SW 605: Advanced Policy Seminar: Child and Family Well-being

Instructor: **Telephone:**
Office: **E-mail:**
Office Hours:

Catalog Description

Prerequisite: SW 505. Focuses on an advanced understanding of key issues, concepts, and skills associated with policy reform. Students will learn how to apply various strategies, techniques and actions that can influence elected officials, policy makers, organizations and communities. Letter grade only (A-F).

Course Description

This course aims to prepare students to be active change agents to create equitable and empowering social policies that impact diverse groups of children, youth, adults, and older adults, with an emphasis on family well-being. The premise of the course is that some social policies fail to promote social justice, equity, and empowerment; therefore, social workers have a professional responsibility to change these policies. The course enables students, as active policy practitioners, to: (a) build on skills developed in SW 505 Foundation Social Policy: Addressing Oppression Through Social Justice; (b) learn skills needed to change inequitable policies as part of their professional responsibility as social workers; and (c) engage in policy practice by interacting with political leaders and other advocates for specific policy changes.

Course Objectives

Upon successful completion of the course, the student will be able to:

1. Analyze the social work profession's mandate for active participation in policy practice reflecting the principles of the NASW Code of Ethics.

2. Determine salient policy issues and dilemmas focusing on child and family well-being, adulthood and aging, or integrated health.

3. Explain the political and value-based purpose of social policy analysis.

4. Describe political roles, tasks, and advocacy skills of the policy analyst to formulate policy agendas and alternatives in the democratic process.

5. Select and analyze one social policy that focuses on your area of focus (child and family wellbeing or adulthood and aging or integrated health) that requires policy change.

6. Develop an alternative policy that addresses the need identified in the analysis of the

original policy.

7. Create advocacy strategies and tactics to implement the proposed alternative social policy.

8. Participate in a policy-making activity.

9. Select emerging policy practice challenges on community, state, national, and international levels.

Course Format

This course will use instructor and student presentations, multimedia, large and small group discussions and activities, readings, and questions and issues raised by students from fieldwork and relevant employment activities. Guest speakers may participate, as available. Concentration-specific supplemental readings may be added by the instructor.

Textbook

Hoefer, R. (2012). *Advocacy practice* (2nd ed.)*.* Chicago, IL: Lyceum Books. ISBN-13: 978-0190615253.

Recommended Books (optional)

Haynes, K. S., & Mickelson, J. S. (2010). *Affecting change: Social workers in the political arena* (7th ed.)*.* Boston, MA: Allyn & Bacon. ISBN-13: 978-0205763689.

Van Vechten, R. B. (2012). *California politics: A primer* (2nd ed). Thousand Oaks, CA: Sage. ISBN-13: 978-1452270678.

Course Schedule

Date	*Week*	*Topic*	*Assignment*
	1	The Interaction of Policy and Practice	
	2	Social Work as a Political Profession	
	3	Policy Analysis as Policy Praxis: Family Policy in the United States	
	4	Developing Alternative Policies: Income Support for Families	
	5	Developing Multi-Disciplinary Alternative Policies: Family Violence	**Group Policy Analysis Paper Due**
	6	Developing Culturally Sensitive Alternative Policies: Child Welfare	
	7	Developing a Political Strategy	
	8	California Politics: The Context of Social Policy in the Golden State	

	9	Social Workers and working with the media	
	10	Organizing for Policy Change	**Group Alternative Policy Paper Due**
	11	The Art and Science of Lobbying	
	12	Influencing the Political Process: Working with Legislative Bodies	
	13	Future Directions for Progressive Policies	**Group Action Plan Paper Due**
	14	Demonstrations of Policy Practice	**Group Presentations (Part I)**
	15	Demonstrations of Policy Practice	**Group Presentations (Part II)**

Assignments and Examinations

Assignments are designed to enable students to integrate and apply class content. All written work will be assessed in light of clarity of presentation, organization, and the ability to integrate and apply the various concepts presented through readings, lectures, and class discussions. Detailed guidelines for all assignments will be posted on BeachBoard and distributed in the class well before scheduled due dates. All assignments are due on the dates indicated in the course schedule.

Assignment	Points	Weight

SSW PE 1.2 ASSESSED
 	
SSW PE 1.4 ASSESSED
 	
SSW PE 2.1 ASSESSED
 	
Policy Identification Paper (Assignment 1)
 	
Policy Identification Paper (Assignment 1)
This assignment builds on the work completed in SW 505 which required the analysis of a social policy using a specific social policy analysis framework. In this assignment, students go beyond analysis to articulating what the alternative social policy should be, and then providing strategies on how to advocate for its change.
    a. What is the **problem/issue** that the policymakers want to address in this policy? What is the **objective** of the policy?
    b. How does this policy have an impact on issues of equity, social justice and/or discrimination for the **specified target population**? That is, how does this policy decrease **equality, deny access to resources** and services? And, how does this
		20

Assignment	Points	Weight
policy increase equality, or provide access to resources and services? c. How is **power distributed** in this policy for the target group? How is it distributed for other groups such as **lawmakers, professionals, private citizens**, etc. What groups are **denied power** (such as rights, access to resources, etc.) because of this policy? What are the effects? What groups are given increased power (i.e. financial resources, ability to provide services, etc.) because of this policy? What are the effects of this increased power? d. What are the **unmet needs** or deprivations experienced by a specific target population as a result of this policy? What are the **unintended consequences** of this policy, and for whom?		
SSW PE 2.2 ASSESSED SSW PE 3.1 ASSESSED SSW PE 3.2 ASSESSED SSW PE 5.2 ASSESSED SSW PE 8.3 ASSESSED **Development of an Alternative Policy Paper (Assignment 2)** **Development of an Alternative Policy Paper (Assignment 2)** **Development of an Alternative Policy Paper (Assignment 2)** **Development of an Alternative Policy Paper (Assignment 2)** a. What are the goals and **objectives of this policy**? Identify the primary (and secondary, if relevant) beneficiaries of your policy. In what ways does this new proposed policy reduce the "isms" such as racism, classism, sexism, homophobia, etc., for the target group? b. How does this policy **address** problems of equity, social justice, and/or discrimination for your **specified target group?** Describe specifically what **services/benefits/rights** will be provided as a result of your policy. How does this policy give rights, and/or services, and/or benefits to the target population? c. Describe the **type of agencies** (public, non-profit, for profit) that would deliver these services/benefits/rights to the target group, and if they are **federal, state, county, or city/local government, or some combination.** d. Describe the **funding source** or **funding streams** for implementation and sustainability, and identify whether this would be a combination of public/private, or solely public or solely private? e. How does this policy eliminate some of the **unintended consequences** of the original policy?		20

Assignment	Points	Weight
What might be some **unintended consequences** from this alternative policy?		
SSW PE 5.1 ASSESSED **Implementation of a Policy Alternative Paper (Assignment 3)** <ol type="a"> - Identify the **key individuals and/or interest groups** that have a stake in this policy change, and describe each stakeholder's interest. - Determine which **level(s) of government (federal, state, and local)** is/are responsible for the original policy and any future alterations of it. - What **relevant government agencies/levels of government** are needed to move this policy from authorization to implementation? - Develop an **action plan for policy change**, using at least three of the following methods: - Lobbying or other political pressure through campaign and grass roots - Testifying - Use of popular media - Position papers - Educational efforts - Research studies - Other (with instructor's approval). - Describe how your recommended change might **impact your:** target group, social work practice; and community well-being. What are the **social justice implications**?		**20**
Group Presentation Give a presentation to the class on the three papers. Guidelines for group presentations will be discussed in class.		**15**
SSW PE 3.1 PRACTICED SSW PE 5.1 PRACTICED SSW PE 8.3 PRACTICED **Policy/Action Participation Activity (Assignment 4)** **Policy/Action Participation Activity (Assignment 4)** **Policy/Action Participation Activity (Assignment 4)** Participate individually in an event, provide a brief report of the activity, and give a brief presentation to the class. This requirement can be fulfilled by participating in one of the following activities: <ol type="a"> - Participating in the NASW California Legislative Lobby Days. - Participating in or lobbying a government body in person (such as a city council or county board of supervisors meeting).		**15**

Assignment	Points	Weight
c. Reporting the group paper results to an advocacy organization, policy-making body or individual attempting to create policy change (such as NASW CA or National, an elected official).		

d. Arranging a meeting with a legislative aide to an elected official (i.e. on a city, county, state, or federal level).
e. Testifying in policy-related hearings.
f. Writing an article for *NASW California News* on an issue needing social action (3-4 pages typed, double-spaced), and cover the following issues:
- What was the critical issue you addressed?
- To whom did you submit the editorial, action alert or fact sheet?
- How did you select the news media you targeted for your letter?
- How does your message help the reader understand the issue and what is your call to action?
- How did you engage the reader to care about your issue?

A copy of your written document must be included as an attachment; go to this website for examples: http://www.naswca.org).

g. Selecting another political arena activity, approved by the instructor in advance; And submit a brief (2-3 pages) written report of the policy activity, as follows:

If attending an event, please detail:
a. What was the event (title, purpose)?
b. What was the date, location?
c. Who sponsored the event?
d. How many participants were at the event, and what were their roles?
e. What role did you have, if any, in addition to being a participant?
f. What was the outcome of the event?

If having a meeting, please detail
a. With whom did you meet?
b. What information did you provide in advance or at the meeting (please attach)
c. What was the date, location of the meeting?
d. Who participated in the meeting (names, titles, organizations/affiliations)?
e. What was the outcome of the meeting?

Criteria for Group Presentations
- Content is introduced (3 points)
- Information is well organized, no rambling or repetition (3 points)
- Content is relevant and clearly presented (3 points)

Assignment	Points	Weight
• Presentation is effective, engages class, not read verbatim (3 points) • Handout or PowerPoint is congruent with the material (3 points) TOTAL POINTS 15		
Class Participation Students must complete weekly assigned readings in order to participate in class discussions. Based on student/instructor assessment at the end of the course, the following outlines assessment criteria: a. Almost outstanding or outstanding participation - Parallel to advocacy leadership, contributed proactively to class group and individual endeavors. Attended classes on time; provided leadership for course by participating in discussions reflecting knowledge of assigned readings; brought in issues from the field, community, or other workplace; facilitated solution-seeking for class or group challenges; demonstrated the six major principles of the NASW *Code of Ethics*.) b. Average participation or a little above participation - Attended all classes on time; participated in some discussions reflecting knowledge of assigned readings; supported class content and process; participated in class and group endeavors.) c. Minimal or below expectations for graduate school - Had two or more absences and class lateness; participated passively or was inattentive regarding class content and process; had minimal participation in group endeavors.)		**10**

Grading Scale

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

Social Work Competencies
The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW605) that meet the Educational Policy and Accreditation Standards (EPAS). This course extends and enhances the nine core competencies to prepare students for practice in the area of Child and Family Well-being.

EPAS Competencies and Behaviors Assessed in this Course*

Competencies Addressed	Course Objectives	Behaviors	Assignments
C1. Demonstrate Ethical and Professional Behavior	1, 3	Apply ethical decision-making skills (e.g., competing values, client/constituent rights, legal parameters, and shifting social mores) with emphasis on issues related to child welfare and family stability.	Group Presentation Group Presentation, Policy/Action Participation Activity
C2. Engage diversity and difference in practice.	1, 5	Demonstrate appreciation of the influence of culture and diversity on child rearing and family interactions.	Group Presentation, Policy/Action Participation Activity, Implementation of a Policy Alternative Paper
C3. Advance Human Rights and Social, Economic, and Environmental Justice	1, 2, 3, 4, 5, 7	Assess the impact of relevant social policy on the just treatment of children and families in the child welfare system and describe appropriate approaches for advocacy.	Group Presentation, Policy/Action Participation Activity, Implementation of a Policy Alternative Paper, Development of an Alternative Policy Paper, Policy Identification Paper
C4. Engage In Practice-informed Research and Research-informed Practice	1, 5, 9	Critically evaluate best practices and evidence-based interventions for children and families.	Group Presentation, Implementation of a Policy Alternative Paper, Development of an Alternative Policy Paper, Policy Identification Paper
C5. Engage in Policy Practice	1, 4, 7, 8	Demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing the wellbeing of children and families.	Group Presentation, Policy/Action Participation Activity, Implementation of a Policy Alternative Paper, Development of an Alternative Policy Paper
C9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	1, 5, 9	Evaluate the processes and/or outcomes of interventions with children and families at all levels of social work practice.	Implementation of a Policy Alternative Paper

*Includes knowledge, values, skills, cognitive and affective processes

Detailed Course Schedule and Reading Assignments

Week 1: The Purpose and Value of Social Policy and Practice
- Introductions to the course and course-reading assignment sign-up.

Week 2: Social Work as a Political Profession

Required Readings:
   Hoefer, R. (2012). *Advocacy practice* (2nd ed.)*. Chicago, IL: Lyceum Books. Chapter 1:
      The Unified Model of Advocacy Practice (pp. 1-22), Chapter 2: Social Justice and
      Advocacy Practice (pp. 23-42)
   National Association of Social Workers Policy Statements (2012-2014). *Role of
      government, social policy, and social work* (9th ed.; pp. 291-295). Washington,
      DC: NASW Press.

SSW PE 2.1 INTRODUCED
SSW PE 2.2 INTRODUCED
SSW PE 5.2 INTRODUCED

Week 3:
Week 3: **Policy Analysis as Policy Praxis: Family Policy in the United States**

Required Readings:
   Hoefer, R. (2012). *Advocacy practice* (2nd ed.)*. Chicago, IL: Lyceum Books. Chapter 3:
      Getting Involved (pp. 43-61), Chapter 4: Understanding the Issue (pp. 62-85)
   Waldfogel, J. (2009). The role of family policies in antipoverty policy. *Focus, 26*(2), 50-
      55.

SSW PE 3.1 INTRODUCED
Week 4: Developing Alternative Policies: Income Support for Families

Required Readings:
   Grim, E., Gultekin, L., & Brush, B. (2015). Do policies aimed toward the homeless help
      families? The Detroit experience. *Journal of Policy Practice*, *14*(1), 1-13.

   Sercombe, K. (2010). So you think I drive a Cadillac? In K. Sercombe (Ed). *So you think
      I drive a Cadillac? Welfare recipients' perspectives on the system and its reform*
      (pp. 140-163). Boston, MA: Allyn & Bacon.
   Valladares, S., & Moore, K. (2009). The strengths of poor families. *Child Trends
      Research Brief*, *26*,1-8.

SSW PE 3.3 INTRODUCED
Week 5: Developing Multi-Disciplinary Alternative Policies: Family Violence

Required Readings:
   Copps Hartley, C., Renner, L., & Mackel, S. (2013). Civil legal services and domestic
      violence: Missed service opportunities. *Families in Society*, *94*(1), 1-8.

Johnson, S. P., & Sullivan, C. M. (2008). How child protection workers support or further victimize battered mothers. *Affilia: Journal of Women and Social Work*, *23*(3), 242-258.

National Association of Social Workers Policy Statements (2012-2014). *Family Violence* (9th ed.; pp. 142-147). Washington, DC: NASW Press.

Group Policy Analysis Paper Due

SSW PE 6.4 INTRODUCED
Week 6: **Developing Culturally-Sensitive Alternative Policies: Child Welfare**

Required Readings:
Mallon, G. (2006). Busting out of the child welfare closet: Lesbian, gay, bisexual, and transgender-affirming approaches to child welfare. *Child Welfare*, *85*(2), 115-122.

Patrick, D. (2006). The story of a gay foster parent. *Child Welfare*, *85*(2), 123-132.

Rosenwald, M., & Riley, N. B. (2011). A model of foster care advocacy for child welfare practitioners. *Journal of Public Child Welfare*, *5*(2-3), 251-270.

SSW PE 6.2 INTRODUCED
Week 7: **Developing a Political Strategy**

Required Readings:
Hoefer, R. (2012). *Advocacy practice* (2nd ed.)*.* Chicago, IL: Lyceum Books. Chapter 6 (pp. 102-128)

Netting, E., Kettner, P. M., & McMurtry, S. L. (2004). Selecting appropriate strategies and tactics. In E. Netting, P. M. Kettner, & S. L. McMurtry (Eds.). *Social Work Macro Practice* (3rd ed.; (pp. 307-331, 336-363). Boston, MA: Allyn & Bacon.

Week 8: California Politics: The Context of Social Policy in the Golden State

Required Readings:
California State Senate. (2011). The legislative process: A citizen's guide to participation. Retrieved from: http://senate.ca.gov/citizensguide

Van Vechten, R. B. (2012). *California politics: A primer (2nd* ed). Thousand Oaks, CA: Sage. The state legislature (pp. 43-59)

SSW PE 3.2 INTRODUCED
Week 9: **Social Workers and working with the media**

Required Readings:
Hoefer, R. (2012). *Advocacy Practice* (2nd ed.)*.* Chicago, IL: Lyceum Books. Chapter 7 (pp. 133-159)

Goldkind, L. (2014). E-advocacy in human services: The impact of organizational conditions and characteristics of electronic advocacy activities among nonprofits. *Journal of Policy Practice*, *13*(4), 300-315.

Rasmuson Foundation. (2006). What's in the picture? *Framing*, 1-5.

Week 10: Organizing for Policy Change

Required Readings:
> Giffords, E., Guercia, R., & Kass, D. (2010). A model for change: Legislative advocacy to improving access for the uninsured and underinsured in New York, NY state. *Journal of Community Practice, 18*(1), 5-18.
>
> Mason, S. (2012). The occupy movement and social justice economics. *Families in Society, 93*(1), 3-4.
>
> Speer, P., & Christens, B. (2012). Local community organizing and change: Altering policy in the housing and community development system in Kansas City. *Journal of Community and Applied Social Psychology, 22*(5), 414-427.

Group Alternative Policy Paper Due

Week 11: The Art and Science of Lobbying

Required Readings:
> Heagy, E. (2012). The rules of engagement. In P. Libby, *The lobbying strategy handbook: 10 Steps to advancing any cause effectively* (pp. 19-32). New York, NY: Sage Publications.
>
> Ruggiano, N., & Taliaferro, J. D. (2012). Resource dependency and agent theories: A framework for exploring nonprofit leaders resistance to lobbying. *Journal of Policy Practice, 11*(4), 219-235.

Week 12: Influencing the Political Process: Working with Legislative Bodies

Required Readings:
> Fitch, B. (2010). Citizen's handbook to influencing elected officials. Washington, DC: The Capitol.net. Chapters 5, 6 (pp. 38-54)
>
> Richan, W. (2006). *Lobbying for social change* (3rd ed.). Abingdon, UK: Routledge. Chapter 3: Understanding Policymakers (59-91)

Weeks 13: Future Directions for Progressive Policies

Required Readings:
> Hoefer, R. (2012). *Advocacy practice* (2nd ed.). Chicago, IL: Lyceum Books. Chapter 10 (pp. 202-219)

Group Action Plan Paper Due

Week 14: Presentations

Week 15: Presentations

Policy Action Paper Due

Supplemental Bibliography

Journal Articles

Anderson, V. L. (2015). Promoting childhood immunizations. *The Journal for Nurse Practitioners, 11*(1), 1-10.

Ausbrooks, A. R., Gwin, D. M., & Brown, J. K. (2011). Legislative advocacy for and by youth transitioning from foster care: A practice/education collaboration. *Journal of Public Child Welfare, 5*(2-3), 234-250.

Bogin, A., & Nguyen-Hoang, P. (2014). Property left behind: An unintended consequence of a No Child Left Behind "failing" school designation. *Journal of Regional Science, 54*(5), 788-805.

Brair-Lawson, K., Martinson, K., Briar-Bonpane, J., & Zox, K. (2011). Child welfare, the media, and capacity building. In E. Pasztor & B. Thomlison (Eds.), *Journal of Public Child Welfare, Special Issue on Child Welfare Advocacy and Public Relations, (5)*2-3, 185-199.

Brank, E. M., Hoetger, L. A., & Hazen, K. P. (2012). Bullying. *The Annual Review of Law and Social Science, 8*(1), 213-220.

Brito, T. L. (2012). Fathers behind bars: Rethinking child support policy toward low-income non-custodial fathers and their families. *The Journal of Gender, Race, and Justice, 15*(3), 617-673.

Chambers, R. M., Brocato, J., Fatemi, M., & Rodriguez, A. Y. (2016). An innovative child welfare pilot initiative: Results and outcomes. *Children & Youth Services Review*, *70*(1)*, 143-151.

California State Senate. (2011). The legislative process: A citizen's guide to participation. Retrieved: http://senate.ca.gov/citizensguide

Chenot, D. (2011). The vicious cycle: Recurrent interactions among the media, politicians, the public, and child welfare services organizations. *Journal of Public Child Welfare, 5*(2/3), 167-184.

Copps Hartley, C., Renner, L., & Mackel, S. (2013). Civil legal services and domestic violence: Missed service opportunities. *Families in Society, 94*(1), 1-8.

Courtney, M. E., & Hook, J. L. (2012). Evaluation of the impact of enhanced parental legal representation on the timing of permanency outcomes for children in foster care. *Children and Youth Services Review, 34*(7), 1337-1343.

Cushing, G., Samuels, G. M., & Kerman, B. (2014). Profiles of relational permanence at 22: Variability in parental supports and outcomes among young adults and foster care histories. *Children and Youth Services Review, 39*(1), 73-83.

Crutchfield, R. M., Chambers, R. M., & Duffield, B. (2016). Jumping through the hoops to get financial aid for college students who are homeless: Policy analysis of the college cost reduction and access act of 2007. *Families in Society, 97*(3)*, 191-199.

D'Andrade, A., & Chambers, R. (2012). Parental problems, case plan requirements, and service targeting in child welfare reunification. *Children & Youth Services Review, 24*(1)*, 2131-2138.

Delahunty, R. J., & Yoo, J. C. (2013). Dream on: The Obama administration's non-enforcement of immigration laws, the DREAM Act, and the Take Care Clause. *Texas Law Review, 91*(4), 781-857.

Dempster, G. M. (2013). In defense of neoliberal education policy or why Ravitch is wrong about school choice. *The Independent Review, 18*(1), 103-113.

Eriksson, L., & Mazerolle, P. (2015). A cycle of violence? Examining family-of-origin violence, attitudes, and intimate-partner violence preparation. *Journal of Interpersonal Violence, 30*(6), 945-964.

Flannigan, K. R. (2013). The importance of prosecution policies in domestic violence cases. *Criminology and Public Policy, 12*(3), 481-490.

Fields, J., Mamo, L., Gilbert, J., & Lesko, N. (2014). Beyond bullying. *Contexts*, *13*(4), 80-83. doi:10.1177/1536504214558226

Galindo, R. (2012). Undocumented & unafraid: The DREAM Act 5 and the public disclosure of undocumented status as a political act. *Urban Review, 44*(5)*,* 589-611.

Giffords, E., Guercia, R., & Kass, D. (2010). A model for change: Legislative advocacy to improving access for the uninsured and underinsured in New York, NY state. *Journal of Community Practice*, *18*(1), 5-18.

Goldkind, L. (2014). E-advocacy in human services: The impact of organizational conditions and characteristics of electronic advocacy activities among nonprofits. *Journal of Policy Practice*, *13*(4), 300-315.

Grim, E., Gultekin, L., & Brush, B. (2015). Do policies aimed toward the homeless help families? The Detroit experience. *Journal of Policy Practice, 14*(1), 1-13.

Heyer. C. F. (2012). Comparing the strike zones of "Three Strikes and You're Out" Laws for California and Georgia, the nation's two heaviest hitters. *Suffolk University Law Review*, *45*(4), 1-40.

Johnson, S. P., & Sullivan, C. M. (2008). How child protection workers support or further victimize battered mothers. *Affilia: Journal of Women and Social Work*, *23*(3), 242-258.

Katon, W., Russo, J., Lin, E. H. B., et al. (2012). Cost-effectiveness of a multicondition collaborative care intervention. *Archives of General Psychiatry, 69*(*5*), 506-514.

LaLiberte, T. L., Larson, A. M., & Johnston, N. J. (2011). Child welfare and media: Teaching students to be advocates. In E. Pasztor & B. Thomlison. (Eds.). *Journal of Public Child Welfare, Special Issue on Child Welfare Advocacy and Public Relations, (5*)2-3, 200-212.

Lee, J. S., Courtney, M. E., &Tajima, E. (2014). Extended foster care support during the transition to adulthood: Effect on the risk of arrest. *Children and Youth Service Review, 42*, 34-42.

Mackie, T. I., Hyde, J., Rodday, A. M., Dawson, E., Lakshmikanthan, R., Bellonci, C., Schoonover, D. R., & Leslie, L. (2011). Psychotropic medication oversight for youth in foster care: A national perspective on state child welfare policy and practice guidelines. *Children and Youth Services Review, 33*(11), 2213-2220.

Mallon, G. (2006). Busting out of the child welfare closet: Lesbian, gay, bisexual, and transgender-affirming approaches to child welfare. *Child Welfare*, *85*(2), 115-122.

Mason, C. L. (2013). Global violence against women as a national security "emergency." *Feminist Formations*, *25*(2), 55-80.

Mason, S. (2012). The occupy movement and social justice economics. *Families in Society*, *93*(1), 3-4.

Mathias, C., & Benton, A. D. (2011). Social justice: Through the education of a rural and tribal child welfare workforce. *Journal of Public Child Welfare, 5*(2-3), 282-296.

Mechanic, D., & McAlpine, D. D. (2011). Sociology of healthcare reform: Building on research and analysis to improve healthcare. *Journal of Health and Social Behavior, 51*(1), 147-159.

Mosley, J. E., & Ross, A. (2011). Nonprofit agencies in public child welfare: Their role and involvement in policy advocacy. *Journal of Public Child Welfare, 5*(2/3), 297-317.

Patrick, D. (2006). The story of a gay foster parent. *Child Welfare*, *85*(2), 123-132.

Rosenwald, M., & Riley, N. B. (2011). A model of foster care advocacy for child welfare practitioners. *Journal of Public Child Welfare*, *5*(2/3), 251-270.

Ruggiano, N., & Taliaferro, J. D. (2012). Resource dependency and agent theories: A framework for exploring nonprofit leaders resistance to lobbying. *Journal of Policy Practice*, *11*(4), 219-235.

Snow, K., & Mann-Feder, V. (2012). Peer-centered practice: A theoretical framework for intervention with young people in and from care. *Child Welfare*, *92*(4), 75-92.

Speer, P., & Christens, B. (2012). Local community organizing and change: Altering policy in the housing and community development system in Kansas City. *Journal of Community and Applied Social Psychology*, *22*(5), 414-427.

Sutton, J. R. (2013). Symbol and substance: Effects of California's three strikes law on felony sentencing. *Law & Society Review, 47*(1), 37-71.

Uno, Y., Uchiyama, T, Kurosawa, M., Aleksic, B., & Ozaki, N. (2015). Early exposure to the combined measles–mumps–rubella vaccine and thimerosal-containing vaccines and risk of autism spectrum disorder. *Vaccine*, *33*(21), 2511-2516.

Waldfogel, J. (2009). The role of family policies in antipoverty policy. *Focus*, *26*(2), 50-55.

Yok-Fang, P. (2014). Risk and resilience of immigrant women in intimate partner violence. *Journal of Human Behavior in the Social Environment, 24*(7), 725-740.

Zelcer, A. M. (2014). Battling domestic violence: Replacing mandatory arrest laws with a trifecta of preferential arrest, officer education, and batterer treatment programs. *American Criminal Law Review, 51*(1), 541-561.

Books

Netting, E., Kettner, P. M., & McMurtry, S. L. (2004). Selecting appropriate strategies and tactics. In E. Netting, P. M. Kettner, & S. L. McMurtry (Eds.). *Social work macro practice* (3rd ed.) Boston, MA: Allyn & Bacon.

Richan, W. (2006). *Lobbying for social change* (3rd ed.). Abingdon, UK: Routledge.

<center>**UNIVERSITY (U) and SCHOOL(S) POLICIES**</center>

Statement of Non-discrimination (U)

http://web.csulb.edu/divisions/aa/catalog/current/general_policies/nondiscrimination_policy.html

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, http://www.csulb.edu/depts/oed

Preferred Gender Pronoun (U)

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Disabled Student Services (DSS) office located at 270 Brotman Hall. The telephone number is (562)985.5401.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes 1 week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

Cheating and Plagiarism (U)

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html

Definition of Plagiarism: Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating: Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the

permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action: One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

a. Review – no action.
b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
c. A requirement that the work be repeated;
d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
e. Assignment of a failing final grade;
f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance: Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW courses.

Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences: Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for

informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

    a. Illness or injury to the student
    b. Death, injury, or serious illness of an immediate family member or the like
    c. Religious reasons (California Education Code section 89320)
    d. Jury duty or government obligation
    e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Attendance and Absences in Field Education Internship Placement: Please refer to the Field Education Manual for absences in field education internship placement and seminar requirements.

Attendance and Absences in Advanced Standing Program Model – Summer Term: Students in the Advanced Standing MSW Program model are provisionally admitted to the School of Social Work until they have completed the intensive Summer Bridge term. After a student completes all Summer Bridge modules and summer field education internship hours, the School of Social Work waives 30 units of foundation courses and the student completes the second year of the 2-year MSW program. As a result, unexcused only medical emergencies with documentation from a medical provider are the **ONLY** absences permitted during the intensive Summer Bridge term of the Advanced Standing model. Students must provide documentation for any excused absence.

Extended or Multiple Absences: Attendance in all Social Work classes is crucial since student participation is essential. Absences impact a student's academic work and performance as well as the participation of other students. For Fall, Spring and Regular (12-week) Summer Session courses, students are allowed the same number of absences equal to the number of course meetings per week (e.g. two absences in courses meeting two times per week, one absence in courses meeting once a week, see Field Education Manual for specifics about absences in field education internships and seminars). For Summer Session I or III courses, which meet twice a week for only six weeks, students are allowed only one absence. The next absence after the maximum allowed may lower the final course grade by one full letter (or from Credit to No Credit in Field Education courses; each subsequent absence will continue to lower the final grade accordingly.

Students are encouraged to save these absences for situations in which they may not be in control of circumstances.

One additional absence will be allowed without consequence to the final grade **ONLY** for illness, injury, or other University established excused absences (as specified above in a. Excused Absences) and **only** when documentation is provided.

1. Students who anticipate extended or multiple absences, beyond the maximum of two absences allowed as specified above, during a particular semester should consult with the Director of Field Education (if they will be in their field education internship or seminar) and Graduate Program Coordinator before enrolling in any classes to determine whether it will be possible to complete field education placement/seminar requirements and course requirements and develop alternatives to making up missed work as required.

2. Students who realize after enrollment that they will have extended or multiple absences, beyond the maximum of two absences allowed as specified above, should consult with the Director of Field Education (if they are in a field education in internship placement/seminar) and Graduate Program Coordinator to see whether it will be possible to complete field education placement/seminar and course requirements and develop alternatives to making up missed work as required.

Medical-Restriction and Disability-Related Absences: Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by Disabled Student Services at (email: dss@csulb.edu, telephone: (562) 985-5401, location: Brotman Hall Room 270). DSS is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Academic Senate – Attendance Policy, Policy Statement 01-01

http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Withdrawal (U)

http://web.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html

Cancellation of Registration or Withdrawal from CSULB: Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the Enrollment Services website.

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U): Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction: Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction: Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction: Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be

assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction: Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal: No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

a. Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
b. Withdrawals in terms prior to fall 2009 at CSULB,
c. Withdrawals at institutions other than CSULB, and
d. Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Medical Withdrawal: CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Campus Behavior (U)

General Policies: CSULB Statement on Civility and Acts of Violence

http://web.csulb.edu/divisions/aa/catalog/current/general_policies/csulb_statement_civility_acts_violence.html

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations: All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior: It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S): The *NASW Code of Ethics* outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:

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

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.