L., & Wang, X. (Eds) (2019). *Women's journey to empowerment in the 21st century: A transnational approach. New York, NY: Oxford University press*

- 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 https://www.zerotothree.org/resources/144-the-research-case-for-home-visiting#downloads

- 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.

Unit 7 – Community Based Advocacy

Topics

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

This unit relates to course objective(s) 4 and 5.

Required Readings

- 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

- Explore the Black Lives Matter website, including the Black Lives Matter 2020 Impact Report at: https://blacklivesmatter.com/2020-impact-report/
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- Eligon, J. (June 4, 2021). Black Lives Matter has grown more powerful, and more divided. New York Times. Retrieved from: https://www.nytimes.com/2021/06/04/us/black-lives-matter.html

Unit 8 – Ballot Based Advocacy and Other External Influences

Topics

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

This unit relates to course objective(s) 4 and 5.

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/

- Jackson, J. and Daley, D. (2019) 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: Stuff You Should Know. "10 voter suppression methods". (October 20, 2020). Retrieved from: https://podcasts.apple.com/cy/podcast/10-voter-suppression-methods/id278981407?i=1000495386873

- Uggen, C., Larson, R., Shannon, S. & Pulido-Nava, A. (2020). Locked Out 2020: estimates of people denied voting rights due to a felony conviction. *The Sentencing Project.* Retrieved from: https://www.sentencingproject.org/publications/locked-out-2020-estimates-of-people-denied-voting-rights-due-to-a-felony-conviction/

Unit 9 – Models for Change: Collective Impact

Topics

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

This unit relates to course objective(s) 4 and 5.

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

This unit relates to course objective(s) 4 and 5.

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*.

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

This unit relates to course objective(s) 4 and 5.

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

- Cardoza, K. (2019). How schools are responding to migrant children. Education Week (April 9). Retrieved from: https://www.edweek.org/ew/articles/2019/04/10/how-schools-are-responding-to-migrant-children.html

- 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

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
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This unit relates to course objective(s) 4 and 5.

Required Readings

- 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 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

- Barth, R. P., Jonson-Reid, M., Greeson, J. K. P., Drake, B., Berrick, J. D., Garcia, A. R., Show, T. V. & Gyourko, J. R. (2020). Outcomes following child welfare services: What are they and do they differ for black children? Journal of public child welfare.

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

- Casey Family Programs. (December 2018). What are some strategies for supporting pregnant and parenting teens in foster care? Retrieved from https://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/?utm_medium=email&utm_source=govdelivery

Unit 13 – Systemic Reform: Juvenile Justice

Topics

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

This unit relates to course objective(s) 4 and 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**.

- 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.

- Hertz, D, Eastman, A., McCroskey, J. Guo, L. & Putnam-Hornstein, E. (2021). The intersection of child welfare and juvenile justice: Key findings from the Los Angeles dual system youth study Children's Data Network.

Case Study Material: "Raise the Age" Reform

> Fitzgerald, M,. & Carroll, C. (June 29, 2021). Advocates tout data showing raise the age laws haven't overwhelmed states' juvenile facilities. *The Imprint.* Retrieved from*: https://imprintnews.org/justice/juvenile-justice-2/advocates-tout-data-showing-raise-the-age-laws-havent-overwhelmed-states-juvenile-facilities/56595*

- Mistrett, M. (June 25, 2021). Bringing more teens home: raising the age without expanding secure confinement in the youth justice system. The Sentencing Project: Washington D.C. Retrieved from: https://www.sentencingproject.org/publications/bringing-more-teens-home-raising-the-age-without-expanding-secure-confinement-in-the-youth-justice-system/

Unit 14 – Group Presentations: Policy Reform

Topics

- Putting it all Together

This unit relates to course objective(s) 1, 2, 3, 4, and 5.

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
-

Recommended Readings

- None

Unit 15 – Group Presentations: Policy Reform

Topics

- Putting it all Together

This unit relates to course objective(s) 1, 2, 3, 4 and 5.

Required Readings

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

Recommended Readings

- none

List of Appendices

A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
B. Definitions of Grades and Standards Established by Faculty of the School
C. Recommended Instructional Materials and Resources
D. Suzanne Dworak-Peck School of Social Work DEI Statement
E. Statement on Academic Conduct and Support Systems

Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
Advance Human Rights and Social, Economic, and Environmental Justice	1-5	Incorporates social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.	Knowledge, values, skills	Assignments 1-3
Engage in Policy Practice	1-5	Identifies policy and resource contexts of child, youth, and family services at the local, state, and federal levels.	Knowledge, values, skills	Assignments 1-3

Appendix B: Definitions of Grades and Standards Established by Faculty of the School

Within the USC Suzanne Dworak-Peck 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.

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Recommended Websites

See weekly readings

Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the NASW Code of Ethics, abide by the CSWE Educational Policy and Accreditation Standards, and address the American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.

Appendix E: University Policies and Guidelines

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 Policies and Procedures for additional information on attendance policies.

Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

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."

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.

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.

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.

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.

Complaints

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

Tips for Maximizing Your Learning Experience in this Course (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.

Appendix F: Support Systems and Additional Resources

Counseling and Mental Health
https://studenthealth.usc.edu/counseling/
Phone number (213) 740-9355
On call 24/7
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline
https://suicidepreventionlifeline.org/
Phone number 1 (800) 273-8255
On call 24/7
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)
https://studenthealth.usc.edu/sexual-assault/
Phone Number (213) 740-9355(WELL), press "0" after hours
On call 24/7
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX
https://eeotix.usc.edu/
Phone number (213) 740-5086
Title IX Office (213) 821-8298
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment
https://usc-advocate.symplicity.com/care_report/index.php/pid422659?
Phone number (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

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

USC Campus Support and Intervention
https://campussupport.usc.edu/
Phone number (213) 821-4710

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

Diversity at USC
https://diversity.usc.edu/
Phone number (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency
https://dps.usc.edu/
UPC phone number (213) 740-4321
HSC phone number (323) 442-1000
On call 24/7
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
https://dps.usc.edu/
UPC phone number (213) 740-6000
HSC phone number (323) 442-120
On call 24/7
Non-emergency assistance or information.

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.