

Children and Youth Services and Social Policies
SWPS 633 Sections (04) and (05)
Winter 2013
Tuesday 9:00-noon

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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.”

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

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.

Course Design:

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

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.

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.

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.

Textbooks and News Media Requirements

Required Textbooks :Textbooks are available at Ulrich’s Bookstore (although they may be cheaper via amazon.com or other outlets):

Jenson, J. M. & Fraser, M. W. (2011). *Social policy for children and families: A risk and resilience perspective (2nd Edition)*. Thousand Oaks: Sage Publication

C-Tools- Weekly readings are posted on the C-Tools website for the course. They are located in the “Resource” area.

Book Review and Issue Spotting (Pick One):

- Gup, Ted (2011). *A secret gift: How one man’s kindness—and a trove of letters—revealed the hidden history of the Great Depression*. NY: Penguin Books.
- Fisher, Antwone Q. (2001). *Finding Fish: A memoir*. New York: Perennial
- Kuklin, Susan (2008). *No Choirboy: Murder, violence, and teenagers on death row*. NY: Holt.
- Terrio, Susan J. (2009). *Judging Mohammed: Juvenile delinquency, immigration, and exclusion at the Paris Place of Justice*. CA: Stanford University Press.
- Kozol, Jonathan (2005). *The Shame of a Nation: The restoration of apartheid schooling in America*. NY: Broadway Paperbacks.
- Collins, Paul (2004). *Not even wrong: A father’s journey into the lost history of autism*. NY: Bloomsbury Publishing.
- Fadiman, Anne (1997). *The spirit catches you and your fall down: A Hmong child, her American doctors, and the collision of two cultures*. NY: Farrar, Straus, and Giroux.
- Larson, Erik (1995). *Lethal Passage: The story of a gun*. NY: Vintage Books

Required Media

- The *New York Times* (or Los Angeles Times, Washington Post, etc.) The NYT is available online at <<http://www.nytimes.com>>. Very inexpensive student subscription rates are also available.

Student Evaluation

Evaluated Assignments:

Book Review and Issue Spotting Assignment– Select one book from the reading list above. Each student will be responsible for writing a book review essay (5 pages, 1-1/2 spaced, 12 point font) of that book and attaching a list of policy and/or service issues “spotted” during his/her reading of the book. The essay *must link some aspect of the book with an important social welfare policy or service issue* (one or two from the list). The essay should include *references*. Please note it is not merely a personal opinion essay but rather a serious and thoughtful essay that *critically links a component of the book to a larger policy or service issue*. Each student will also attach an “issue spotting list” to their book review essay. Finally, each

book group will engage in an in-class discussion and then present its findings to the class. This assignment constitutes 20% of each student's final grade. **DUE FEB 5th**

Policy and Services Assessment Portfolio Assignment - See separate handout for specific instructions. This group assignment has multiple pieces. It is important for you to be working on this assignment all semester long. This project will result in a written portfolio and a class presentation. This assignment constitutes 80% of your final grade.

Academic Misconduct: Please acquaint yourself with University of Michigan, School of Social Work, and NASW policies on scholarly integrity. All academic dishonesty, including cheating, plagiarism, fabrication, and misrepresentation, will be treated seriously. Note that using Web resources increases the risk of "accidental plagiarism." Do not let that happen.

SCHEDULE OF CLASSES

Tuesday Jan 15

Session One: Introduction to Course Child and Family Policy

Introductions. Overview of the course. Syllabus and requirements. Course expectations. Child and family policy: what is it? Child and family services: what are they? Public and Private Responsibility. The Child, Parent, State balance. Domains of policy coverage. Jenson and Fraser's Risk and Resilience Framework.

Required Reading:

- Jenson & Fraser: Chapter 1 *Risk and Resilience Framework for Child, Youth, and Family Policy*
- PLEASE visit and browse: www.childstats.gov and www.acf.hhs.gov and <http://www.childstats.gov/americaschildren/index.asp>. For all the "Please visit and browse" websites: You should know that these websites exist, the basic information they contain, and should return to them often during your careers. Obviously, this is not a complete list of important sites.

Session Two:

Tuesday January 22nd Federal Funding and the Current Policy Context

The Federal Budget: Debts, Deficits, Surpluses. Income inequality and Tax Burdens. The Tax Code as redistributive policy instrument and its role in "family" policy. Transfer Payments and Family Income support, health care and in-kind programs. The looming budget crisis and its implications for social welfare policy and services. Status of the "fiscal cliff", sequestration and debt limit discussion?

Required Reading:

- Aber, L. and Chaudry, A. (2010). Low-income children, their families and the Great Recession: What next in policy? Paper prepared for the Georgetown University and Urban Institute Conference on Reducing Poverty and Economic Distress (ARRA). C-Tools.

- Center for Budget and Policy Priorities (hereafter: CBPP). *Policy Basics: Deficit, Debt, and Interest*. C-Tools.
- CBPP. *Policy Basics: Where do our federal tax dollars go?* C-Tools
- Cooper, E. F. (2006). *The Runaway and Homeless Youth Program: Administration, Funding and Legislative Actions*. CRS Report for Congress. C-Tools.

Tuesday January 29th
Session Three
State Funding and Local Funding:
Crisis for Social Welfare Child Serving Agencies
&
Introduction of Social Problem Construction

Making the case for “outside the box” thinking and the need for reform. Local impact of shrinking federal funds, balancing state budgets, cities in default and the Great Recession. Income support, in-kind programs, etc (TANF, UI, SNAP, Medicaid, SCHIP etc). What are the implications for social service agencies? Case example: federal funding streams to runaway and homeless youth programs: the double bind (service structure and financial dependence). If time permits, we will begin our discussion on social problem construction (See Best, J. reading).

Reading:

- Jensen and Fraser – Ch 2 – Anti poverty policies and programs
- UMSSW Field Notes Fall 2011 6 (1). “The Gathering Storm” and “At Ozone House.”
- “Make a wish trip takes toll on jobless Freeville Dad.” The Ithaca Journal. 12/24/11.
- CBPP. *Policy Basics: State Earned Income Tax Credits*. C-Tools.
- CBPP. *Policy Basics: An Introduction to TANF*. C-Tools.
- Oliff, P. and Singham, A. *The Impact of State Income Taxes on Low-income Families in 2008*. CBPP. C-Tools.
- Best, J. (1990). *Threatened Children*. C-Tools (start)

Tuesday Feb 5th
Session Four
Social Problem Construction (continued), Legal Construction of Childhood,
and Social Indicators

The social construction of childhood, adulthood family, (as well as victimization, race, gender, class, sexual orientation, knowledge) and the definition of problems in public discourse. Age of majority and the legal construction of childhood, adulthood, those engaging in “adult activities” and the idea of status offenses. Which comes first the articulation of the problem or counting it (the numbers)? Indicators of child and family wellbeing. What do we measure and how does it look? Disparities in well-being. Who does better? Who does worse? What should we do about it? Case Example (for Portfolio Assignment): Runaway, homeless and missing youth social problem construction. The RHYA and Ozone House: Children on the cusp and in the mix.

BOOK REVIEW ESSAYS DUE AND CLASS DISCUSSION

Required Reading:

- Best, J. (1990). *Threatened Children*. C-Tools (continued from last week)

- Staller, K. M. (2009). *Social problem construction and its impact on program and policy responses*. In Kamerman, S.B., Phipps, S. & Ben-Arieh, A. (Eds). *From Child Welfare to Child Well-being: An international perspective on knowledge in the service of making policy*. Springer. C-tools
- Jenson & Fraser: Chapter 1 *Risk and Resilience Framework for Child, Youth, and Family Policy* (if not read earlier).

Tuesday Feb 12th
Session Five
Child Protection: Then and Now

Child protection in historical perspective. Constructing child abuse and neglect as a social (and public) problem. The case of Mary Ellen. The Battered Children Syndrome and its aftermath. Federal legislative framework: Child Abuse Prevention and Treatment Act of 1974 (CAPTA); Indian Child Welfare Act of 1978; Adoption Assistance and Child Welfare Act of 1980; Independent Living Initiative of 1986; Family Preservation and Family Support Program of 1993; Multi-ethnic Placement Act of 1994; Adoption and Safe Family Act of 1997; and Chaffee Foster Care Independence Act of 1999; Intercountry Adoption Act of 2000; Promoting Safe and Stable Families (2001); Fostering Connections to Success and Increasing Adoptions Act (2008). Case example: where do “runaway and homeless” children fit in relation to the child protective services system?

Required Reading

- Jensen and Fraser. Ch 3 – Child welfare policy and programs
- Costin, Lela B. (1992). Cruelty to Children: A Dormant Issue and its Rediscovery, 1920-1960. *Social Service Review*, 66 (2), 177-198. C-Tools
- Costin, Lela B. (1991). Unraveling the Mary Ellen Legend: Origins of the “Cruelty” Movement. *Social Service Review*, 65 (2), 203-223. C-Tools
- Rose, Susan J. & Meezan, William (1993). Defining Child Neglect: Evolution, Influences, and Issues. *Social Service Review*, 67 (2), 279-293. C-Tools
- Anderson, Paul G. (1989). The Origin, Emergence, and Professional Recognition of Child Protection, *Social Service Review* 63 (2), 222-244. C-Tools

Tuesday Feb 19th
Session Six
Child Protective Services: State Context Advocacy and Reform

Child Protective Services advocacy and reform. How can we make the system better? What strategies work best: judicial? Legislative? Media attention? *Judicial Advocacy*: Children’s Rights, the national organization and its judicial advocacy: Its place and role. Class actions and Settlements. Is system reform through judicial advocacy a good thing? A look at: *Dwayne B. v. Granholm. Advocacy through research*: Chapin Hall and aging out. System reform through social science research and legislative advocacy. *Advocacy through Media Exposure*: The “Taking of Logan Marr” and its aftermath. Costs and benefits of various reform strategies. The impact and exposure on social work? Child welfare and “special” populations: LGBT, special needs youth, “aging out” etc.

Reading:

- Jensen and Fraser –Chapter 3 (continued)
- *Dwayne B. v. Granholm*, USDC for the Eastern District of Michigan. Complaint

- *Dwayne B. v. Granholm*. USCT for the Eastern District of Michigan. Settlement.
- Michigan Child Protective Services Law (1975 and current).
- Mallon, G. P., Aledort, N., & Ferrera, M. (2002). There's No Place Like Home: Achieving Safety, Permanency, and Well-Being for Lesbian and Gay Adolescents in Out-Of-Home Care Settings. *Child Welfare*, 81 (2), 407-439. C-Tools
- *Youth in the Margins: A report on the unmet needs of Lesbian, Gay, Bisexual and Transgender Youth in Foster Care*. Lambda Legal Defense and Education Fund . Found at: <http://www.lambdalegal.org/our-work/publications/page.jsp?itemID=32009148&print=t>
- Mech, E. (2003). Uncertain Futures: Foster Youth in Transition to Adulthood. Washington DC: CWLA Press, 41-59, 243-251. C-Tools

Recommended:

- *Lofton v. Secretary of the Department of Children and Family Services*, 358 F.3d 804 (2004) found at: <http://www.danpinello.com/Lofton.htm>
- Wulczyn, F. (2004). Family reunification. Children, Families, and Foster Care. *The Future of Children*, 14 (1): 95-113.
- PLEASE visit and browse: www.chapinhall.org

**Tuesday Feb 26th
Session Seven
Juvenile Justice Then and Now**

Juvenile Justice in historical perspective: Wayward youth, friendless youth, waifs, newsies, runaways, throwaways, shoveouts, “kicked out” youth. Where were the boundaries? How have they shifted? Status offenders, juvenile offenders. Juvenile court, prevention, treatment, diversion, or punishment? The Supreme Court and the changing landscape of children’s rights. *In re Gault* and beyond. Where should “runaway and homeless youth” fit relative to this system? Examination of Eric Harris diversion report.

Required Reading:

- Rosenheim, Zimring, Tannenhaus, & Dohrn, Chapter 6 *Status offenses and status offenders*. **C-Tools**
- A county’s first juvenile court law. Illinois 1899. C-Tools.
- Greenwood, P. (2008). Prevention and intervention programs for juvenile offenders. *The Future of Children*, 18 (2): 185-210.
- Scott, E. S. & Steinberg, L. (2008). Adolescent development and the regulation of youth crime. *The Future of Children*, 18 (2): 15-20.
- PLEASE visit Office of Juvenile Justice and Delinquency Prevention (OJJDP) website: www.ojjdp.ncjrs.org/index.html
- Scan <<http://columbine-online.com/>>

WINTER BREAK – March 5th

Tuesday March 12th
Session Eight
Juvenile Justice

Juvenile justice, current issues and complications. Violent offenders, “super predators,” Waivers, transfers, moving to adult criminal court. Juvenile “lifers”. Incarceration and the impact on families. When are young adults “responsible” for their actions? When should we treat them like “adults”.

Required Reading

- Rosenheim, Zimring, Tannenhaus, & Dohrn, Chapter 8 *Serious and Violent Juvenile Offenders. C-Tools*
- Jensen and Fraser – Ch 9- Juvenile Justice Policy and Programs
- CDF -- *From Cradle to Grave, C-tools*
- Feld, B. C. (2009). Violent girls or relabeled status offenders: An alternative interpretation of the data. *Crime & Delinquency*, 55 (2): 241-265.
- Yoder, K.A., Whitbeck, L.B., and Hoyt, D. R. (2003). Gang Involvement and Membership among Homeless and Runaway Youth. *Youth & Society*, 34 (4): 441-467. C-Tools.
- PLEASE visit Department of Human Resources Administration for Children & Families at www.acf.hhs.gov/index.html

Tuesday March 19
Session Nine
Public Education in Historical Perspective
And Current Controversies

Common schools, Ragged Schools and Industrial Schools. Race, Class, Religion, Poverty. Head Start, Special Education, Public Education: Achievement Gaps, Disparities. Charter schools, home schooling. Who do we educate and why? What are the implications for poor youth? Homeless youth? Special needs youth?

Required Reading

- Jensen & Fraser, Chapter 3 *Education Policy for Children, and Youth* Chapter 7 *Policies and Programs for Children with Youth with Disabilities*
- Reese, W. J. (2005). Introduction. *America’s Public Schools*. Baltimore: Johns Hopkins University Press. C-Tools.
- Reese, W. J. (2005). Origins of the Common School. *America’s Public Schools*. Baltimore: Johns Hopkins University Press. C-Tools.
- ABA - Foster Care & Education Q & A C-Tools.

Recommended:

- PLEASE visit Department of Education website: www.ed.gov/nclb/landing.jhtml
- Scan <<http://columbine-online.com/>>
- United States Department of Education (DOE). Final report and findings of the safe school initiative: Implications for the prevention of school attacks in the United States.

Tuesday March 26
Session Ten
Education Current Policy and Controversies

Brown v. Board of Education and progeny, *A Nation at Risk*; Leave No Child Behind and No Child Left Behind (Children's Defense Fund). Promising models: The Harlem Children's Zone strategy. Bullying. Cyberbullying. Adolescents and gadgets, social media etc. School Shootings and School Safety: revisiting Sandy Hook. Examining Columbine.

Reading

- A Nation at Risk see: <http://www2.ed.gov/pubs/NatAtRisk/index.html>
- Leave No Child Behind (CDF Legislative Agenda).
- Reese, W. J. (2005). *Rising Expectations and Rising Standards. America's Public Schools.* Baltimore: Johns Hopkins University Press. C-Tools.
- Reese, W. J. (2005). *Epilogue. America's Public Schools.* Baltimore: Johns Hopkins University Press. C-Tools.
- Smith, Peter (2004). Bullying: Recent developments. *Child and Adolescent Mental Health*, 9 (3): 98-103.
- Michigan (MI) Model bullying policy.
- Eckholm, Erik (2010). In Schools' efforts to end bullying some see agenda. *The New York Times*, A21. C-tools
- McKinley, J (2010, Oct 4). Several recent suicides put light on pressures facing gay teenagers. *The New York Times*. C-Tools

Recommended:

- Charlie Rose interview with Geoffery Canada <http://www.charlierose.com/view/interview/8864#>
- Tough, P. (2004, June 20). The Harlem Project. *The New York Times*.
- Stop bullying now. <<http://www.stopbullying.gov/>>
- Columbine <<http://columbine-online.com/>>

Tuesday April 2nd
Child, Youth and Families: Health Care Policy
and Mental Health Problems

Health care and children: Medicaid, SCHIP Private Insurance, Pre-existing conditions, the uninsured, under-insured. Obama's Health Care reform: where are we? What is the likely impact on families? State budgets? What are the mental health needs of "troubled" children and youth? How should we serve them? Drugs, incarceration, diversion, day programs? Suicide and depression.

Required Reading:

- Jensen & Fraser—Chapter 5: *Child mental health policy*; Chapter 6: *Health policy for children and youth*. Chapter 8: *Policies and programs for adolescent substance abuse*.
- Jensen & Fraser, Chapter 10 – Toward the integration of child, youth, and family policy: Applying principles of risk, resilience, and ecological theory (finishing up)
- Floersch, J., Townsend, L., Longhofer, J., Munson, M., Winbush, V., Dranke, D., Faber, R., Thomas, J., Jenkins, J.H. and Finding, R.L. Adolescent Experience of Psychotropic Treatment (2009). *Transcultural Psychiatry*. 46: 157-179.

- Lyons, J. S. & Rogers, L. (2004). The U.S. Child Welfare System: A de facto public behavioral health care system. *Journal of American Academy of Child and Adolescent Psychiatry*, 43:8, 971.

**Tuesday April 9th, April 16th, and April 23rd
Sessions 12-14**

Presentations