

**Children and Youth Services and Social Policies
SW 633 Sections 001 & 002**

Room B770-B760 SSWB
Date and Time: Mondays 1-4
Email: sandrakd@umich.edu
Hours: Tues., 3-5, 5104 Weill Hall
10-12 & 2-4, 2710 SSWB

Winter Semester, 2013
Professor Sandra K. Danziger
Phone: 764-5254 or 615-4648
CTools: SW 633 001 W13 Wed.,
(Also available by appt.)

1. Course Description:

This course will critically analyze the various social services and policies that provide developmental, preventive, treatment, and rehabilitative services aimed at children and youth and their families. The role of social services in the broad context of both formal and informal systems that influence the life course of children and youth will be addressed. This course will examine how services are articulated at various levels of intervention and in policies and regulations and how this affects the ethical practice of social workers and other family and child serving professionals. Particular emphasis will be placed on services provided by community-based agencies, child welfare services, and the juvenile justice system. Students will develop critical frameworks for assessing the strengths and weaknesses of the policies and organization and delivery of child-oriented social services based on behavioral and social science research and through the lens of multi-culturalism and social justice values. In addition, illustrative cross-national comparisons of services and policies for families with children and youth will be examined. The course will address the key diversity dimensions “ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation.”

2. Course Content:

Substantive service and policy focal areas in this course are listed below. These areas will be critically analyzed in terms of the four curricular themes: multiculturalism and diversity; social justice and social change; promotion, prevention, treatment, and rehabilitation; and behavioral and social science research and with an analysis of the policy and services implications of power, privilege, oppression, diversity, and social justice.

- Indicators of the well-being of children and families in the United States, including historical domestic and cross-national comparisons

- Approaches to policy analysis and the legal and service delivery frameworks that shape child and youth policies, programs and services
- Family violence – child protective services and domestic violence
- Family support services, including income support, child care, Head Start, home visiting programs, and family support centers and early childhood education
- Policies and service programs designed to encourage positive youth development, including school-based programs
- Child Protective Services (including family preservation, foster care, group residential care, kinship care, adoption and guardianship)
- Juvenile justice
- Child health and mental health services and policies
- Alternative solutions and future outlooks

3. Course Objectives:

Upon completion of the course

1. Students should be able to demonstrate knowledge of the policies that govern services to Children & Youth and their Families in Society in the following areas:
 - a. Specify and critique the philosophies and ideologies that guide the development of policy instruments and service arrangements for children, youth and their families
 - b. Specify and critique how the current policy frameworks (at the federal, state, and local levels) reflect society's social construction of the child, youth and family (e.g. do not take into account variant family/caretaking forms and structures)
 - c. Specify and critique the laws, regulations and judicial interpretations that govern the delivery of social services to children, youth, and families
 - d. Specify and critique the outcomes and implications of current policies for children, youth, and families
 - e. Specify and critique the funding mechanisms that are available to provide services to children, youth, and families
 - f. Demonstrate understanding of how the structure and historical development of policies maintain systems of power, privilege and oppression
 - g. Develop the ability to identify how inequitable power is manifested on various dimensions of children, youth, and their families and how these dimensions interact with each other.
 - h. Show an understanding and the ability to critique how current policy frameworks work to promote social justice or oppression.
 - i. Demonstrate critical analysis using cross national comparisons
2. Students should demonstrate knowledge of how the current service delivery system disrupts or supports the oppression, discrimination, and injustice of

children, youth, and their families. and articulate alternative design possibilities in the field of Children & Youth and their Families in Society to address such problems as:

- a. Level and type of attention to the basic needs of families (promotion)
 - b. Lack of prevention as a focus of the service system
 - c. Lack of social services attached to concrete provision
 - d. Unequal distribution of services based on the current policy framework
 - e. Racial and ethnic disparities among those who enter the system and the differential ways in which they are served
 - f. Structural discontinuities in the public vs. private provision of services
3. Students should demonstrate in depth knowledge and the ability to apply evidence-based programming and professional knowledge in the design and implementation of comprehensive, culturally responsive services for children, youth, and families. Students should be able to critique evidence-based programming in terms of its cultural framing and how power and inequities are being initiated and reinforced.
 4. Students should demonstrate in depth policy analysis research in one or more of the specific areas of services and policies to children, youth, and their families, be it family support services, child protection, foster care, juvenile justice, or the like.

4. Course Design:

This course will be taught using lectures, class and small group discussion and exercises, media, and group class projects and papers.

5. Relationship of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity* will be addressed through, for example, discussion of the diverse client populations of the service systems covered in the course. In addition, the design of programs and how they are or are not responsive to the varying cultural and ethnic circumstances of their clients is addressed. Special child and family policy needs related to issues of poverty, race, ethnicity, discrimination, family structure, and other differences are also considered.
- *Social Justice and Social Change* will be addressed by considering the differential impact of child, youth, and family policy and services on the poor, race and ethnic groups, and gay, lesbian, bisexual, and transgender youth; by identifying the mechanisms in these policies and services that support privilege and oppression; and by developing an awareness of ways to promote social justice goals within these systems.

- *Promotion, Prevention, Treatment, and Rehabilitation* will be addressed by examining the continuum of care present or ideally needed in the programs and services provided to children, youth, and their families.
- *Behavioral and Social Science Research* will be addressed through review of studies and academic literature on, for example, the changing demographics that affect demand for services, and the effectiveness of services and policies for children, youth, and their families.

6. Relationship of the Course to Social Work Ethics and Values:

This course will cover the complexities of ethical dilemmas as they relate to services and policies for children and youth populations, as well as the ways in which the professional Code of Ethics may be used to guide and resolve value and ethical issues. In particular, this course will review the ethics and values related to confidentiality, self-determination, and respect for cultural and religious differences. The course includes consideration of the social worker's responsibility to promote the general welfare of society (e.g., the prevention and elimination of discrimination; equal access to resources, services, and opportunities; and advocacy for changes in policy). In addition, ethical concerns of special importance to social work with children and youth will be covered, such as the child's ability to report and understand at various levels of development, conflicts between the child's best interest and the family's best interest, and ethical issues related to the treatment of minors.

7. Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS):

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Class Requirements

Class Participation

Student attendance is expected at every class session. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent. More than two unexcused absences will result in a grade penalty.

Students are responsible for assisting in the creation of a learning environment that promotes professional socialization, and helps broaden our mutual awareness of human

differences and diversity. Students will be encouraged in this class to examine how the structure of services and policies for children, youth, and families could better reduce inequalities and promote social justice.

Your participation grade will be based upon class attendance, the quality of your participation in and facilitation of classroom discussion, and your group presentations.

Required Readings

All required readings are to be completed prior to the class session for which they are assigned. Required readings will be found in the textbook and in the resources sections of the CTools site for this course. The reading assignments are outlined in this syllabus. The textbook for this course is available at the following local bookstores: Ulrich's; Barnes & Noble at the Michigan Union and North Campus; Crazy Wisdom; Common Language.

Jenson, J. M. & Fraser, M.W. (Editors). (2011). Social Policy for Children and Families: A Risk and Resilience Perspective, 2nd edition. Thousand Oaks, CA: Sage Publications.

This edition is highly recommended with a new chapter and all revised other chapters.

An additional set of required readings is available in the Resources section of CTools SWPS 633 001 W13. These are organized by the weekly session of the course on which they are due. In addition, some of these readings can be directly downloaded from the following sites:

All articles that appear in any issue of The Future of Children can be downloaded from the web at www.futureofchildren.org

Publications from the Center for Law and Social Policy can be found at www.clasp.org/publications

Publications from the Census Bureau can be found at www.census.gov

Publications from the USDHHS, Administration for Children and Families, can be found at <http://www.acf.hhs.gov/>

Publications from the USDHHS, Office of the Assistant Secretary for Planning and Evaluation can be found at [http://aspe.hhs.gov/ /index.cfm](http://aspe.hhs.gov/index.cfm)

Written Assignments (detailed guide in handout and on CTools Resources Session 1)

This Group Portfolio assignment is based on a case-study and seeks to make explicit the linkages between social policy and social services for children, youth, and/or their families. It requires students to critically analyze the entire complex set of relationships from policy to program and to develop ideas about how these influence practice realities and practice possibilities. This assignment builds on skills developed last semester during SWPS 530 *Introduction to Social Welfare Policy and Services*.

Your group of 4-6 students will be picking a case example in an area of interest in the course, based on similar field placements, policy area interests, etc. However, the point of this exercise is to learn skills that are generalizable to other social work policy and service settings and to learn from your colleagues in the class about how these work in other case examples in policies and services directed to children, youth, and/or their families and environments.

This project is designed to offer you the opportunity to:

- Develop an in-depth understanding of a piece of federal and/or state legislation;
- Develop a sophisticated understanding of the relationship between federal policy, state policy, social service delivery systems, and specific social service programs (particularly financial incentives, program design, etc.);
- Develop a deeper understanding about the service needs and system barriers involved in serving particular populations of clients with unique needs;
- Critically analyze the strengths and weaknesses of the existing empirical literature with respect to target populations, and service intervention including service effectiveness and best practices for service delivery;
- Creatively and critically analyze the design and delivery of programs and services;
- Critically analyze program funding streams and to creatively and strategically think about them given the current political and economic realities;
- Disseminate group findings to classmates and engage them in critical conversation.

Class Presentations

Each student is required to give two presentations.

1. Each person will sign up on the Schedule in CTools to co-facilitate class discussion of assigned readings from the text and the CTools during one week, between Sessions 4-13. The 3-4 students who sign up for a weekly topic will coordinate with me how they will plan & facilitate learning the issues in these readings.
2. Each group will give an hour presentation on their Portfolio case study during the last three weeks of the course.

Grading

Grading Criteria for Written Assignments

The portfolio paper will be graded using the following criteria:

- a. The quality of the analysis and depth of understanding of the concepts, ideas, and information presented. It must be clearly grounded in and thoughtfully reflective of the professional literature cited.
- b. The clarity of expression and organization of the paper - is there a logical order to the presentation of each section of the portfolio.
- c. The appropriate use of references and resources, and the variety of resources referenced.
- d. The use of proper grammar and the over-all professional presentation of the paper. NOTE: Because you are working together, you should provide yourselves ample time to **proofread** the writing and make sure to turn in a second or third draft on which all group members have contributed.

Grading Criteria for the Course

Each written assignment will be given a letter grade. The criteria I use are as follows:

- A+, A or A-** Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which these skills are demonstrated.
- B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- B** Mastery of subject content at level of expected competency – meets course expectations
- B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- C** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- E** Student has failed to demonstrate minimal understanding of subject content.

The student's final grade for the course will be based upon the following:

- | | |
|--|-----|
| a) Portfolio project | 70% |
| b) Class Participation/Facilitation and Project Presentation | 30% |

Writing Assistance

Sweetland Writing Center

One of the benefits of being a student at the University of Michigan is the range and depth of resources to which you have access. The Sweetland Writing Center is one such resource. Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. SWC is located at 1310 North Quad (corner of W. Washington and State St.) You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>

School of Social Work Career Services

Tutoring and writing assistance for social work courses is also available at the School of Social Work Career Services Office located in 1696 SSWB. To schedule an appointment, email the office staff at ssw-cso@umich.edu

Another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>

Plagiarism

Representing someone else's words, statements, ideas or works as one's own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic and professional conduct:

<http://ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1>

Another helpful resource can be found at:

<http://www.lib.umich.edu/academic-integrity/resources-students>

Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

Students with Disabilities

The School of Social Work has policies and services to provide equitable educational opportunities for students with documented disabilities in all programs and activities. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs.

To find out more about services, or to volunteer as a reader, note taker, or tutor, contact Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, (734) 763-3000 <http://www.umich.edu/~sswd/>. Students with disabilities may also contact the SSW Office of Student Services for assistance in accessing needed services at (734-936-0961) or email sswaccessibility@umich.edu.

Communications with Instructor

I will be briefly available after class each week and during office hours on Tuesdays and Wednesdays. I am also VERY willing to make appointments at other times besides office hours. It is important to meet with me on your paper and presentation topic and dates, to make sure I have been consulted on your topic selection, your progress with the paper, etc.

Also, if any of you have special needs or religious observances that require accommodation, please make an appointment. Contact me by E-Mail, Fax or telephone: sandrakd@umich.edu; fax: 734-615-8047; phone: 764-5254 or 615-4648

Course Outline

Session 1 January 14 **Introductions, Course Overview**

Course Syllabus and Handouts

NO CLASS January 21

MLK DAY: ALL STUDENTS ENCOURAGED TO ATTEND ONE OR MORE OF THESE INSPIRING EVENTS ON CAMPUS today or one of the many other days of MLK events

<http://mlksymposium.umich.edu/>

Session 2 January 28 **Child Well-being Indicators, Child Poverty Policies and Programs**

Jenson & Fraser, Chapters 1-2, pp. 1-56

Magnuson, K. & Votruba-Drzal, E. (2009) Enduring influences of childhood poverty. In M. Cancian & S. Danziger (eds.) *Changing Poverty, Changing Policies*. NY: Russell Sage Foundation, pp. 153-179

Smeeding, T.M. & Waldfogel, J. (2010). Fighting child poverty in the United States and United Kingdom: An update. *Fast Focus*, 8-2010.

Waldfogel, J. (2009) *Britain's War on Poverty*. NY: Russell Sage Foundation, Chapter 1, pp. 1-21.

America's Children in Brief: Key National Indicators of Well-Being, 2012

Child Maltreatment 2010. USDHHS, Administration for Children and Families.

The Clearinghouse on International Developments in Child, Youth and Family Policies at Columbia University

<http://www.childpolicyintl.org/>

**Session 3
February 4**

**Selected Policies for Families: An Analytic Overview, Legal
and Service Delivery Frameworks for Child Welfare**

Jenson & Fraser, Chapter 3, pp. 57-112

Michigan Child Protection Act 1975 (2010)

Michigan DHS Child Protection (2009)

U.S. House Ways and Means Committee. (2008). *Green Book*. Section 11

Stein, T.J. (2003). The Adoption and Safe Families Act: How Congress Overlooks Available Data and Ignores Systemic Obstacles in Pursuit of its Political Goals. *Children and Youth Services Review*, 25, 669-682.

Lyons, J.S. & Rogers, L. (2004). The U.S. Child Welfare System: A De Facto Public Behavioral Health Care System. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43, 971-974.

**Session 4
Feb. 11**

Family Supports and Early Child Care

Cooper, J.L., Masi, R., & Vick, J. (2009, August). *Socio-emotional development in early childhood: What every policymaker should know*. National Center for Children in Poverty, Columbia University.

Greenberg, J.P. (2010). Assessing policy effects on enrollment in early childhood education and care. *Social Service Review* 84, 3: 461-490

Barth, R. (2009). Preventing child abuse and neglect with parent training: evidence and opportunities. *Future of Children* 19, 2: 95-118.

Howard, K.S. & Brooks-Gunn, J. (2009). The role of home-visiting programs in preventing child abuse and neglect. *Future of Children* 19, 2: 119-146.

**Group Project Bi-weekly work plan DUE February 11
Student facilitation of readings discussion begins this week**

Session 5 **Education Policies and Programs**
Feb. 18

Jenson & Fraser, Chapter 4, pp. 113-145

U.S. Department of Education. (2008). *A Nation Accountable: Twenty-Five Years After A Nation at Risk*. Washington, D.C.

Rouse, C. E. & Kemple, J.J. (2009). Introducing the issue: America's High Schools. *The Future of Children* 19, 1, 3-15.

Stern, D. (2009). Expanding policy options for educating teenagers. *The Future of Children* 19, 1, 211-239.

Riccio, J. (2010 September). *Sharing lessons from the first conditional cash transfer program in the United States*. Ann Arbor, MI: National Poverty Center Policy Brief 22.

Session 6 **Positive Youth Development**
Feb. 25

Celebrating America's youth: The facts are positive. (2007). U.S. Department of Health and Human Services, Family and Youth Services Bureau.

Lerner, J.V., Phelps, E., Forman, Y. & Bowers, E.P. (2009). Positive youth development. In Lerner, R.M. & Steinberg, L. (eds.) *Handbook of Adolescent Psychology Vol. 1, 3rd edition*. Hoboken, NJ: John Wiley & sons, pp. 524-558.

Romeo, K.E. & Kelley, M.A. (2009) Incorporating human sexuality content into a positive youth development framework: Implications for community prevention. *Children and Youth Services Review* 31, 1001-1009.

Davis, T. S., Saltzburg, S., & Locke, C.R. (2009). Supporting the emotional and psychological well being of sexual minority youth: Youth ideas for action. *Children and Youth Services Review* 31, 1030-1041.

Richards-Schuster, K. & Checkoway, B. (2009). Youth participation in public policy at the local level: New lessons from Michigan municipalities. *National Civic Review, Winter*, 26-30.

Checkoway, B., Richards-Schuster, K., Abdullah, S., Aragon, M., Facio, E., Figueroa, L., Reddy, E., Welsh, M., & White, A. (2003). Young People as Competent Citizens. *Community Development Journal* 38, 298-309.

NO CLASS March 4 – HAVE A GOOD SPRING BREAK

Session 7 Topics in Child Welfare: Child Protective Services March 11

Child Maltreatment 2010 (Indicators from Session 2)

Wulczyn, F. (2009). Epidemiological perspectives on maltreatment prevention. *The Future of Children* 19, 2, 39-66.

Golden, O. (2009). *Reforming child welfare*. Washington, D.C.: Urban Institute Press, chapters 4 & 9, pp. 85-124; 213-234.

Berrick, J. D. (2009). *Take me home*. NY: Oxford University Press, chapters 5-6, pp. 67-107.

Waldfoegel, J. (2009). Prevention and the child protection system. *The Future of Children* 19, 195-210.

Osgood, D.W., Foster, E.M. & Courtney, M.E. (2010) Vulnerable populations and the transition to adulthood. *The Future of Children* 20, 1, 209-229.

Session 8 More topics in Child Welfare: Foster Care, Adoption, IL March 18

Jim Casey Youth Opportunities Initiative (2007). *Time for reform: Aging out and on their own*.

Griffith, E.E.H. & Bergeron, R.L. (2006). Cultural stereotypes die hard: the case of transracial adoption. *Journal of the American Academy of Psychiatry and Law*, 34, 303-314.

Herring, D.J. (2007). The Multiethnic Placement Act: Threat to foster child safety and well-being? *University of Michigan Journal of Law Reform*, 89-120.

Bartholet, E. (2009, draft). International adoption, the human rights position. *Global Policy*, Issue 1 (forthcoming, January 2010).

Session 9 **Child Health and Disabilities**
March 25

Jenson & Fraser, Chapters 6-7, pp. 195-269

The Henry K. Kaiser Family Foundation (2010 September). Health reform and communities of color. *Facts on Health Reform*.

Ozer, E.M. & Irwin, Jr., C. E. (2009). Adolescent and young adult health. In Lerner, R.M. & Steinberg, L. (eds.) *Handbook of Adolescent Psychology Vol. 1, 3rd edition*. Hoboken, NJ: John Wiley & sons, pp. 618-641.

Currie, J. (2005). Health disparities and gaps in school readiness. *The Future of Children 15*, 117-138.

Miller, D.P. (2010 accepted). Associations between the home and school environments and child body mass index. *Social Science and Medicine*, 1-34.

C. S. Mott Children's Hospital National Poll on Children's Health
<http://www.med.umich.edu/mott/npch/reports/index.htm>

Session 10 **Child Mental Health and Substance Abuse**
April 1

Jenson & Fraser, Chapters 5 & 8, pp. 146-194; 270-305

Banghart, P. & Cooper, J.L. (2010 May). *Unclaimed Children Revisited Unclaimed Children Revisited Focusing on Outcomes - A Case Study of the Michigan Level of Functioning Project*. NY: National Center for Children in Poverty, Columbia University.

Muroff, J., Edelsohn, G. A., Joe, S. & Ford, B. C. (2008). The role of race in diagnostic and disposition decision-making in a pediatric psychiatric emergency service. *General Hospital Psychiatry 30*, 269-276.

Coleman, D., Walker, J.S., Lee, J., Frieson, B.J. & Squires, P.N. (2009). Children's beliefs about causes of childhood depression and ADHD: a study of stigmatization. *Psychiatric Services 60*, 950-957.

Deas, D. & Clark, A. (2009). Youth binge drinking: made and remaining challenges. *Journal of the American Academy of Child and Adolescent Psychiatry* 48, 7, 679-680.

Horwitz, A.V. & Wakefield, J. (2009). Should screening for depression among children and adolescents be de-medicalized? *Journal of the American Academy of Child and Adolescent Psychiatry* 48, 7, 683-687.

Brent, D. A. (2009). Medicalize depression, not sadness. *Journal of the American Academy of Child and Adolescent Psychiatry* 48, 7, 681-682.

Session 11 Juvenile Justice
April 8
Group project presentations

Jenson & Fraser, Chapter 9, pp. 306-352

Steinberg, L. (2008). Introducing the issue. *The Future of Children* 18, 2, 3-14.

Greenwood, P. (2008). Prevention and intervention programs for juvenile offenders. *The Future of Children* 18, 2, 185-210.

Curtain, M. (2002). Lesbian and Bisexual Girls in the Juvenile Justice System. *Child and Adolescent Social Work Journal*, 19, 4, 285-299.

Session 12 Topics for the Future: Supporting or preventing “fragile
April 15 families”
Group project presentations

McLanahan, S., Garfinkel, I., Mincy, R.B. & Donahue, E. (2010). Introducing the issue. *The Future of Children* 20, 1-16.

Sawhill, I., Thomas, A. & Monea, E. (2010). An ounce of prevention: policy prescriptions to reduce the prevalence of fragile families. *The Future of Children* 20, 133-155.

