

USC Suzanne Dworak-Peck

School of Social Work

Social Work 619

Section #60571D

Controversial Issues in Public Child Welfare

3 Units

Fall 2022

Instructors	Ruth Supranovich, EdD, LCSW Professor of Social Work Field Education Director of Field Education and Clinical Programs Omar López, MSW Professor of Social Work Field Education Director of Workforce Development Stipend and Scholarship Programs
Emails	supranov@usc.edu omarl@usc.edu
Telephones	213.821.6804 619.890.7874
Office	MRF 102R MRF 327
Office Hours	Supranovich – Thursdays 4 pm – 5 pm and by appointment López – Thursdays 12 pm – 1 pm and by appointment
Course Day(s)	Thursdays
Course Time(s)	1:00 pm – 3:50 pm
Course Location(s)	MRF 303

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

None

Catalogue Description

This advanced seminar will provide tools to enhance the practitioner's response to the special challenges of social work practice in public child welfare.

Course Description

This advanced seminar for second year MSW students specializing in child welfare practice is designed to enhance knowledge and skills for practice in the turbulent and often controversial field of public child welfare. Practice in the field is changing – too quickly for some but not quickly enough for others. Many observers agree that the public child welfare system is “broken,” but there is little agreement on how to

“fix” the components of this complex system. Controversy permeates almost any discussion about child welfare – including the meaning of its history, values, policies, desired results and clinical practices.

The problems are especially daunting in California where child welfare is overseen by the State Department of Social Services (CDSS), but operated by 58 separate County governments. The multicultural population and different needs of communities in California, combined with its sheer size and spread, poses extraordinary challenges. These challenges include: How do social workers team with families and other systems to provide effective culturally responsive services for a very broad range of individual circumstances and situations? How do we address overrepresentation of children of color in the system? How do we partner with communities to do a better job of preventing maltreatment? How do we recruit, retain and support resource families (relatives and non-related foster parents) to provide nurturing and supportive out-of-home care for children? How do we address the underlying needs of all of the families who come to the attention of the system to assure that children have safe, stable and nurturing homes? How does the field respond to family and community crises or in the tragic circumstances of child fatality?

Public agencies are working on both “ends” of the system – simultaneously trying to keep children safe and improve services for seriously troubled families and children while increasing prevention efforts so that fewer children need protective services. While there are many challenges, child welfare can also be an extremely satisfying and meaningful career choice for social workers prepared to deal with change and complexity. This course provides knowledge, skills, values and pathways to guide work in public child welfare.

Course Objectives

Objective #	Objectives
1	Describe and identify key scientific, historic, policy and systems concepts, and use critical thinking in applying these concepts toward advancing social justice for families and children involved with the public child welfare system.
2	Evaluate child welfare system data for accountability and quality improvement purposes by identifying key performance measures and indicators, analyzing and presenting data, tracking trends, and assessing implications for practice improvement.
3	Apply the principles of child protection, as described by Berrick, to policy processes and case-level decision-making.
4	Synthesize complex issues while appraising different viewpoints in the broad scope of practice in public child welfare.
5	Use multiple sources of information to assess reform strategies, analyze their relationship to controversies in the field, and assess potential impacts on children and families.

Course Format / Instructional Methods

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

USC policy prohibits sharing any synchronous and asynchronous course content outside of the learning environment: SCampus Section 11.12(B) - Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

USC Technology Support Links

[Zoom information for students](#)
[Blackboard help for students](#)
[Software available to USC Campus](#)

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: In-class exam on the context of child welfare practice	October 6 th in class	20%
Assignment 2: Reading Response Paper 1, as assigned Reading Response Paper 2, as assigned	Week 2-6 Week 9-13	30% (15% each)
Assignment 3: Group report and final paper on interactions between policy and practice in child welfare	Group: Dec. 1 Paper: Dec. 4	15% 20%
Assignment 4: Weekly in-class assignments as assigned (asynchronous & synchronous)	weekly	15%

Each of the major assignments is described below. Additional materials will be posted on Blackboard and discussed in class.

Assignment 1 – In-class Exam

Students will take an in-class exam, providing brief essay responses (up to one page) to three questions that are based on reading assignments and class discussions during the first six weeks of class. Questions will focus on contextual factors and challenges for the field of child welfare.

Due: October 6th

This assignment relates to learning objectives 1 & 4 and to core competency 3.

Assignment 2 – Reading Response (x2)

Write a 2-page (double-spaced; 12-pt font; 1-inch margins) response to the week's required readings. The paper must synthesize and comment on the ideas of at least two different authors. The best response papers make 1 or 2 key points that bridge ideas in multiple readings. Those key points are introduced in the first paragraph and supported throughout the paper. On page 3, write 2-3 questions about the readings, which you think will spark an interesting discussion and engage the readings during class. More information on this assignment will be provided on Blackboard and in class.

Due: On the first day of class you will be assigned to one week in the first half of the course (weeks 2-6) and a second week in the second half of the course (weeks 8-13). Papers will be due the day before the class on the assigned week by 5 pm.

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

Assignment 3 – Interactions between Policy & Practice in Child Welfare (paper & presentation)

Assignment 3 includes two parts: 1) an individual paper; and 2) a group presentation on a group of policy changes or reform efforts underway to improve the child welfare system. Groups will work together to 1) present the reform strategies, 2) connect them to the controversies discussed in the course, 3) analyze the reform effort's relationship with Berrick's principles of child protection, and 4) assess the potential impacts on children and families. More information will be provided on Blackboard and in class. Students who wish to work independently may do so in consultation with the instructor.

Individual paper: Each individual will write a paper on a policy change or reform effort as approved by the instructor. (The paper will account for 20% of your grade.)

Group presentation: Small groups will present during the final class session their findings of the large-scale policy changes or reform efforts. Students will demonstrate critical thinking skills to assess the social justice and/or human rights aspects of these reform efforts. More information will be discussed in class and provided on Blackboard. (This oral report will account for 15% of your grade).

Due: Group reports will be presented during the last meetings of the class, on December 1. Papers will be due by 11:59 pm on December 4.

This assignment relates to course objectives 3, 4, & 5 and social work competencies 3 & 4.

In-Class Work (15% of Course Grade)

Students will complete work assigned during weekly class time, such as small group assignments, open-notes quizzes, and polls that count towards their in-class work grade. Credit will be given for thoughtful completion.

Student involvement in this class is considered essential to growth as a professional social worker. Presence in class along with preparation by having read and completed assignments, and participation in discussion is important for your learning and development as a professional.

This assignment relates to course objectives 1, 2, 3, & 4 and social work competencies 3 & 4.

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

Jill Duerr Berrick. (2018). The impossible imperative: Navigating the competing principles of child protection. New York, NY: Oxford University Press. **(e-book available through USC library)**.

Course Reader Available via Blackboard.

Recommended Book

Nadine Harris Burke. (2018). The deepest well: Healing the long-term effects of childhood adversity. Boston, MA: Houghton Mifflin Harcourt.

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 (Fall)

Unit/Week #	Date	Topics	Assignments
1	Aug. 25	Introduction to Course & Principles of Child Protection	
2	Sept. 1	Child Maltreatment & Toxic Stress	
3	Sept. 8	History of Child Protection	
4	Sept. 15	California’s Public Child Welfare System	
5	Sept. 22	Oldest Debate in Child Welfare	
6	Sept. 29	Kinship Care	
7	Oct. 6	Permanency	In-Class Exam
8	Oct. 13	NO CLASS – FALL RECESS	
9	Oct. 20	Race & Culture: Theory	
10	Oct. 27	Race & Culture: Evidence	
11	Nov. 3	“Hard to Place” Kids & Crossover Youth	
12	Nov. 10	Transition Age Youth	
13	Nov. 17	Prevention	
14	Nov. 24	NO CLASS – THANKSGIVING	
15	Dec. 1	Summing Up	Presentations
	Dec. 4		Paper Due

Course Schedule—Detailed Description

Week 1 – Introduction to Course & Principles of Child Protection - August 25th

Topics

- Welcome & introductions
- Key concepts in public child welfare
- Course overview

This unit relates to course objective(s) 1-5.

Required Readings

- Berrick, (2018). *Impossible Imperative*, Chapter 1
- Berger, L. M., & Slack, K. S. (2020). The contemporary U.S. child welfare system(s): Overview and key challenges. *The Annals of the American Academy of Political and Social Science*, 692(1), 7–25. <https://doi-org.libproxy2.usc.edu/10.1177/0002716220969362>
- Child Welfare Information Gateway. *How Child Welfare Works*.

Recommended Readings

- Gelles, R.J. (2020). The Child Protection System. In J.G. Dwyer (Ed.) *The Oxford Handbook of Children and the Law*. New York: Oxford University Press.
- J. McCroskey. (2003). Child welfare: Controversies and possibilities. In Lerner, Jacobs & Wertlieb (eds.). *Promoting positive child, adolescent and family development: A handbook on program and policy innovations, Volume II*. Thousand Oaks: Sage.

Week 2 – Child Maltreatment & Toxic Stress – September 1st

Topics

- Child maltreatment concepts and definitions
- Toxic stress
- Impact of maltreatment on development

This unit relates to course objective(s) 1-5.

Required Readings

- Berrick, *Impossible Imperative*, Chapter 2
- Font, S. A., & Maguire-Jack, K. (2020). The Scope, Nature, and Causes of Child Abuse and Neglect. *The ANNALS of the American Academy of Political and Social Science*, 692(1), 26–49. <https://doi.org/10.1177/0002716220969642>
- U.S. Department of Health and Human Services (2009). Understanding the effects of maltreatment on brain development. *Child Welfare Information Gateway, Issue Brief* (November), 1-17 http://www.childwelfare.gov/pubs/issue_briefs/brain_development/brain_development.pdf

Recommended Readings

- Proctor, L.J., & Dubowitz, H. (2020). Child neglect: Challenges and consequences. In J.E. Korbin and R.D. Krugman (eds.), *Handbook of Child Maltreatment*. Springer.
- Rebbe, R. (2018). What Is Neglect? State legal definitions in the United States. *Child Maltreatment*, 23(3), 303-315.

- Widom, C.S. (2020). Longterm consequences of child maltreatment. In J.G. Dwyer (Ed.) *The Oxford Handbook of Children and the Law*. New York: Oxford University Press.

Week 3 – History of Child Protection - September 8th

Topics

- History of child protection in the US
- Evolution of U.S. Policy regarding child welfare

This unit relates to course objective(s) 1, 4, & 5.

Required Readings

- Reich, J.A. (2005). Chapter 2 – Child protection: A historical perspective. In *Fixing families: Parents, power, and the child welfare system*. New York: Routledge.
- Jimenez, J. (2006). The history of child protection in the African American community: Implications for current child welfare policies. *Children and Youth Services Review, 28*(8), 888–905. <https://doi.org/10.1016/j.childyouth.2005.10.004>
- Myers, J. E. B. (2008). A short history of child protection in America. *Family Law Quarterly, 42*(3), 449-463.

Week 4 – California’s Child Protection System – September 15th

Topics

- Federal, state, and county roles
- Safety, permanence and well-being

This unit relates to course objective(s) 1-5.

Required Readings

- Berrick, *Impossible Imperative*, Chapter 3
- Williams-Butler, A., Golden, K.E., Mendez, A., & Stevens, B. (2020). Intersectionality and child welfare policy: Implications for Black women, children, and families. *Child Welfare, 98*(4), 75–95.
- Los Angeles County Blue Ribbon Commission on Child Protection. (April 18, 2014). Final report. **Read through page 9, skim through p. 36.**
- Reed, D. F., & Karpilow, K. (2009). Understanding the child welfare system in California: A primer for service providers and policymakers. Berkeley, CA: California Center for Research on Women and Families, Public Health Institute. (<https://theacademy.sdsu.edu/wp-content/uploads/2015/01/understanding-cws.pdf>) (**skim**)

Recommended Readings

- Finno-Velasquez, M., Palmer, L., Prindle, J., Tam, C. C., & Putnam-Hornstein, E. (2017). A birth cohort study of Asian and Pacific Islander children reported for abuse or neglect by maternal nativity and ethnic origin. *Child Abuse & Neglect, 72*, 54–65. <https://doi-org.libproxy2.usc.edu/10.1016/j.chiabu.2017.07.009>

Week 5 – Oldest Debate in Child Welfare – September 22nd

Topics

- Family preservation
- Child safety

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

Required Readings

- Berrick, *Impossible Imperative*, Chapter 4
- Bartholet, E. (2020). Contested child policies. In J.G. Dwyer (Ed.) *The Oxford Handbook of Children and the Law*. New York: Oxford University Press.
- Guggenheim, M. (2005). Child protection, foster care, and termination of parental rights. In *What's Wrong With Children's Rights?* p. 174-212.

Recommended Readings

- Al, C.M.W., Stams, G.J.J.M., Bek, M.S., Damen, E.M., Asscher, J.J., & Van Der Laan, P.H. (2012). A meta-analysis of intensive family preservation programs: Placement prevention and improvement of family functioning. *Children and Youth Services Review*, 34(8), 1472-1479.

Week 6 – Kinship Care – September 29th

Topics

- Saying no to family
- Preserving the extended family

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

Required Readings

- Berrick, *Impossible Imperative*, Chapter 5
- Hegar, R.L. & Scannapieco, M. (2015). Kinship care. In Mallon, G.P. (Ed.). *Child welfare for the twenty-first century: A handbook of practices, policies, and programs*. New York: Columbia University Press.
- Winokur, M. A., Holtan, A., & Batchelder, K. E. (2018). Systematic review of kinship care effects on safety, permanency, and well-being outcomes. *Research on Social Work Practice*, 28(1), 19–32. <https://doi.org/10.1177/1049731515620843>

Week 7 --- Permanency - October 6th

Assignment 1. Exam

Topics

- The quest for a forever family
- Permanency outcomes

This unit relates to course objective(s) 1, 4, & 5.

Required Readings

- Berrick, Impossible Imperative, Chapter 7
- Putnam-Hornstein, E., Ahn, E., Prindle, J., Magruder, J., Webster, D., & Wildeman, C. (2021). Cumulative rates of child protection involvement and terminations of parental rights in a California birth cohort, 1999-2017. *American Journal of Public Health, 111*(6), 1157–1163. <https://doi-org.libproxy2.usc.edu/10.2105/AJPH.2021.306214>

Week 8 – NO CLASS – FALL RECESS – October 13th

Week 9 – Race & Culture: Theory – October 20th

Topics

- Disproportionality & disparities
- Conceptual framework of disproportionality
- Intersectional cultural humility perspective

This unit relates to course objective(s) 1, 4, & 5.

Required Readings

- Berrick, *Impossible Imperative*, Chapter 8
- Boyd, R. (2014). African American disproportionality and disparity in child welfare: Toward a comprehensive conceptual framework. *Children and Youth Services Review, 37*, 15-27.
- Ortega, R.M. & Faller, K.C. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. *Child Welfare, 90*(5).

Recommended Readings

- Dettlaff, A.J., Weber, K., Pendleton, M., Boyd, R., Bettencourt, B. & Burton, L. (2020) It is not a broken system, it is a system that needs to be broken: the upEND movement to abolish the child welfare system. *Journal of Public Child Welfare, 14*:5, 500-517, DOI: [10.1080/15548732.2020.1814542](https://doi.org/10.1080/15548732.2020.1814542)

Week 10 – Race & Culture: Evidence – October 27th

Topics

- Evidence from national data sources
- Racial differences in California

This unit relates to course objective(s) 1, 4, & 5.

Required Readings

- Putnam-Hornstein, E., Needell, B., King, B., & Johnson-Motoyama, M. (2013). Racial and ethnic disparities: A population-based examination of risk factors for involvement with child protective services. *Child Abuse & Neglect, 37*(1), 33–46. <https://doi.org/10.1016/j.chiabu.2012.08.005>
- Dettlaff, A. J., & Boyd, R. (2020). Racial Disproportionality and Disparities in the Child Welfare System: Why Do They Exist, and What Can Be Done to Address Them? *The Annals of the*

American Academy of Political and Social Science, 692(1), 253–274. <https://doi.org.libproxy2.usc.edu/10.1177/0002716220980329>

- Drake, B., Jolley, J., Lanier, P., Fluke, J., Barth, R., & Jonson-Reid, M. (2011). Racial bias in child protection? A comparison of competing explanations using national data. *Pediatrics*, 127(3), 471–478. <https://doi.org/10.1542/peds.2010-1710>
- Barth, R. P., Jonson-Reid, M., Greeson, J. K., Drake, B., Berrick, J. D., Garcia, A. R., Shaw, 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*, 14(5), 477–499. <https://doi.org.libproxy2.usc.edu/10.1080/15548732.2020.1814541>

Recommended Readings

- Rebbe, R., Mienko, J., Brown, E., & Rowhani-Rahbar, A. (2019). Child protection reports and removals of infants diagnosed with prenatal substance exposure. *Child Abuse & Neglect*, 88, 28–36. <https://doi.org/10.1016/j.chiabu.2018.11.001>

Week 11 – “Hard to Place” Kids & Crossover Youth – November 3rd

Topics

- Fighting for “hard to place” kids
- Crossover, dual status and dual involvement
- Group care

This unit relates to course objective(s) 2, 4, & 5.

Required Readings

- Berrick, *Impossible Imperative*, Chapter 6
- Herz, D. C., Eastman, A. L., Putnam-Hornstein, E., & McCroskey, J. (2021). Dual system youth and their pathways in Los Angeles County: A replication of the OJJDP Dual System Youth Study. *Child Abuse & Neglect*, 118, 105160–105160. <https://doi.org.libproxy2.usc.edu/10.1016/j.chiabu.2021.105160>
- California Courts (2017). Psychotropic Medications Podcast. (about 17 minutes). ([audio link](#)) ([transcript](https://www.courts.ca.gov/documents/cfcc_podcast_psychmed_transcript.pdf) - https://www.courts.ca.gov/documents/cfcc_podcast_psychmed_transcript.pdf).
- California Courts (n.d.). Dual Status Youth Podcast. (about 17 minutes). ([audio link](#)). ([transcript](https://www.courts.ca.gov/documents/cfcc_podcast_dualstatus_transcript.pdf) - https://www.courts.ca.gov/documents/cfcc_podcast_dualstatus_transcript.pdf).

Week 12 – Transition Age Youth – November 10th

Topics

- Whose Voice Counts?
- Neurobiology of Youth Transitioning from Foster Care
- Commercial Sexual Exploitation of Children (CSEC)

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

Required Readings

- Berrick, *Impossible Imperative*, Chapter 9

- Smith, W. B. (2013). The role of neurobiology in social work practice with youth transitioning out of foster care. In Matto, Strolin-Goltzman & Ballan, *Neuroscience for social work: Current research and practice*. Chapter 8. Springer Publishing Company.
- Sapiro, B., Johnson, L., Postmus, J. L., & Simmel, C. (2016). Supporting youth involved in domestic minor sex trafficking: Divergent perspectives on youth agency. *Child Abuse & Neglect*, 58, 99–110. <https://doi-org.libproxy2.usc.edu/10.1016/j.chiabu.2016.06.019>

Recommended Readings

- Chapin Hall. The California Youth Transitions to Adulthood Study (CalYOUTH). <https://www.chapinhall.org/research/cal youth/>

Week 13 – Prevention – November 17th

Topics

- Contested principles on the front lines
- Engaging other public and private sector systems
- Family-centered services in LA County

This unit relates to course objective(s) 1, 4, & 5.

Required Readings

- Berrick, Impossible Imperative, Chapter 10
- Palmer, L., McCroskey, J., Eastman, A.L., Rebbe, R., Guo, L., & Foust, R. (2020). Los Angeles County Family-Centered Services: Using administrative data to understand the landscape of community-based child welfare supports.
- Jones Harden, B., Simons, C., Johnson-Motoyama, M., & Barth, R. (2020). The Child Maltreatment Prevention Landscape: Where Are We Now, and Where Should We Go? *The Annals of the American Academy of Political and Social Science*, 692(1), 97–118. <https://doi-org.libproxy2.usc.edu/10.1177/0002716220978361>

Recommended Readings

- Slack, K. S., & Berger, L. M. (2020). Who Is and Is Not Served by Child Protective Services Systems? Implications for a Prevention Infrastructure to Reduce Child Maltreatment. *The ANNALS of the American Academy of Political and Social Science*, 692(1), 182–202. <https://doi.org/10.1177/0002716220980691>

Week 14 – NO CLASS – THANKSGIVING HOLIDAY – November 24th

Week 15 – Summing up – December 1st

Topics

- Presentations
- Looking to the Future

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

Required 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
- F. Support Systems and Additional Resources / Emergency Preparedness and Response Resources

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

Competency	Objectives	Behaviors	Dimensions	Content
<p>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, healthcare, and education. Social workers understand the global interconnections of oppression and human rights violations and employ social justice strategies to promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.</p>	<p>1. Describe and identify key scientific, historic, policy and systems concepts, and use critical thinking in assessing the implications of these concepts in order to advance social justice for families and children involved with the public child welfare system.</p>	<p>3b. Analyze and consider the human rights and social justice aspects of interventions with children, youth, and families.</p>	<p>Values, Cognitive and Affective Processes</p>	<p>UNITS Unit 1: Introduction to the course Unit 2: Evolution of public child welfare Unit 3: California’s public child welfare system Unit 4: Brain architecture, trauma and well-being Unit 5: Assessment, outcomes, system performance Unit 6: Young children in the public child welfare system Unit 7: Transition age youth Unit 9: Who We Serve; Prevention, Unit 10: Reform; Placing with Family Unit 11: Crossover youth and the juvenile justice system Unit 12: Race, poverty and bias Unit 13: Engaging other public and private systems Units 15: Summing up</p> <p>ASSIGNMENTS Assignment 1: In-Class Examination Assignment 2: Reading Responses Assignment 3: Interactions Between Policy and Practice Assignment 4: In-class work</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 4 Engage in Practice-informed Research and Research-informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge related to practice and evaluation of practice with children, youth, and families. Social workers use scientific, ethical, and culturally informed approaches to building knowledge related to practice with children, youth, and families. Social workers utilize various forms of data such as agency administrative data, public data and empirical data sources, to inform their practice within the field of children, youth and families. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and use the knowledge to inform research inquiry through critical analysis. Social workers utilize data to inform and evaluate practice with this population and understand how to measure outcomes as part of the evaluation process.</p>	<p>2. Evaluate child welfare system data for accountability and quality improvement purposes by identifying key performance measures and indicators, analyzing and presenting data, tracking trends, and assessing implications for practice improvement.</p>	<p>4b. Apply various forms of data to inform practice with children, youth, and families</p>	<p>Cognitive and Affective Processes</p>	<p>UNITS</p> <p>Unit 1: Introduction to the course Unit 4: Brain architecture, trauma and well-being Unit 6: Young children in the child welfare system Unit 7: Transition age youth Unit 9: Who We Serve; Prevention, Unit 10: Reform; Placing with Family Unit 11: Crossover youth and the juvenile justice system Unit 12: Race, poverty and bias Unit 13: Engaging other public and private systems</p> <p>ASSIGNMENTS</p> <p>Assignment 1: In-Class Examination Assignment 2: Reading Responses Assignment 3: Interactions between Policy and Practice Assignment 4: In-class work</p>

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

USC Libraries, APA Formatting Research Guide: <https://libguides.usc.edu/APA7th>

Recommended Websites

The California Evidence-Based Clearinghouse: <http://www.cebc4cw.org/>

The California Child Welfare Performance Indicators Project: http://cssr.berkeley.edu/ucb_childwelfare

California Research and Training Network: <https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program>

The Child Welfare Information Gateway: <http://www.childwelfare.gov/>

USC Guide to Avoiding Plagiarism: <https://libguides.usc.edu/c.php?g=234929&p=1559180>

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 instructors by email (supranov@usc.edu and omar1@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.symphlicity.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 Student Accessibility Services

<https://osas.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.

Emergency Preparedness and Response Resources

USC Earthquake Procedures:

<https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/during-an-earthquake/>

USC Emergency Procedures Video:

<https://usc.edu/emergencyvideos>

Campus Building Emergency Information Fact Sheets:

<https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/>

USC ShakeOut Drill: (morning of October 21, 2021)

<https://fsep.usc.edu/shakeout/>

Personal Preparedness Resources, such as preparing your home, etc.

<https://fsep.usc.edu/personal-preparedness/>