

Children and Youth Services and Social Policies

SW 633-003

Winter Semester, 2013

Mondays 1-4pm, 2816 SSWB

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Office hours by appointment

I. 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:

Learning in this course will take a variety of formats. I will strive to keep lecturing to a minimum; instead we will tackle the issues together, either in large or small groups, in structured and less structured activities, and using a variety of mediums, including videos and news stories.

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.

8. Class Requirements

Class Participation

Student attendance is expected at every class session, and attendance will be taken. 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.¹

I hope that all students will work with me to create and foster a learning environment that promotes professional socialization, respectfulness, and broadens 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. Questioning and disagreeing are all part of the learning process, and I would encourage all students to engage in these activities with thoughtfulness and respect. Class participation, based upon your attendance the instructor's assessment of your contributions, will be worth **10% of your grade**.

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 any of the university bookstores, Michigan Book & Supply or the Barnes and Noble in the Union:

Jenson, J. M. & Fraser, M.W. (Editors). (2010). *Social Policy for Children and Families: A Risk and Resilience Perspective*, 2nd edition. Thousand Oaks, CA: Sage Publications.

There are likely used copies available through internet retailers or other sources, but please do obtain the second edition, since it differs from the first and is more up to date.

An additional set of required readings is available in the Resources section of CTools. These are organized by the weekly session of the course.

Finally, students will also read one of the following books (assignments to be determined after the course begins). All are available in paperback. It is the student's responsibility to secure a copy of the book, through a local retailer, the public or University library, or online. If you have any difficulty finding the book, please contact me as soon as possible.

Random Family, Adrian Nicole LeBlanc
No Matter How Loud I Shout, Edward Humes
The Shame of the Nation, Jonathon Kozol

¹ I recognize that illness and other unforeseen emergencies may arise over the course of the term. Please contact me as soon as possible if you are ill or encounter an issue that would lead you to miss class. In the event of severe weather, I will try to make arrangements for an alternative forum for class (e.g., via Ctools or Google).

Written Assignments

All written assignments are to be presented with a title page on which you are to include the title of the paper, the course and section number, the date on which it is being submitted, and your name and UM ID#. All papers are to be typewritten (or word processed) using a reasonable font. Please remember to number your pages and put in the page header or footer your ID# NOT your name. All papers are to use proper grammar and bibliographic style. The suggested style to be followed is APA, in:

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

The class assignments require students to conduct additional research that builds upon the information contained in the readings, lectures, and discussions. Students will be responsible for completing all assignments by the due date and in accordance with the guidelines that follow.

There will be one short paper due early in the term, a book review on one of the books listed above. A major paper required for this course, an Analysis of a Social Service Delivery and Policy Issue will be due in the latter part of the term. Finally, a brief answer essay exam, to be done as a take home, will be due by Tuesday, April 30th, no later than 3pm.

Book Review and Discussion Questions: Students will read one of the books listed on page 4 and write a short (3-4 pages) review of the book, focusing on implications of the book's main findings/conclusions for child and family policies and services. Book assignments and additional instructions will follow in a separate document. At the end of the review, students will list two questions that will serve to guide discussion on the book. The review is due on February 25th.
25% of grade

Program & Policy Analysis Paper: This assignment is an analysis of a program area of the student's choosing. The student will choose from one or two possible assignments.

The first option is to do a model program analysis based on a local program of your choice (for example, a program run at your placement site). It will: 1) describe the need for the program; 2) describe the philosophical and theoretical basis for the service delivery model, 3) describe what is done in the program (program activities); 4) compare the program to others that address the same problem, found in the literature; 5) report available evaluation or demonstration research results on the model; 6) present the policy and budgeting context of the program; and 7) discuss the emerging issues in the delivery of this service. Finally, the paper will propose changes in this program based on literature or information from site visits, professional practitioner interviews, etc. The paper should make ample use of internet, outside reading sources, and local site visits or contacts with local service providers. The paper should reference these properly in the body of the paper and in the bibliography.

The second option is to do an issue brief on a "hot topic" in the field of children and family services. The student will choose a topic and explicate why the issue is controversial. The student will then be expected to argue the two sides of the issue and then come to a reasoned conclusion as to where s/he stands on it. Thus, the paper will discuss why the issue is important, and then take the form of "on the one hand," "on the other hand," and "where I stand and why." A final section will present program and policy implications of your position.

Further instructions for both options will be provided in an additional handout. This assignment is worth **40% of your grade**.

This paper will be **due on Session 9 or 10, depending on which you prefer (given your other course schedules)** and should be about 12-15 pages in length. Students' topic choices and planned date of completion must be approved in writing by the Professor before Spring Break.

Short answer essays: These will be reflective of readings and class discussion/class handouts; students will have options, such as choose 2-3 out of 5 to answer, with each essay ranging from 2-3 double-spaced 12-pt font pages. The questions to address will be handed out two weeks in advance, on the next to last session of class, April 15, and **due on Exam day, April 30th. 25% of your grade.**

Summary of Due Dates

Book Review

February 25th (in class)

Program/Policy Paper

March 25th or April 1st (in class)

Short answer essays

April 30th, 3pm, my office (2770)

Grading

Grading Criteria for Written Assignments

The papers and final essays 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 your thoughts.

c) The appropriate use of references and resources, and the variety of resources referenced.

NOTE: this applies to the Program and Policy Analysis paper but NOT the book review and final essays which are based rather exclusively on required readings and class handouts. In the essays, it is expected that direct quotes from the readings will be cited in the text but a list of references is not necessary

d) The use of proper grammar and the over-all professional presentation of the paper. NOTE: Please make time to **proofread** your writing and make sure to turn in a second or third draft.

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.

Four Notes on Grading:

1. I grade all papers anonymously. Put only your student identification number on your submitted work. After I have read and graded all the papers, I will determine which paper belongs to whom.
2. It is best not to assume you will receive an “A” in this course. I grade on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level. As noted above, performance at the expected level of competence is a “B.”
3. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

Schedule of Class Sessions & Assignments

Session 1: January 14th
Course Overview and Introductions

Video: Poor Kids

NO CLASS: January 21st

MLK DAY: ALL STUDENTS ENCOURAGED TO ATTEND ONE OR MORE OF THESE GREAT EVENTS ON CAMPUS – check out:
<http://mlksymposium.umich.edu/>

(A note of caution: you should begin the readings for session 2)

Session 2: January 28th
What is Child Well-Being? How Can Policy Help?

Jenson & Fraser, Chapter 1, pp. 1-24

Kristin Anderson Moore and Brett V. Brown, Ph.D., with Harriet J. Scarupa. 2003. “The Uses (and Misuses) of Social Indicators: Implications for Public Policy.” Child Trends Research Brief.

UNICEF. 2007. “Child Poverty in Perspective: An Overview of Child Well-being in Rich Countries.” UNICEF Innocenti Research Centre.

Gabriella Conti and James Heckman. 2012. “The Economics of Child Well-being.” IZA Discussion Paper.

Julia Issacs et al. 2012. “Kids Share: Report on Federal Expenditures on Children through 2011. Washington, D.C.: The Urban Institute.

Read executive summary and skim the rest.

Look at and be familiar with these websites:

1) Federal Interagency Forum on Child and Family Statistics:

<http://www.childstats.gov/americaschildren/index.asp>

2) *Child Maltreatment 2011*. USDHHS, Administration for Children and Families:

<http://www.acf.hhs.gov/programs/cb/resource/child-maltreatment-2011>

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

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

Session 3: February 4th
Child Poverty and Anti-Poverty Policies and Programs

Jenson & Fraser, Chapter 2, pp.23-56

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

Caroline Ratcliffe and Signe-Mary McKernan. 2012. *Child Poverty and Its Lasting Consequence*. Washington, D.C.: The Urban Institute.

Paul Tough. 2011. "The Poverty Clinic." *The New Yorker*

Session 4: February 11
Family Supports and Early Child Care

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

Gabriella Conti and James Heckman. 2012. "The Economics of Child Well-being." IZA Discussion Paper. (from session 2- revisit section on interventions)

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.

Katherine Boo, 2006. "Swamp Nurse." *The New Yorker*.

Session 5: February 18th
Education Policies and Programs

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.

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: February 25th
Positive Youth Development

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.

Book review due

NO CLASS March 4th – HAVE A GOOD SPRING BREAK

Session 7: March 11th
Topics in Child Welfare

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

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.

Book Group Discussions

Session 8: March 18th
More topics in Child Welfare

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: March 25th Child Health and Disabilities

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.

First due date for Policy Paper

Session 10: April 1st Child Mental Health and Substance Abuse

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

Angie Del Prado Lippman. 2010. "The current status and impact of US National Policy on the help-seeking behavior of adolescents." *Children and Youth Services Review*," 30: 822-828

Deas, D. & Clark, A. (2009). "Youth binge drinking: Progress 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.

Ron Haskins. 2012. "The SSI Program for Children: Time for Change?" *The Future of Children* Policy Brief.

Second due date for Policy Paper

Session 11: April 8th Juvenile Justice

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: April 15th "Fragile Families"

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.

Harris, M.B. & Allgood, J.G. (2009). Adolescent pregnancy prevention: Choosing an effective program that fits. *Children and Youth Services Review* 31, 1314-1320.

Cowan, P.A., Cowan, C.P. & Knox, V. (2010). Marriage and fatherhood programs. *The Future of Children* 20, 205-230.

Nesmith, A. & Ruhland, E. (2008). Children of incarcerated parents: Challenges and resiliency, in their own words. *Children and Youth Services Review* 30, 1119-1130.

Final essay questions handed out

Session 13: April 22nd Future Policy Directions

Jenson & Fraser, Chapter 10, pp. 353-370

Other readings TBA

FINAL ESSAYS DUE Tuesday April 30th, by 3pm