USC Suzanne Dworak-Peck
School of Social Work

SOWK 627
Practice and Policy with Children and Families Across Settings

Sections 67149
3 Units
Location: VAC

SYLLABUS
(Subject to change)

Instructor: Lily Ross	
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Office Phone:	424-278-4478
	*Replies can be expected within 2 business days
Office Location:	
Office Hours Days & Times:	Thursday 11:00-12:00 or by appointment
Course Lead:	Laura Gale, EdD, LCSW
Email:	lauracga@usc.edu
IT Help Hours of Service:	24 hours, 7 days/week
IT Help Contact Information:	• Please contact your course instructor for course-specific issues (e.g., accessing live sessions, submitting assignments).
	• VAC Canvas support: (833) 713-1200 or "Help" button in Canvas.
	• On Campus/Hybrid Brightspace support: (888) 895-2812 or usc@d2l.com
	• NETID/password issues: USC ITS (213) 740-5555 or consult@usc.edu
	For other tech questions, please email the School's learning support team, SDP.LTS@usc.edu, review the onboarding module in the platform, or review a list of helpful resources: Platform Information, User Guidelines, and Technical Standards for On-Ground, Hybrid, and Virtual Online Platforms* for Students

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I. Course Prerequisites and/or Co-Requisites
SW 523, SW 536

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

III. Course Description
Provides context and preparation for social work practitioners on organizational and policy practice and leadership roles in communities and systems serving children, youth and families. Students will learn key aspects of policy practice in order to drive change in agencies and service systems that support children, youth, families and communities. They will apply skills to engage with clients, families, organizational leadership, and community stakeholders. The course includes content on practices that support human rights and advance social, economic and environmental justice. Students will develop their skills in practicing from an integrative social work approach.

IV. Course Objectives

By the completion of this course, students will be able to:
1. Student will be able to assess, appraise and engage with social policy and system wide reforms to advance human rights and social justice for families and children in diverse communities.
2. Demonstrate skills in policy analysis, implementation and advocacy to secure appropriate services, supports and resources for individuals, families, groups organizations and communities.
3. Develop engagement skills to support practice in complex environments with individuals, families groups, organizations and communities

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.

CSWE Core Competencies Highlighted in this Course:
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
2a. Advocate for human rights at the individual, family, group, organizational, and community system levels, particularly when working with children, youth and families with complex biopsychosocial needs.
2b. Engage in advanced practices that advance human rights to promote social, racial, economic, and environmental justice particularly when working with children, youth and families with complex biopsychosocial needs.

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5. Engage in Policy Practice

5a. Use advanced social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services particularly when working with children, youth and families complex biopsychosocial needs.

5b. Apply advanced critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice particularly when working with children, youth and families with complex biopsychosocial needs.

6.Engage with Individuals, Families, Groups, Organizations, and Communities

6a. Apply advanced knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies particularly when working with children, youth and families with complex biopsychosocial needs.

6b. Use advanced empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies particularly when working with children, youth and families with complex biopsychosocial needs.

VI. Course Format & Instructional Methods

This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). Brightspace will support access to course-related materials and communication for campus-based students; 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 requires 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. The following links for USC technology support may be useful: Zoom information for students, Software available to USC Campus

For campus-based students, USC is using **Brightspace**. To access Brightspace go to https://brightspace.usc.edu/d2l/login to login and find your courses. You also can find Brightspace on myUSC. The mobile app, Brightspace Pulse, also is available in both the Apple App Store and Google Play. Training and resources are available at Brightspace Student Tutorials. The following are technical support resources:

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- **Student Guides:** [Brightspace Student Guides](#)
- **Brightspace Technical Support Line:** 888-895-2812
- [Brightspace help for students](#)
- **Brightspace Email Support:** usc@d2l.com

VAC students are using **Canvas**. Canvas tech support can be reached at 833-713-1200 or use the "Help" button in Canvas or support@online.usc.edu .

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 Addressing Social Justice and Human Rights from a Systems Perspective	1	Unit 5	30%
Assignment 2 Policy Brief	2	Unit 8	30%
Assignment 3 Stakeholder Engagement Demonstration	3	Units 14 and 15	30%
Active and Proactive Learning, & Meaningful Participation	1, 2, 3 and 4	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 – Addressing Human Rights and Social Justice from a Systems Perspective (30% of course grade) Due: Unit 5

Students will work individually to research, and write a five -page APA formatted paper on a social justice or human rights issue. Students will research the issue from an anti-

racist and anti-oppressive perspective, and will conduct an analysis of the systems that perpetuate, or interact to perpetuate the issue. Students will also identify key stakeholders, and will engage in a self-refection of their own experiences of the issue, and how they might impact their practice.

A more detailed prompt will be provided.

Assignment 2 – Policy Brief (30%) Due: week 8

Students will write a five page policy brief on a federal, state, or local policy related to an issue impacting children, youth and families. A policy brief is a concise summary of information that can help policy makers understand, and make decisions about, government policies. The policy brief should be evidenced based, citing current, high quality, relevant research related to the issue being discussed. Examples will be given in class through the semester, and a complete prompt will be shared by the instructor.

Assignment 3 – Stakeholder Engagement Demonstration (30%) Due: week 14 and 15

Students will work in groups of three to create a 35 minute interactive presentation demonstrating engagement skills with three different stakeholders. The demonstrations will focus on the stakeholders identified for the social justice or human rights issues that one of the group members addressed in assignment 1. Each student will be given 10 minutes to present.

A more detailed prompt will be provided.

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.

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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

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	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

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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).

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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/

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XX. Course Schedule

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

Unit	Topic	Readings and Viewings	Assignments Due
1.	Introduction: Policy and Practice for Children Youth and Families • Course learning objectives • Introduction to policy practice for children youth and families • Introduction to using engagement skills across micro, mezzo and macro practice • Social work values and integrated social work	**Required** ● The Case of Marie and Her son: by Daniel Berger, NYT Magazine, July 23, 2006: https://www.nytimes.com/2006/07/23/magazine/23welfare.html ● With time and help, a mom may learn to conquer anger, LAT, by Garrett Therolf, 12/13/09 https://www.latimes.com/local/la-xpm-2009-dec-13-la-me-child-abuse13-2009dec13-story.html ● Cross-Denny, Bronwyn: Integrated Social Work Practice: Bridging Micro, Mezzo and Macro Level Practice; Cognella, 2022	
2.	Child Welfare Settings (Part 1: macro) ● Indian Child Welfare Act ● Racial disparities in the child welfare system SKILLS AND INTERVENTIONS: ● Policy Advocacy	**Required** ● Baby Doe: A political history of tragedy: Jill Lepore, New Yorker, Feb 1, 2016 https://www.newyorker.com/magazine/2016/02/01/baby-doe ● Alliance for Children's Rights (2021). The path to racial equity in child welfare: 2011 policy summit report. https://allianceforchildrensrights.org/wp-	

		content/uploads/21WFWC_PolicyReport_final.pdf ● Los Angeles County Department of Children and Family Services (n.d.). California Fostering Connection to Success Act. https://dcfs.lacounty.gov/wp-content/uploads/2019/02/Youth-Fact-Sheet-AB12-1.pdf. ● Petek, G. (2024). California's child welfare system: addressing disproportionalities and disparities. Legislative Analyst Office. Retrieved from: https://lao.ca.gov/reports/2024/4897/disproportionalities-disparities-child-welfare-042424.pdf ● National Indian Child Welfare Association (2024). About ICWA. https://www.nicwa.org/about-icwa/	
3.	Child Welfare Settings (Part 2: micro) ● Engaging with children and families involved in the child welfare system ● Multidisciplinary Assessment Teams (MAT) and Child and Family Team (CTF) Meetings SKILLS AND INTERVENTIONS: ● Engaging in cross system collaboration	**Required** ● California Department of Social Services (2024). Child and family teams https://www.cdss.ca.gov/inforesources/foster-care/child-and-family-teams . ● Toros, K., DiNitto, D. M., & Tiko, A. (2018). Family engagement in the child welfare system: A scoping review. *Children and Youth Services Review, 88*, 598–607. https://doi.org/10.1016/j.childyouth.2018.03.011	

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		● Zhukova, M. A. (2020). Mothers with a History of Child Welfare Involvement: A Brief Literature Review of Cross Generational Impact of Maternal Trauma. *New Directions for Child and Adolescent Development*, *2020*(169), 117–130. https://doi.org/10.1002/cad.20328 ● Jim Casey Youth Opportunities Initiative (2019). Issue brief #3: Authentic youth engagement: youth adult partnerships. Retrieved from: https://assets.aecf.org/m/resource doc/JCYOI-AuthenticYouthEngagement-2012.pdf	
4.	Early Childhood Macro: ● Head Start ● Universal Preschool ● Regional Center and the Lanterman Act ● Quality and equity in early childhood education Micro: ● Home visiting SKILLS AND INTERVENTIONS: ● Using play as a tool for engaging	**Required** Head Start: https://www.brookings.edu/articles/do es-head-start-work-the-debate-over-the-head-start-impact-study-explained/ https://nhsa.org/resource/facts-and-impacts/ Home visiting: ● Zero to Three. (N.D.) The research case for home visiting. Retrieved from https://www.zerotothree.org/reso urces/144-the-research-case-for-home-visiting#downloads Developmental Rehabilitation: ● Phoenix, M., Jack, S. M., Rosenbaum, P. L., & Missiuna, C. (2020). Parents' attendance, participation and engagement in children's developmental rehabilitation services: Part 1.	

	with young children	Contextualizing the journey to child health and happiness. *Disability and Rehabilitation*, *42*(15), 2141–2150. https://doi.org/10.1080/09638288.2018.1555617 ● Marshall, J., Adelman, A., Kesten, S. M., Natale, R. A., & Elbaum, B. (2017). Parents' Experiences Navigating Intervention Systems for Young Children With Mild Language Delays. *Journal of Early Intervention*, *39*(3), 180–198. https://doi.org/10.1177/1053815117704958 ● O'Reilly, L., & Dolan, P. (2016). The Voice of the Child in Social Work Assessments: Age-Appropriate Communication with Children. *The British Journal of Social Work*, *46*(5), 1191–1207. https://doi.org/10.1093/bjsw/bcv040	

5.	Schools/Education K-12 (Part 1: macro)
	
	 ● Federal and State laws impacting educational disparities
	
	    o Dismantling of Brown Vs Board of Education
	
	    o Serrano vs Priest
	
	    o Prop 13
	
	 ● School funding: Example: California's
		Required
		
		 ● PISA scores of US & rest of the world: https://www.oecd.org/pisa/
		 ● Common Core: https://www.cde.ca.gov/re/cc/whatareccss.asp
		
		 ● How CA schools are "graded": the CDE Dashboard: https://www.caschooldashboard.org/
		
		 ● How schools are funded: https://www.cde.ca.gov/fg/aa/lc/	

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	local control funding formula INTERVENTIONS AND SKILLS: ● Using engagement skills to advocate for students and caregivers	● Lift us up, don't push us out- A conversation on educational justice [media]. Brave New Films. Retrieved from https://www.youtube.com/watch?time_continue=1&v=nCcjfoX5KfA ● Washington Center for Economic Growth: *U.S. school segregation in the 21st century: causes, consequences, and solutions (2021).* Retrieved from: https://equitablegrowth.org/research-paper/u-s-school-segregation-in-the-21st-century/?longform=true)	
6.	Schools/Education K-12 (Part 2: micro) ● National School Social Work Practice Model ● Trauma informed schools SKILLS AND INTERVENTIONS: ● Engaging with youth around academic issues and attendance	**Required** ● School Social Work Association of America.(n.d.) The national school social work model. https://www.sswaa.org/ssw-model ● National Council of State Education Associations. (2018). Addressing the epidemic of trauma in schools. (download from: https://www.nea.org/professional-excellence/student-engagement/trauma-informed-schools ● VIDEO: Edutopia (n.d.). Fall-Hamilton Elementary: Transitioning to trauma informed practices to support learning. ● A tool kit from CA Dept of Ed, to assist school districts to engage with families: https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf ● An infographic of practices to promote family-school-community	

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		engagement, by Hanover Research https://www.hanoverresearch.com/reports-and-briefs/engaging-families-and-communities-in-k-12-education/?org=k-12-education ● 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 ● Rios, K., & Burke, M. M. (2021). Facilitators and Barriers to Positive Special Education Experiences and Health Among Latino Families of Children with Disabilities: Two Systematic Literature Reviews. *Review Journal of Autism and Developmental Disorders*, *8*(3), 299–311. https://doi.org/10.1007/s40489-020-00220-z	
7.	Unhoused children and Families Macro: ● McKinney Vento Homeless Assistance Act and the Education for Homeless Children and Youths (EHCY) Program Micro: ● LGBTQ Youth ● Former foster youth	**Required** ● In 2022, I wrote about seeking my homeless son. This is the rest of his story. 2/8/23 WaPo https://www.washingtonpost.com/opinions/2024/02/08/homelessness-mental-health-addiction-struggle/ ● VIDEO: Schoolhouse Connect (2023). What is the McKinney-Vento Act? https://www.youtube.com/watch?v=Owwwztok2pQ ● U.S. Department of Education (2023). Education for homeless children and youth act	

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| | SKILLS AND INTERVENTIONS:
• Case management and service coordination | https://nche.ed.gov/wp-content/uploads/2018/12/ehcy_profile.pdf

• It's not a choice: persistent myths about homelessness keep us from addressing the crisis: 12/31/15 LAT: https://www.latimes.com/opinion/op-ed/la-oe-1231-murray-myths-about-la-homelessness-20160101-story.html

• Nayak, S. S., Carpenito, T., Zamechek, L., Roper, K., Méndez-Peñate, L., Arty, M., Moulin, C., Mirand, D., & Molnar, B. E. (2022). Predictors of Service Utilization of Young Children and Families Enrolled in a Pediatric Primary Care Mental Health Promotion and Prevention Program. *Community Mental Health Journal*, *58*(6), 1191–1206. https://doi.org/10.1007/s10597-021-00929-z

• Wang, J. Z., Mott, S., Magwood, O., Mathew, C., Mclellan, A., Kpade, V., Gaba, P., Kozloff, N., Pottie, K., & Andermann, A. (2019). The impact of interventions for youth experiencing homelessness on housing, mental health, substance use, and family cohesion: a systematic review. *BMC public health*, *19*(1), 1528-1528. https://doi.org/10.1186/s12889-019-7856-0

• Owens, C. R., Stokes, M. K. N., & Haskett, M. E. (2022). 'I just want my parenting to be able to be better than what it is': A qualitative exploration of parenting strengths | |

		and needs of mothers experiencing homelessness. *Child & Family Social Work*, *27*(4), 771–782. https://doi.org/10.1111/cfs.12924	
8.	Juvenile Justice Macro: ● Federal, state and local roles in juvenile and criminal justice ● Roles of community based partners ● Cradle to prison pipeline Micro: ● Restorative Justice SKILLS AND INTERVENTIONS: ● Youth empowerment	**Required** ● Laudenback, J. (2022). After statewide reform, LA county will rely on camps, not juvenile halls. The Imprint Youth and Family News. https://imprintnews.org/justice/after-statewide-reform-l-a-county-will-rely-on-camps-not-juvenile-halls/63447 ● Youth.gov. (n.d.). Diversion Programs. https://youth.gov/youth-topics/juvenile-justice/diversion-programs ● Weissman, M., Ananthankrishnan, V., & Schiraldi, V. (2019). Moving beyond prisons: lessons from New York City's implementation of Close to Home. *Columbia University Justice Lab*. Retrieved from: https://justicelab.columbia.edu/sites/default/files/content/Justice%20Lab%20C2H%20Case%20Study%20FINAL%20(Web%20Version)%20(1).pdf ● Elkington, K. S., Lee, J., Brooks, C., Watkins, J., & Wasserman, G. A. (2020). Falling between two systems of care: Engaging families, behavioral health and the justice systems to increase uptake of substance use treatment in youth on probation. *Journal of Substance*	**Assignment 2 due**

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		Abuse Treatment, *112*, 49–59. https://doi.org/10.1016/j.jsat.2020.01.008 ● Berko, Z. (2021). Enhancing Treatment Engagement in "Treatment Resistant" Incarcerated Youth. *Journal of Infant, Child, and Adolescent Psychotherapy*, *20*(1), 1–14. https://doi.org/10.1080/15289168.2021.1879569 ● Marshall, J. M., & Haight, W. L. (2014). Understanding racial disproportionality affecting African American Youth who cross over from the child welfare to the juvenile justice system: Communication, power, race and social class. *Children and Youth Services Review*, *42*, 82–90. https://doi.org/10.1016/j.childyouth.2014.03.017		

9.	Physical Health
	
	Macro:
	
	    ● Children's Health Insurance Program (CHIP)
	
	Micro:
	
	    ● children with chronic or long term illnesses
	
	    ● siblings of children with
		Required
		● Department of Health and Human Services (n.d.). Medicaid and CHIP. Retrieved from: https://www.healthcare.gov/medicaid-chip/childrens-health-insurance-program/#:~:text=The%20Children's%20Health%20Insurance%20Program%20(CHIP),-If%20your%20children&text=CHIP%20provides%20low%2Dcost%20health,with%20its%20state%20Medicaid%20program.
		
		● Coquillette, M., Cox, J. E., Cheek, S., & Webster, R. A. (2015). Social Work Services Utilization by Children with Medical Complexity. *Maternal and Child Health Journal*, *19*(12), 2707–2713.		

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	chronic illnesses SKILLS AND INTERVENTIONS: ● Engaging with families in a hospital setting	https://doi.org/10.1007/s10995-015-1795-x ● Dworetzky, B., Hoover, C. G., & Walker, D. K. (2023). Family Engagement at the Systems Level: A Framework for Action. *Maternal and Child Health Journal*, *27*(6), 969–977. https://doi.org/10.1007/s10995-023-03619-2	

10.	Mental Health
	
	Macro:
	● Emerging policy initiatives Post COVID:
	  ○ Telehealth
	  ○ Integrating mental health into school based services
	Micro:
	● mental health stigma
	
	SKILLS AND INTERVENTIONS:
	● Using engagement skills to overcome mental health stigma
		Required:
		
		● Sanborn, M. & Shaw, B. (2024). Behavioral health impacts of long COVID-Policy to action. Substance Abuse and Mental Health Services Administration (SAMHSA). Retrieved from: https://www.samhsa.gov/blog/behavioral-health-impacts-long-covid-policy-action
		
		● Austin, L. J., Browne, R. K., Carreiro, M., Larson, A. G., Khreizat, I., DeJonckheere, M., & Schwartz, S. E. O. (2024). "It Makes Them Want to Suffer in Silence Rather Than Risk Facing Ridicule": Youth Perspectives on Mental Health Stigma. *Youth & Society*. https://doi.org/10.1177/0044118X241237236
		
		● Sheikhan, N. Y., Henderson, J. L., Halsall, T., Daley, M., Brownell, S., Shah, J., Iyer, S. N., & Hawke, L. D. (2023). Stigma as a barrier to early intervention among youth seeking mental health services in Ontario, Canada: a qualitative study. *BMC Health Services Research*, *23*(1), 86–86. https://doi.org/10.1186/s12913-023-09075-6	

| 11. | Special issue: International Social Work, Human Rights and Environmental Justice International social work Human rights UN sustainable Development Goals Environmental racism SKILLS AND INTERVENTIONS: Community organizing | **Required**

Macro: Choose one of the 17 U. N. Sustainable Development Goals to review before class. The goals can be found here: https://www.un.org/sustainabledevelopment/sustainable-development-goals/ California Environmental Protection Agency (August 16, 2021). *Pollution and prejudice: Redlining and Environmental injustice in California.* Retrieved from: https://storymaps.arcgis.com/stories/f167b251809c43778a2f9f040f43d2f5 Powers, M. C. F., Schmitz, C. A., Nsonwu, C. Z., & Mathew, M. T. (2018). Environmental Migration: Social Work at the Nexus of Climate Change and Global Migration. *Advances in Social Work*, *18*(3), 1023–1040. https://doi.org/10.18060/21678 Christens, B. D., Gupta, J., & Speer, P. W. (2021). Community organizing: Studying the development and exercise of grassroots power. *Journal of Community Psychology*, *49*(8), 3001–3016. https://doi.org/10.1002/jcop.22700 Micro: Luce, C., Fullwiler, B., & Prussia, L. (2023). Impacts of climate change and environmental degradation on mental health In Forbes, R. & Smith, K. (Eds.), *Ecosocial work: Environmental Practice and Advocacy.* (pp. 149-160). NASW Press. | |

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12.	Special Issue: Child Labor and Trafficking Macro: ● LA County First Responder Protocol Micro: ● demographics ● warning signs and challenges ● trauma bonding SKILLS AND INTERVENTIONS: ● Engaging with partner organizations through coalition building	**Required** Macro: ● "Lost in Dreamland" in the NYT Magazine on 9/18/23: https://www.nytimes.com/2023/09/18/magazine/child-labor-dangerous-jobs.html ● Child's Work, from the 6/12/23 edition of the New Yorker: https://www.newyorker.com/magazine/2023/06/12/child-labor-is-on-the-rise ● Polaris Analysis of 2021 Data from the national human trafficking hotline: https://polarisproject.org/wp-content/uploads/2020/07/Polaris-Analysis-of-2021-Data-from-the-National-Human-Trafficking-Hotline.pdf ● Sex-trafficked kids are crime victims; in Las Vegas they still go to jail: from the Washington Post, August 26, 2021: https://www.washingtonpost.com/dc-md-va/interactive/2021/vegas-child-sex-trafficking-victims-jailed/ ● Los Angeles County First Responder Protocol: What We've Learned: A Six Year Review (2020). Los Angeles County Probation Department, National Center for Youth Law. Retrieved from: https://youthlaw.org/sites/default/files/attachments/2022-03/FRP6Year_210120-1-Final.pdf Practice:	

		• Browne-James, L., Litam, S. D. A., & McRae, L. (2021). Child Sex Trafficking: Strategies for Identification, Counseling, and Advocacy. *International Journal for the Advancement of Counselling*, *43*(2), 113–125. https://doi.org/10.1007/s10447-020-09420-y • O'Brien, J. E., Jones, L. M., & Mitchell, K. J. (2023). "Flexibility and Consistency": Qualitative Insights on Valuable Skills for Providers Working with Survivors of Child Sex Trafficking. *Journal of Evidence-Based Social Work (2019)*, *20*(3), 444–459. https://doi.org/10.1080/26408066.2023.2169597 • Murphy, L. (2016). Labor and sex trafficking among homeless youth: a ten city study full report. Modern Slavery Research Project. Retrieved from: https://oag.ca.gov/sites/all/files/agweb/pdfs/ht/murphy-labor-sex-trafficking-homeless-youth.pdf (Read chapter 5: Escape and Interventions, and Ch 6: recommendations.)	
13.	Special Issue: Disability-related issues • The Americans with Disabilities Act (ADA) • Individuals with disabilities Education Act (IDEA)	**Required** Macro: • Americans with Disabilities Act National Network (2017) Overview of the Americans with Disabilities Act. Retrieved from: https://adata.org/factsheet/ADA-overview • IDEA: Individuals with Disabilities Act: Overview and History (n.d.).	

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	● Section 504 of the Rehabilitation Act INTERVENTIONS AND SKILLS: ● Engaging in social movements for systemic change	Study.com derived from: https://www.youtube.com/watch?v=3XMndYNEGFA ● US Department of Education (2023). Protecting Students with disabilities (2023). Retrieved from: https://www2.ed.gov/about/offices/list/ocr/504faq.html Micro: ● Muster, C. L. (2023). Disability Justice and the Americans with Disabilities Act: An Opportunity for Social Work. *Social Work (New York)*, *68*(4), 331–339. https://doi.org/10.1093/sw/swad034 ● Calderón-Almendros, I. & Calderón-Almendros, R. (2016). 'I open the coffin and here I am': Disability as oppression and education as liberation in the construction of personal identity. *Disability & Society, 31*(1), 100-115.	
14.	Integrated Social Work: Connecting Macro to Micro ● Integrating the Three Course Competencies ● Examples of the Integration of Micro and Macro Practice Skills	**Required** ● Bowen, E. A., & Murshid, N. S. (2016). Trauma-Informed Social Policy: A Conceptual Framework for Policy Analysis and Advocacy. *American journal of public health*, *106*(2), 223–229. https://doi.org/10.2105/AJPH.2015.302970 ● Center on the Developing Child: Harvard University (2021). Three principles to improve outcomes for children and families.2021 Update. https://harvardcenter.wpenginepowered.com/wp-content/uploads/2017/10/3Principles_Update2021v2.pdf	
15.	● Course Wrap-up	**Required**	**Assignment 3 due**

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	• Reflections on Learning and Practice	● Assignment 3 is due	
	Exam Week – NO CLASS		

XXI. Statement on University Academic and Support Systems

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.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

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 Services:
USC offers a variety of mental health services and resources. Students who have opted to pay the student health fee (SHF) can access short-term counseling services, as well as other mental health services, through the USC Counseling & Mental Health Center by calling 213-740-9355 (WELL) 24/7 or visiting the website at https://sites.usc.edu/counselingandmentalhealth/.

Students who elected not to pay the student health fee, or who live out-of-state, can visit https://studenthealth.usc.edu/for-online-students/ for mental health information and resources or contact the Student Wellness Coordinator at sdp.adc@usc.edu for additional support with access to services.

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

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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.

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) 740-2500*
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.

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)*

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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.

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.

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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.

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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!

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