



<b>Course title:</b>	Children and Youth Services and Social Policies
<b>Course #/term:</b>	SW 633 Section 5, Winter 2018
<b>Time and place:</b>	Tuesdays 9:00 AM – 12:00 PM, SEB2228
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	SW 530 or permission of instructor
<b>Instructor:</b>	Justin D. Hodge, LMSW
<b>Pronouns:</b>	He, his, him
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<b>Office:</b>	3832 SSWB
<b>Office hours:</b>	By appointment

## 1. COURSE STATEMENT

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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 and competencies**

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 (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 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.

### **Curricular themes**

#### *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 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 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.

## 2. CLASS REQUIREMENTS

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### **Text and class materials:**

#### *Required Reading*

- Canvas- Required and recommended readings are posted on the Canvas website for the course under “files.”

#### *Recommended Textbooks*

- Jenson, J. M. & Fraser, M. W. (2016). Social policy for children and families: A risk and resilience perspective (3rd Edition). Thousand Oaks: Sage Publication

#### *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/>
- Forum on Child and Family Statistics. Child Stats <http://www.childstats.gov/index.asp>
- Kaiser Family Foundation <http://kff.org/>
- Kids Count <http://datacenter.kidscount.org/locations>
- Urban Institute Research <http://www.urban.org/research>

**Class schedule:**

<b>Session Number</b>	<b>Topic &amp; Assignments</b>	<b>Date</b>
One	Introductions	January 9
	MLK and Wicked Problems Days	January 16
Two	Problem Construction, Programs, Toxic Stress and Complex Problems	January 23
Three	Child Welfare Part 1	January 30
Four	Child Welfare Part 2	February 6
Five	Education Part 1	February 13
Six	Education Part 2	February 20
	WINTER BREAK	February 27
Seven	Juvenile Justice Part 1	March 6
Eight	Juvenile Justice Part 2	March 13
Nine	Health and Mental Health Part 1	March 20
Ten	Health and Mental Health Part 2	March 27
Eleven	Global Issues	April 3
Twelve	Presentations	April 10
Thirteen	Presentations	April 17

\* Please see and attend Martin Luther King Day events: <http://oami.umich.edu/um-mlk-symposium/>

## **Session One: Introduction to Course Services, Programs, Policy and Using Data**

Introductions. Overview of the course. Syllabus and assignments. Course expectations. Situating the course and the content. 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. How do we use data to inform services, programs, and policies?

### **Required Reading:**

- Moore, K. A., Brown, B. V. and Scarupa, H. J. (2003). The uses (and misuses) of social indicators: Implications for public policy. *Child Trends*.

## **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:**

- 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.
- Eversman, M.H. & Bird, J.D.P. (2017). Moral panic and social justice: A guide for analyzing social problems. *Social Work*, 62, 29-36.
- Hahn, H. (2015). Federal expenditures on children: What budget policy means for children's policy. *SRCD Social Policy Report*, 29(1), 1-16.

### **Recommended Reading:**

- Best, J. (1990). *Threatened Children*. Canvas.
- Talbot, M. (2015). The talking cure. *The New Yorker*, January 12, 2015.
- Haskins, R. (2012). The SSI Program for children: Time for a change? *The Future of Children*.
- 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.
- Sawhill, Thomas, and Monea. (2010). An ounce of prevention: Policy prescriptions to reduce the prevalence of fragile families.
- Jordan, R., Mireles, Am and Popkin, S. (2013). *HOST Youth: The challenges of growing up in low-income housing*. Urban Institute.
- Davis, T. S., Saltzburg, S., and Locke, C.R. (2009). Supporting the emotional and psychological well being of sexual minority youth ideas for action. *Children and Youth Services Review*, 31:1030-1041.

### 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:

- Slack, K.S. & Paul, J. (2017). "Child welfare policy." In E. Dearing and E. Votruba-Drzal (Eds.), *The handbook of early childhood development programs, practices, and policies: Theory-based and empirically supported strategies for promoting young children's growth in the United States*.
- Children's Bureau. (2015). Major Federal Legislation Concerned with Child Welfare, Protection, and Adoption.
- Michigan Child Protective Services Law (1975 and current)

##### Recommended Reading:

- Costin, Lela B. (1992). Cruelty to Children: A Dormant Issue and its Rediscovery, 1920-1960. *Social Service Review*, 66 (2), 177-198. Canvas
- Waldfoegel, J. (2009). Prevention and the Child Protective System. The future of children, 19 (2).
- Berrick, J. (2009). Ch. 6 Quality foster care: My home for now. Take me Home: protecting America's vulnerable children and families. Oxford University Press.

### 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=c15hy8dXSps> (**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 .
- Lurie. 2017. "Children of the Opioid Epidemic Are Flooding Foster Homes. America Is Turning a Blind Eye."
- (Skim) Dwayne B. v. Granholm, USDC for the Eastern District of Michigan. Complaint
- (Skim) Dwayne B. v. Granholm. USCT for the Eastern District of Michigan. Settlement.



### **Recommended Reading:**

- Berrick, J. (2009). Ch. 5 Kinship Guardianship: finding a home between the family and the state: My home for now. Take me Home: protecting America's vulnerable children and families. Oxford University Press.
- 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.
- Griffith, E. E. H., and Bergeron, R.L. (2006). Cultural stereotypes die hard: The case of transracial adoption. *J. Am Acad Psychiatry Law*, 34: 303-14.
- Bartholet, E. (2010/11). Permanency is not enough: Children need the nurturing of parents found in international adoption. *NY Law School Law Review*, 55
- Herring, D. J. (2007) The Multiethnic Placement Act: Threat to foster child safety and well-being? *University of Michigan Journal of Law Reform*, 41 (1): 89-119.
- PLEASE visit and browse: [www.chapinhall.org](http://www.chapinhall.org)
- PLEASE visit and browse Adopt Us Kids: <http://www.adoptuskids.org/>

## **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**

- Baker, B.D., Sciarra, D. G., and Farrie, D. (2014). Is school funding fair? A national report card. Education Law Center.
- 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>
- NAEP (2012). Trends in academic progress: Reading 1971-2012; Mathematics 1973-2012. US Dept. of Education
- Chingos, M. M. (2015, October). Breaking the curve: Promises and pitfalls of using NAEP data to assess the state role in student achievement. Urban Institute.
- Bigelow, (2010). Ch. 5 The policies and politics of educating refugee adolescents. *Journal of Research in Language Studies*, 60 Supp. 1:119-145.
- Reese, W. J. (2005). Introduction. *America's Public Schools*. Baltimore: Johns Hopkins University Press. Canvas.
- ABA - Foster Care & Education Q & A
- Reese, W. J. (2005). *Rising Expectations and Rising Standards*. America's Public Schools. Baltimore: Johns Hopkins University Press.
- Reese, W. J. (2005). Epilogue. *America's Public Schools*. Baltimore: Johns Hopkins University Press. C-Tools.

## **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.*"
- Dunbar, C. (2015). For naught: How zero tolerance policy and school police practices imperil our students' future. ACLU & Michigan State University.
- Cregor, M. and Hewitt, D. (2011). Dismantling the school-to-prison pipeline: A survey from the field. *Poverty & Race*, 20 (1): 5-7.

#### **Recommended Reading:**

- Detroit Public Schools Code of Conduct.
- Michigan (MI) Model bullying policy.
- Currie, J. (2015). Health Disparities and gaps in school readiness. *The Future of Children*. 15 (1).
- Eckholm, Erik (2010). In Schools' efforts to end bullying some see agenda. *The New York Times*, A21. Canvas
- McKinley, J (2010, Oct 4). Several recent suicides put light on pressures facing gay teenagers. *The New York Times*. 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.
- Tough, P. (2004, June 20). The Harlem Project. *The New York Times*.
- Stop bullying now. <<http://www.stopbullying.gov/>>
- PLEASE visit Department of Education website: [www.ed.gov/nclb/landing.jhtml](http://www.ed.gov/nclb/landing.jhtml)

## **Session Seven**

### **Early Childhood Care and Education**

#### **Complex Problem Feedback Session**

- Boo. 2006. "Swamp Nurse." *The New Yorker*
- Mongeau. 2016. "Why Does America Invest so Little in its Children?" *The Atlantic Monthly*.
- Zhai, Raver, and Jones. 2012. "Academic performance of subsequent schools and impacts of early interventions: Evidence from a randomized controlled trial in Head Start settings." *Children and Youth Services Review* (34) 946-954.

## 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:

- Marshall, J.M. & Haight, W.L. (2014). Understanding racial disproportionality affecting African American youth who cross over from the child welfare to the juvenile justice system: Communication, power, race and social class. *Children and Youth Services Review*, 42, 82-90.
- Walker, S. (2015). Lesbian, Gay, Bisexual and Transgender Youth in the Juvenile Justice System. Annie E. Casey Foundation.
- Liberman, A. M. and Fontaine, J. (2015). Reducing harms to boys and young men of color from criminal justice system involvement. Urban Institute.

#### Recommended Reading:

- Rosenheim, Zimring, Tannenhaus, & Dohrn, Chapter 6 *Status offenses and status offenders*.
- 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.
- Nesmith, A. and Ruhland, E. (2008). Children of incarcerated parents: Challenges and resiliency in their own words. *Children and Youth Services*, 30:1119-1130.
- 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*.
- 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.
- 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:**

- Tough, P. (March 21, 2011). The Poverty Clinic: Can stressful childhood make you a sick adult. *The New Yorker*.
- Dore, M. (2014). Health and Mental Health. Ryan, J.P. and Huang, H. (2014) Substance Abuse Issues. In Mallon & Hess Child Welfare for the 21<sup>st</sup> Century. Columbia University Press.
- Ryan, J.P. and Huang, H. (2014) Substance Abuse Issues. In Mallon & Hess Child Welfare for the 21<sup>st</sup> Century. Columbia University Press.
- Shonkoff, J., Garner, A.S. (2012). The Lifelong Effects of Early Childhood Adversity and Toxic Stress. *Pediatrics*, 129: e232-e246.

#### **Recommended Reading:**

- Horwitz, A. and Wakefield, J.C. (2009). Should screening for depression among children and adolescents be demedicalized. *J. Am. Acad. Child Adolesc. Psychiatry*, 48 (7): 683-687.
- Romeo, K. E. and Kelley, M. A. (2009). Incorporating human sexuality content in a positive youth development framework: Implications for community prevention. *Children and Youth Services Review*, 31.

## **Session Ten**

### **Evaluating Interventions Targeted toward Children and Young Adults**

#### **Complex Problem Feedback Session**

#### **Required Reading:**

- Casillas, Fauchier, Derkash, and Garrido. 2016. "Implementation of evidence-based home visiting programs aimed at reducing child maltreatment: A meta-analytic review." *Child Abuse and Neglect*, (53) 64-80.
- Unterman. 2014. "Headed to College."

**Other readings TBD closer to the session date**

## Session Eleven Global Issues and Perspectives

### Required Reading:

- Križ and Skivenes. 2014. "Street-level policy aims of child welfare workers in England, Norway and the United States: An exploratory study." *Children and Youth Services Review*. (40) 71-78.
- United Nations. 2012. "Good Practices in Family Policy Making: Family Policy Development, Monitoring and Implementation: Lessons Learnt." Read pages 1-22.
- Collins. 2017. "Europe's Child Refugee Crisis." *The New Yorker*.

## 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.

### 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 the student to explore a social welfare service (program) of his or her 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.

*"Wicked Problem/Grand Challenges" Project. (60 percent of the final grade)*

See separate handout for specific instructions. This assignment allows students to select one out of six "wicked problems" or "grand challenges" that have emerged over the last year or so. Students will be asked to produce a deliverable, participate in a presentation in their chosen topic area, and evaluate the presentations of other students.

### Assignment Due Dates at a Glance

Assignment	Tuesday Class	Percentage of Final Grade
<b>Services and Policy Worksheet</b>	February 13	<b>40%</b>
<b>Complex Problem Project</b>		<b>60% total</b>
Complex problem identification write-up	January 30	5% (pass/fail)
Worksheet	March 13	15%
Participation in feedback sessions		5% (pass/fail)
Final product	April 10 or 17	20%
Background report	April 24	15%

#### Grading:

Letter grades will be allocated as follows:

97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	E

Class attendance is expected. I understand that some absences are unavoidable and I respect student's professional and personal judgments in this area. However, 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.


### 3. ADDITIONAL COURSE INFORMATION AND RESOURCES

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#### Safety and emergency preparedness:

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)764-7793 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 two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to 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 (Room 1748) at (734) 936-0961 or via email at [ssw-ADA.compliance@umich.edu](mailto:ssw-ADA.compliance@umich.edu).

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. [Click here to read more about the School of Social Work's emergency policies and procedures.](#)

*Additional resources:*

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](#)
- [View the annual Campus Safety Statement](#)

### **Mental health and well being:**

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services](#) (CAPS) at (734) 764-8312
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at [mshaughm@umich.edu](mailto:mshaughm@umich.edu).
- [University Health Service](#) (UHS) at (734) 764-8320
- [Additional campus health and wellness resources](#)

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

### **Teaching evaluations:**

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

**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 before the second class period so that they use your correct name and pronouns.

[Students can designate their personal pronouns on the class roster via Wolverine Access:](#)

*Student Business > Campus Personal Information > Gender Identity.*

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

**Accommodations for students with disabilities:**

If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such.

[Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

*For more information, contact:*

Services for Students with Disabilities  
G-664 Haven Hall | 505 South State St.  
(734) 763-3000 | [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

**Religious/spiritual observances:**

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

[Please click here to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.](#)

**Military deployment:**

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

**Writing skills and expectations:**

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops,



resources and individual assistance to help improve skills and confidence in written communication.

*For more information or to schedule an appointment, contact:*

[SSW Writing Assistance](#)

[Career Services](#) (Room 1696; (734) 763-6259; [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu))

*APA formatting:*

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

### **Academic integrity and plagiarism**

Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)