USC Suzanne Dworak-Peck
School of Social Work

SOWK 627: Policy & Macro Practice in Child, Youth and Family Services

Section # 61040
3 Units
Fall 2023, Thursday: 7:10 - 10:00 pm PT
Location: UPC DMC 257

SYLLABUS
(Subject to change)

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Office Location:	MRF 338
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I.   Course Prerequisites and/or Co-Requisites
None

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

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

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

IV.   Course Objectives

By the completion of this course, students will be able to:
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
4. Increase understanding of the four models of policy practice, including opportunities and strategies for advocacy and intervention, at the federal, state, county/city and organizational/agency level in an effort toward effectuating systemic change for children, youth, families and the communities they live in
5. Develop skills in policy research, policy analysis and policy implementation in order to provide/secure more appropriate services, supports and resources for communities, families and children

V.   CSWE Core Competencies Addressed in this Course
The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

Competency 1. Demonstrate Ethical and Professional Behavior

1a. Make advanced ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession across populations, settings, and systems, particularly when working with children, youth, and families in complex settings such as schools and in the military.

1b. Demonstrate advanced professional behavior; appearance; and oral, written, and electronic communication across populations, settings, and systems, particularly when working with children, youth, and families in complex settings such as schools and in the military.
1c. Use technology ethically and appropriately to facilitate practice outcomes behavior across complex populations, settings, and systems particularly when working with children, youth, and families in complex settings such as schools and in the military.

1d. Use supervision and consultation to guide professional judgment and behavior across complex populations, settings, and systems particularly when working with children, youth, and families in complex settings such as schools and in the military.

Competency 4. Engage in Practice-Informed Research and Research-Informed Practice

4a. Apply advanced research findings to inform and improve practice, policy, and programs behavior across complex populations, settings, and systems particularly when working with children, youth, and families in complex settings such as schools and in the military.

4b. Identify advanced ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work behavior across complex populations, settings, and systems particularly when working with children, youth and families in complex settings such as schools and in the military.

Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

9a. Elevate the use of culturally responsive methods for evaluation of outcomes across complex populations, settings, and systems particularly when working with children, youth and families in complex settings such as schools and in the military.

9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities across complex populations, settings, and systems particularly when working with children, youth, and families in complex settings such as schools and in the military.

VI. Course Format & Instructional Methods

This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the University's Blackboard Academic Suite™ System (https://blackboard.usc.edu/) will support access to course-related materials and communication for campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

VII. Technology Proficiency & Hardware/Software Required
This course may require the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications, depending on societal situations. The following links for USC technology support may be useful: Zoom information for students, Blackboard help for students, Software available to USC Campus. VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, techsupport@digitalcampus.2u.com.

VIII. Course Assignments, Due Dates & Percent of Final Grade
The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed by Assignment	Unit Due[1]	% of Grade
Assignment 1 Problem Analysis paper & presentation	1, 2, 3 and 5	Unit 6 9/28/23	30%
Assignment 2 Policy or Program Intervention Advocacy Plan	1, 2, 3 and 4	Unit 12 11/09/23	35%
Assignment 3 Presentation of Advocacy Campaign	1, 3, 4 and 5	Unit 15 11/30/23	25%
Active and Proactive Learning, & Meaningful Participation	1, 2, 3, 4 and 5	All	10%

[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1 – Problem Analysis Paper (30% of course grade) Due: week 6
Assignment 1 asks students to provide an analysis of a problem that impacts children, youth and/or families, including a description of the problem, the scope of its negative impacts, its history and current status, past and present attempts to solve (or at least reform) the problem, and the relevant stakeholders.

Assignment 2 – Policy / Program Intervention Advocacy Plan (35%) Due: week 12
Small groups will identify a policy or program intervention designed to improve the problem explored in assignment 1, and develop an advocacy proposal to get that intervention adopted by the relevant decision maker. The policy or program proposal can include developing a new policy or program, modifying an existing policy or program, or come up with an entirely new evidence-informed approach.

Assignment 3 – Presentation of Advocacy Campaign (25%) Due: week 15
Each group will present an advocacy campaign designed to have the policy or program intervention identified in assignment 2 adopted by the relevant decision making entity; the presentation will include a concise review of the problem and chosen intervention, the decision-making landscape, and a specific action plan to influence the decision makers.

Active & Proactive Learning, & Meaningful Participation (10%) *Due: Units 1 – 15*
Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

Proactive learning involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**;

that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. "Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

Please note: Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another's point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the *Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*. An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student's responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active learning.	0	1	2
b. Student meaningfully participates.	0	1	2
c. Student's communication, behavior, and participation are respectful, professional, and appropriate	0	1	2
d. Student contributes to a positive learning environment.	0	1	2

| e. Student's participation aligns with course expectations | 0 | 1 | 2 |

Grading Scale

Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

Please note: A grade below "C" is considered a failing grade for graduate students at USC.

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.

IX. Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted in person as per instructor's guidelines, which could include submission through the course's learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

X. Grading Timeline

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

XI. Statement about Incompletes and In Progress Grades

The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to 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 by the instructor and reported on the official "Incomplete Completion Form."

XII. Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email 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 that will be missed or to reschedule an examination, due to holy days observance.

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

XIII. Classroom Norms

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

XIV. Zoom Etiquette and Use of Technology in the Classroom

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

XV. Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity (OAI).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [Student Handbook](), the [Office of Academic Integrity's website](), and [university policies on Research and Scholarship Misconduct.]()

Special Note on the Use of AI Generators
AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see [USC Libraries' generative AI guide]()), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the [Office of Academic Integrity.]()

XVI. Course Content Distribution and Synchronous Session Recordings
USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: [The USC Student Handbook](), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. 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 (Living our Unifying Values: [The USC Student Handbook](), page 13).

XVII. Course Evaluations

The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by the instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by the instructor.

XVIII. Required Textbooks
There is no textbook required for this course. All required readings will be available via the instructor handing them out, or through ARES, or via Blackboard or the VAC platform. A USC email address and password are required to access the ARES system: [https://reserves.usc.edu/ares/ares.dll]().   Use the search bar to locate the course by

School, course number or Lead Instructor's last name (Mistrano). Additionally, the instructor may distribute additional readings throughout the course.

XIX. Recommended Materials & Resources
None for this course.

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.
https://owl.purdue.edu/

USC guide to avoiding plagiarism:
https://libguides.usc.edu/writingguide/plagiarism

USC guide to APA 7th writing style https://libguides.usc.edu/APA7th

Sample List of Professional Social Work Organizations

National Association of Social Workers. Available at http://www.naswdc.org

Institute for the Advancement of Social Work Research.
Available at http://www.iaswresearch.org

Society for Social Work and Research. Available at http://www.sswr.org

Council on Social Work Education (CSWE). Available at https://www.cswe.org/

XX. Course Schedule

The table below presents the topics for each unit of instruction. <u>Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.</u>

Unit	Topic	Readings and Viewings	Assignments Due
1.	Introduction: Social Policy Landscape for Children Youth and families	**Required** • 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	
2.	Policy Analysis Framework and Government Structure	**Required** • 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. • 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.	

		• 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/	
3.	Legislative Advocacy	**Required** • 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 • 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.	

4.	Data Driven Decision Making	**Required**	
		• 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	
		• Fostering Youth Transitions: Using data to drive policy and practice decisions. Retrieved from https://www.aecf.org/m/resourcedoc/aecf-fosteringyouthtransitions-2018.pdf	
		• 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).	

| 5. | Implementation: Advocacy and Strategies | **Required**
 • The Annie E. Casey Foundation. (2017). *Race for results: Building a path to opportunity for all children.* Baltimore, MD. Retrieved from http://www.aecf.org/resources/2017-race-for-results/

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

 • 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

 • AB 12 Extended foster care Program and Benefits. Retrieved from https://www.cdss.ca.gov/inforesources/foster-care/extended-foster-care-ab-12 | |
| 6. | Piecing it Together: the Power of Analytic and Legislative Advocacy | **Required**
 • 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 | **ASSIGNMENT 1 DUE** |

		• 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. • 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.	
7.	Community Based Advocacy, Organizing and Mobilization	**Required** • 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 • Explore the Black Lives Matter website, including the Black Lives Matter 2020 Impact Report at: https://blacklivesmatter.com/2020-impact-report/ • 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		
8.	Ballot Based Advocacy: Voting	**Required** • 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/ • 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/	
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11.	Systemic Reform: Education	**Required** • 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/ • 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	

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14.	Social work and Policy Reform: Putting it All Together	**Required** • ● Social Policy Institute (2012). Influencing social policy: Positioning Social Work graduates for policy careers. NASW. Retrieved https://www.socialworkers.org/LinkClick.aspx?fileticket=zsQ-rV4Jc2c%3D&portalid=0 • Clarke, M. & Healy, J. (2018). Complex systems change starts with those who use the systems. *Stanford Social Innovation Review*	
15.	Group Presentations		**ASSIGNMENT 3 DUE**
	Exam Week – NO CLASS		

XXI. University Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for campus-based students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

VAC Students: Uwill Counseling Services
Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
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 - (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

Kortschak Center for Learning and Creativity - 213-740-7884, kortschakcenter@usc.edu
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, writing@usc.edu
The Writing Center offers individualized feedback on any kind of writing.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (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 - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

## XXII.	List of Appendices
A.	Suzanne Dworak-Peck School of Social Work ADEI Statement
B.	Preamble to the NASW Code of Ethics
C.	Tips for Maximizing Your Learning Experience

Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement
At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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 B: National Association of Social Workers Code of Ethics
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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.

Appendix C: **Tips for Maximizing Your Learning Experience in this Course**

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!