



Draft Children and Youth Services and Social Policies
SW 633-003

Winter Semester, 2015

Mondays 2-5pm, 2816 SSWB

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Office hours: Tuesdays (2710 SSWB) & Wednesdays (5104 Weill) 3-5pm. Or by request.

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.

- A. Indicators of the well-being of children and families in the United States, including historical domestic and cross-national comparisons
- B. Approaches to policy analysis and the legal and service delivery frameworks that shape child and youth policies, programs and services
- C. Family violence, child protective services and domestic violence

- D. Family support services, including income support, child care, Head Start, home visiting programs, and family support centers and early childhood education
- E. Policies and service programs designed to encourage positive youth development, including school-based programs
- F. Child Protective Services (including family preservation, foster care, group residential care, kinship care, adoption and guardianship)
- G. Juvenile justice
- H. Child health and mental health services and policies
- I. Alternative solutions and future outlooks

Course Objectives

Upon completion of the course students should be able to

1. 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 (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)

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 they should be able to 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 (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS)

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. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)

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. (Practice Behaviors 8.IP, 8.SPE, 8.CO, 8.MHS)

Course Design

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

Theme Relation to Multiculturalism & Diversity

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.

Theme Relation to Social Justice

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.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

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.

Theme Relation to Behavioral and Social Science Research

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 to SW 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 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 prepared to review and discuss the readings. 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. Read with the idea that you will be encouraged in 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. We all have a great deal to learn from one

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).

another. Class participation, based upon your attendance and 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 listed in the weekly sessions in this syllabus. The textbook for this course will be available at university book stores by **mid-February**.

Jenson, J. M. & Fraser, M.W. (Editors). (2015). *Social Policy for Children and Families: A Risk and Resilience Perspective*, 3rd edition. Thousand Oaks, CA: Sage Publications.

While there are used copies previous editions, **but please do obtain the new third edition**, since it differs from the first two and is more up to date. We provide the first of the assigned chapters in the course CTools **SW 633 003 W15**

Please make sure to check the Resource section on CTools each week before class because of possible changes or additions as the semester unfolds. I will try to provide a guide as to which readings are most important and which suggested or recommended in the prior week for each session. **Remind me to do so in class or in a CTools announcement.**

Finally, students will also read one of the following books, each providing in-depth 'insider' accounts of the lives and service context of a particular group of disadvantaged/ marginalized child and youth. 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 you choose, please contact me as soon as possible.

Transparent: Love, Family, and Living the T with Transgender Teenagers, Cris Beam
The Spirit Catches You and You Fall Down, Anne Fadiman
No Matter How Loud I Shout, Edward Humes
Random Family, Adrian Nicole LeBlanc
I Love You are for White People, Lac Su

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 12-point 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, <http://www.apastyle.org/>. A link to OWL Purdue is also on CTools in

Resources. If you need more formal assistance with your writing you can contact the SSW Career Services Office in Room 1696 (734-647-2544, Michelle Woods at micwoods@umich.edu) or the Sweetland Writing Center (<http://www.lsa.umich.edu/swc/grads/support/>, 734-764-0429) for assistance in writing and referencing.

Book Review and Discussion Questions: Students will choose and read one of the books listed on page 4 and write a short (3-4 pages, double-spaced, 12 pt. font) 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 are available 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 23 and is worth 25% of your grade.**

Program & Policy Analysis Paper: This assignment is an analysis of a program AND policy area of the students choosing, among the service areas listed in the Course Content C-H, on pp. 1-2. The student will conduct a model program analysis based on a local program of your choice. 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 local program based on literature in the policy and program research on this model, information from site visits, professional practitioner interviews, etc. The paper should make ample use of social work and social welfare policy research and analysis literature, government reports and documents, outside reading sources, and local site visits and contacts with local service providers. The paper should reference these properly in the body of the paper and in the bibliography. APA format please. Additional instructions will be available in a separate document.

The program & policy analysis paper, will be **due on Session 9 or 10 (March 23 or March 30) depending on which you prefer** and should be about 12-15 pages in length. You will need to submit to me by email your topic, option choice, and planned date of completion before the Winter Break. **This assignment is worth 35% of your grade.**

Final exam short answer essays: These will be reflective of readings and class discussion/class handouts, in multiple choice format, 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 April 13, and due no later than 5:00pm on WEDNESDAY, April 22 in my office SSW2710. This assignment is worth 30% of your grade.**

Summary of assignments:	Percentage of grade for the course:
Class participation (ongoing)	10%
Book review (due Feb. 23)	25%
Program & policy analysis paper paper (due either March 23 or 30)	35%
Final exam essays (due April 22)	30%

Grading

Policy on Academic Integrity:

Plagiarism and/or “borrowing” material without citing it is taken very seriously at the University of Michigan and is grounds for expulsion from the University. This also applies to materials that you prepare for other classes (i.e., you can’t get credit for the same paper in different classes). It is your responsibility to be familiar with the information at <http://www.lib.umich.edu/academic-integrity/resources-students>.

Accommodations/Special Needs:

If you have a disability or impairment that requires accommodation, please contact me within two weeks of class starting to discuss what modifications are necessary. These arrangements must be specified in writing and will be kept strictly confidential. For more information and resources, please contact Services for Students with Disabilities at G664 Haven Hall (734-763-3000).

Grading Criteria for Written Assignments

The 2 papers and discussion 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 paper but NOT the 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

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.

Notes on Grading:

1. I will 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 and Assigned Readings

Session 1: January 12

Introductions, Course Overview, Defining Terms.

Video: Poor Kids (2012)

<http://www.pbs.org/wgbh/pages/frontline/poor-kids/>

NO CLASS Monday January 19, MLK Day. For attendance to events, see:

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

I suggest that these two will be particularly valuable:

Policing Black Bodies: A dialogue on poverty, police brutality, and the way out

Monday, January 19, 2015; 3:00 – 4:30 PM, School of Social Work

This dialogue on poverty and police brutality will feature the following panelists:

Dr. Shaun Ossei Owusu, Bronx native, public intellectual, and writer for The Huffington Post, salon.com, and most recently, Jacobin magazine; Dr. Kamau Rashid, Assistant Professor of Education at National Louis University, who writes on danger and blackness; and Finn Bell, PhD student in the joint doctoral program in Social Work and Sociology at the University of Michigan and an activist and organizer for GLBTQ rights, homeless youth, human trafficking, and anti-racism.

A Deeper Black: Race in America

Wednesday, January 21, 2015, 5:00 – 6:00 PM, Rackham Auditorium

An Atlantic senior editor and writer, Ta-Nehisi Coates has penned many influential articles on race, masculinity, and politics. Last year, his lively Atlantic blog was named by TIME as one of the 25 Best in the World.

Sessions 2& 3: January 26-February 2

What is Child Well-Being? How Can Policy Help?

Jenson & Fraser, Chapter 1, located in CTools [SW 633 003 W15 Resources folder](#)

Moore, K. A. (2003-02-01). The Uses (and Misuses) of Social Indicators: Implications for Public Policy. *Child Trends Research Brief*.

Federal Interagency Forum on Child and Family Statistics (2013). *America's children: Key national indicators of child-well-being, 2013*

Federal Interagency Forum on Child and Family Statistics (2014). *At a glance for 2014*.

Conti, G. & Heckman, J. (2012). The Economics of Child Well-Being. *NBER working paper series*, w18466

Hahn, H. et al (2014). Kids Share: Report on Federal Expenditures on Children through 2013. *The Urban Institute: Washington DC*.

UNICEF Office of Research (2014). Children of the recession: The impact of the economic crisis on child well-being in rich countries. *Innocenti Report Card 12*, UNICEF Office of Research, Florence.

De Neubourg, C., Castonguay, J.& Roelen, K. (2007, November). Social safety nets and targeted social assistance: Lessons from the European experience. The World Bank.

Session 4: February 9 * Guest speaker Child Poverty and Anti-Poverty Policies and Programs

Jenson & Fraser, Chapter 2, located in CTools **SW 633 003 W15 Resources folder**

America's Youngest Outcasts: A Report Card on Child Homelessness. (2014). Waltham, MA: The National Center on Family Homelessness at American Institutes for Research.

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

Ratcliffe, C & McKernan, M.S. (2012). Child poverty and its lasting consequence. *The Urban Institute: Washington D.C*.

Tough, P. (2011, Mar 21). The poverty clinic. *The New Yorker*, 87, 25-32.

Session 5: February 16 Family Supports and Early Child Care

Council of Economic Advisors, Executive Office of the President of the United States. (2014, December). The economics of early childhood investments.

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.

Conti, G. (2012). The Economics of Child Well-Being. *NBER working paper series*, w18466 (**Also assigned for session 2-3**).

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.

Boo, K. (2006, Feb 06). Swamp Nurse: A reporter at large. *The New Yorker*, 81, 54-65.

Talbot, A. (2015, Jan. 12). The talking cure. *The New Yorker*, 91.

Session 6: February 23 *Book Review Due Education Policies and Programs

Jenson & Fraser, Chapter 4, located in CTools Resources folder **SW 633 003 W15**

National Center for Education Statistics (2013). *The Nation's Report Card: Trends in Academic Progress 2012*. (NCES 2013 456). Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Bigelow, M. (2010). The policies and politics of educating refugee adolescents. *Language learning*, 60, 119-145.

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.

http://www.schoolfundingfairness.org/National_Report_Card_2014.pdf

WINTER BREAK – make sure to obtain text, Jenson & Fraser 3rd edition

Session 7: March 9 Child Health and Disabilities

Jenson & Fraser, Chapters 6-7, **TEXT**

Rudowitz, R. Artiga, S. & Aguello, R. (2014, March). Children's health coverage: Medicaid, CHIP, and the ACA. The Kaiser Commission on Medicaid and the Uninsured. The Henry J. Kaiser Family Foundation.

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.

Blakeslee J.E. et al. (2013). Reaching everyone: Promoting the inclusion of youth with disabilities in evaluating foster care outcomes. *Children and Youth Services Review*, 35,11, 1801-1808.

**Session 8: March 16 *Guest Speaker
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.

What works for adolescent sexual and reproductive health. (2014, December) Child Trends. <http://www.childtrends.org/wp-content/uploads/2014/12/2014-64WhatWorksTeenSexualReproHealth.pdf>

**Session 9: March 23 * Book group discussions
*First due date for Program & Policy paper
Topics in Child Welfare**

Jenson & Fraser, Chapter 3, **TEXT**

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 10: March 30 *Second alternate due date Program & Policy Paper
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.

Spence, M. (2013). Whose stereotypes and racial myths? The National Urban league and the 1950s roots of color-blind adoption policy. *Women, Gender, and Families of Color*, 1 (2), 143-179.

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. (2010), International Adoption: The Human Rights Position. *Global Policy*, 1: 91-100.

Bartholet, E. (2011). Permanency is not enough: children need the nurturing parents found in international adoption. (International Adoption: Permanency for Children). *New York Law School Law Review*, 55(3), 781.

**Session 11: April 6 *Guest Speaker
Child Mental Health and Substance Abuse**

Jenson & Fraser, Chapters 5 & 8, **TEXT**

Lippman, A. (2010). The current status and impact of US National Policy on the help-seeking behaviors of adolescents. *Children and Youth Services Review*, 32, 6: 822-828.

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.

Haskins, R. (2012). "The SSI Program for Children: Time for Change?" *The Future of Children Policy Brief*.

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.

**Session 12: April 13 *Essay questions distributed.
Juvenile Justice**

Jenson & Fraser, Chapter 9, **TEXT**

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 13: April 20th LAST CLASS
Future Policy Directions**

Jenson & Fraser, Chapter 10, **TEXT**

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.

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

Bradshaw, J. (2011). Child benefits in the European Union. *Poverty*, 13-16.

**FINAL ESSAYS DUE no later than Wednesday April 22 by 5pm in my office, 2710
SSWB**