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.
Readings and News Media Requirements

Required Reading
Canvas- Required and recommended readings are posted on the Canvas website for the course under “files” and are organized by class session number.
Please also consult the syllabus weekly for any required content available through another website or other medium.

Recommended Textbooks
A copy will be placed on reserve in the library

Recommended 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.
- National Public Radio.
- PBS, NewsHour.

Required/Recommended Resources. There are a number of excellent organizations that provide the latest information and research in a variety of areas of child, adolescent and family well-being and policy. You should know that these organizations exist, know the basic information contained on their websites, and should turn to them often during your careers. To get you started please familiarize yourself with the following sources. Feel free to suggest others as you discover them during the semester!

- American Institute For Research (AIR). http://www.air.org/
- Annie E. Casey Foundation http://www.aecf.org/
- Child Trends http://www.childtrends.org/
- Kaiser Family Foundation http://kff.org/
- Kids Count http://datacenter.kidscount.org/locations
- Urban Institute Research http://www.urban.org/research

Assignments

Evaluated Assignments: You will be doing two major assignments (each with several parts). Please note that I consider these assignments to be central and critical to this course. The required reading assignments for this semester are
relatively light for a graduate course, however, I expect students will be allocating time each week to these two projects. The assignments have been designed to build on the knowledge acquired in the basic foundation policy course (SW 530 Introduction to Social Welfare Policy and Services) and to engage students in applied exercises that link practice settings and real-world problems to social welfare policies and services.

**Services/Program and Policies Worksheet Assignment (40 percent of the final grade)** See separate handout for specific instructions. This assignment is designed to allow students to explore a social welfare service (program) of their choosing to examine how it is designed and operated to meet community needs and to identify policies both internal (within the agency/program) and external (outside the agency/program) which shape service delivery.

**Complex Problem Project (60 percent of the final grade)** - See separate handout for specific instructions. This assignment allows students to select a complex social justice problem related to children and families and produce a product that analyzes the problem, critiques existing policies and services, and makes recommendations.

**Assignment Due Dates at a Glance**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Monday Class</th>
<th>Tuesday Class</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services and Policy Worksheet</td>
<td>Feb 12</td>
<td>Feb 13</td>
<td>40%</td>
</tr>
<tr>
<td>Complex Problem Project</td>
<td></td>
<td></td>
<td>60% total</td>
</tr>
<tr>
<td>Complex problem identification write-up</td>
<td>January 29</td>
<td>January 30</td>
<td>5% (pass/fail)</td>
</tr>
<tr>
<td>Worksheet</td>
<td>March 12</td>
<td>March 13</td>
<td>15%</td>
</tr>
<tr>
<td>Participation in feedback sessions</td>
<td></td>
<td></td>
<td>5% (pass/fail)</td>
</tr>
<tr>
<td>Final product</td>
<td>April 9 or 16</td>
<td>April 10 or 17</td>
<td>20%</td>
</tr>
<tr>
<td>Background report</td>
<td>April 23</td>
<td>April 24</td>
<td>15%</td>
</tr>
</tbody>
</table>

**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. 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.”

2. 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.

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.

Class Attendance: Class attendance is expected. I understand that some absences are unavoidable, and I respect student’s professional and personal judgments in this area. However, unless an emergency arises, attendance is MANDATORY on the feedback session days and the presentation days. Additionally, in the case of excessive absences, which substantially interfere with the student’s engagement with the course material, I reserve the right to downgrade students accordingly.

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. If you have a disability or condition that may interfere with your
participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential.

To find out more about services, register for services, or volunteer as a reader, note taker, or tutor, contact the University’s Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, 734-763-3000. Hours are 8 a.m. to 5 p.m. Monday through Friday. Students with disabilities may also contact Nyshourn Price, LMSW (ndp@umich.edu) at the School of Social Work, 734-936-0961 or Mary Eldridge (hedgem@umich.edu) in the Office Field Instruction for further information.

Health and wellness services
Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School’s Health and Wellness Advocates, Nyshourn Price, listed above.

Additionally, the School has a dedicated counselor from UM Counseling and Psychological Services (CAPS). Students can contact Megan Shaughnessy-Mogill directly at mshaughm@umich.edu or 734-763-7894.

You may also contact Counseling and Psychological Services (CAPS) directly at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

Emergencies: In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734) 764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.
Each SSW classroom is equipped with door locks. Pressing the (lock) button (located on the door handle) will lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email **ssw-ADAcompliance@umich.edu**.
Office of Student Services  
School of Social Work | Room 1748  
734-936-0961

For more information view the annual Campus Safety Statement at [http://www.dpss.umich.edu/](http://www.dpss.umich.edu/).


**Proper use of names and pronouns:** All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor. Students can designate their personal pronouns on the class roster via Wolverine Access. (Go to: Student business, campus personal information, gender identity).

**SCHEDULE OF CLASSES**

<table>
<thead>
<tr>
<th>Session Number</th>
<th>Topic &amp; Assignments</th>
<th>Monday</th>
<th>Tuesdays</th>
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<tbody>
<tr>
<td>One</td>
<td>Introductions and Data Exercise</td>
<td>January 8</td>
<td>January 9</td>
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<td></td>
<td>MLK and Complex Problems Day</td>
<td>*</td>
<td>January 16</td>
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<tr>
<td>Two</td>
<td>Problem Construction, Programs, Toxic Stress and Complex Problems</td>
<td>January 22</td>
<td>January 23</td>
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<tr>
<td>Three</td>
<td>Child Welfare Part 1 Problem Identification Write up Due</td>
<td>January 29</td>
<td>January 30</td>
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<tr>
<td>Four</td>
<td>Child Welfare Part 2</td>
<td>February 5</td>
<td>February 6</td>
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<tr>
<td>Five</td>
<td>Education Part 1 Services and Policies Worksheet Due</td>
<td>February 12</td>
<td>February 13</td>
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<tr>
<td>Six</td>
<td>Education Part 2</td>
<td>February 19</td>
<td>February 20</td>
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<tr>
<td></td>
<td>WINTER BREAK</td>
<td>February 26</td>
<td>February 27</td>
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<tr>
<td>Number</td>
<td>Topic</td>
<td>Dates</td>
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<tr>
<td>Seven</td>
<td>Early Childhood Education Feedback Session</td>
<td>March 5, March 6</td>
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<tr>
<td>Eight</td>
<td>Juvenile Justice Complex Problem Worksheet Due</td>
<td>March 12, March 13</td>
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<tr>
<td>Nine</td>
<td>Health and Mental Health</td>
<td>March 19, March 20</td>
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<tr>
<td>Ten</td>
<td>Evaluating Interventions Feedback Session</td>
<td>March 26, March 27</td>
<td></td>
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<tr>
<td>Eleven</td>
<td>Global Issues</td>
<td>April 2, April 3</td>
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<tr>
<td>Twelve</td>
<td>Presentations</td>
<td>April 9, April 10</td>
<td></td>
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<tr>
<td>Thirteen</td>
<td>Presentations</td>
<td>April 16, April 17</td>
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</tbody>
</table>

*Please see and attend Martin Luther King Day events: [http://oami.umich.edu/um-mlk-symposium/](http://oami.umich.edu/um-mlk-symposium/)*
Session One: Introduction to Course
Services, Programs, Policy and Using Data


Required Reading:

Session Two:
Social Problem Construction, Social Welfare Programs, and Complex Problems

How are social problems constructed? What social welfare programs flow from those constructions? What do budgets tell us about priorities? Complex problems and Social Work.

Required Reading:

Recommended Reading:
- CBPP. Policy Basics: State Earned Income Tax Credits.
- CBPP. Policy Basics: An Introduction to TANF.

Session Three
Child Welfare Policy Frame Works

Child protection and child welfare: overview of frameworks and policies

Complex Problem Identification Write up Due

Required Reading:
• Michigan Child Protective Services Law (1975 and current)

Recommended Reading:

Session Four
Child Welfare Services and Special Topics

Child Protective Services advocacy and reform. How can we make the system better? Thinking outside the box. Judicial advocacy, research and media. Special Topics: LGBT youth, adoption, aging out, homelessness, child deaths, special needs youth, sibling groups.

Guest Conversation: An interview on Michigan’s Mandated Reporting Requirements

Documentary:  Failure to Protect: The Case Files

Required Reading:
• Ted Ed: Rethinking Foster Care Molly McGrath Tierney - https://www.youtube.com/watch?v=c15hy8dXSp (WATCH)
• *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.


• (Skim) Dwayne B. v. Granholm, USDC for the Eastern District of Michigan. Complaint


**Recommended Reading:**


• Barthalet, E. (2010/11). Permanency is not enough: Children need the nurturing of parents found in international adoption. NY Law School Law Review, 55


• PLEASE visit and browse: www.chapinhall.org

• PLEASE visit and browse Adopt Us Kids: http://www.adoptuskids.org/

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**Session Five**

**Education Policy Frameworks**

Historical developments and current policy frameworks

**Documentary:** Our Spirits Don’t Speak English

**Services and Policies Worksheet Due**

**Required Reading**


• National Conference of State Legislatures. “Summary of Every Student Succeeds Act.”

**Recommended Reading**

• A Nation at Risk see: http://www2.ed.gov/pubs/NatAtRisk/index.html
• ABA - Foster Care & Education Q & A

Session Six
Education Services and Special Topics

Education, Discipline, Disparities, and Promising Approaches

Guest Conversation: An Interview with Washtenaw Alliance for Virtual Education (WAVE)

Required Reading:
• Uzelac, M. & Giddings, S. “How this alternative learning environment is weaving social-emotional skills into their learner-centered practice. Education Reimagined.”

Recommended Reading:
• Detroit Public Schools Code of Conduct.
• Michigan (MI) Model bullying policy.
• Eckholm, Erik (2010). In Schools’ efforts to end bullying some see agenda. The New York Times, A21. Canvas
• 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.
• Stop bullying now. <http://www.stopbullying.gov/>
• PLEASE visit Department of Education website:
  www.ed.gov/nclb/landing.jhtml

Session Seven
Early Childhood Care and Education

Complex Problem Feedback Session

• Boo. 2006. “Swamp Nurse.” The New Yorker

Session Eight
Juvenile Justice Policy Frameworks and Issues

Juvenile Justice from wayward and friendless youth to “super predators” and beyond. Federal legislative frameworks and court decisions.

Guest Conversation: Katherine Root, J.D., M.S.W. from Michigan’s State Appellate Defender’s Office (SADO) on the juvenile lifer resentencing project.

Complex Problem Worksheet Due

Required Reading:


Recommended Reading:

• Rosenheim, Zimring, Tannenhaus, & Dohrn, Chapter 6 Status offenses and status offenders.

PLEASE visit Office of Juvenile Justice and Delinquency Prevention (OJJDP) website: [www.ojjdp.ncjrs.org/index.html](http://www.ojjdp.ncjrs.org/index.html)

Rosenheim, Zimring, Tannenhaus, & Dohrn, Chapter 8 Serious and Violent Juvenile Offenders.


PLEASE visit Department of Human Resources Administration for Children & Families at [www.acf.hhs.gov/index.html](http://www.acf.hhs.gov/index.html)

**Session Nine**

Health and Mental Health Policy Frameworks

Health care and children; Intersection of systems and issues: Making sense of policy and services on the ground. The messy, complicated intersection of issues and social service domains. The U.S.’s complicated positions on drugs and alcohol.

**Guest Conversation: Interview about Washtenaw County’s Community Mental Health efforts**

**Required Reading:**


**Recommended Reading:**

Session Ten
Evaluating Interventions Targeted toward
Children and Young Adults

Complex Problem Feedback Session

Required Reading:
- Unterman. 2014. “Headed to College.”

Other readings TBD closer to the session date

Session Eleven
Global Issues and Perspectives

Required Reading:

Sessions 12-13
Presentations/Discussions

NOTE: Attendance for both of these sessions is mandatory. Excuses will be entertained on a case-by-case basis and only in exceptional circumstances.