1. Course Overview

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.”
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

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)

Design
This course will be taught using a combination of lectures, visiting lecturers, group discussion, in class exercises, media, 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. Course Requirements

Required Reading

- All required reading will be uploaded onto the Canvas course site (SW 633 Sec.001, W19), in the “Files” section, organized by class session. (If you have problems with the Canvas site, please call 844-329-3130).

Recommended Textbook


Recommended Media

- The New York Times (or Los Angeles Times, Washington Post, etc.) The NYT is available online at [http://www.nytimes.com](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!

- Kids Count [http://datacenter.kidscount.org/locations](http://datacenter.kidscount.org/locations)
- Urban Institute Research [http://www.urban.org/research](http://www.urban.org/research)
Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complex Problem Paper 1</td>
<td>2/25/19</td>
<td>25%</td>
</tr>
<tr>
<td>2. Complex Problem Paper 2</td>
<td>4/08/19</td>
<td>35%</td>
</tr>
<tr>
<td>3. Take-Home Final Exam</td>
<td>4/29/19 *5:00 pm</td>
<td>40%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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✓ Complex Problem Paper Assignments (#1, and #2): A detailed description of these assignments is posted on Canvas, under the “Assignments” folder and link. Completed assignments are to be submitted online through the class Canvas site, prior the start of class the day on which they are due.

✓ Final Take-home Exam: The final exam is a take-home exam in essay question format. The exam will be include several short answer essay questions, covering material from the readings, in class lectures, handouts and discussions. It will review material from the whole semester. The final will be made available on April 22nd with a due date of Monday, April 29th by 5:00 pm. The final exam is worth 40% of the final grade.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+, A, A-</td>
<td>Superlative 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 excellence in these skills are demonstrated.</td>
</tr>
<tr>
<td>B+</td>
<td>Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.</td>
</tr>
<tr>
<td>B</td>
<td><strong>Mastery of subject content at level of expected competency – meets course expectations</strong></td>
</tr>
<tr>
<td>B-</td>
<td>Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>Student has failed to demonstrate minimal understanding of subject content.</td>
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</tbody>
</table>
- It is best not to assume you will receive an “A” in this course. The instructors grade on a relative, not absolute, grading scale. If I read and give feedback on a paper draft you should also not assume that following my suggestions will result in an “A.”

- Challenges to grades: 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.

- Course Incompletes: Are only given in extreme circumstances whereupon a serious, extenuating circumstance has prevented the student from completing a limited amount of coursework. The instructor must be notified of the circumstances that prohibit the student from completing course assignments that are outlined in the syllabus. These situations must be discussed well in advance of the end of the semester. The instructor reserves the right to determine if the circumstances are sufficient to justify an incomplete in the course.

Class Attendance and Participation

Class attendance and class participation are essential for this course. Therefore, you are expected to attend, to be prepared, and to make reasonable contributions. Attendance will be taken via a weekly sign-in sheet circulated at the start of class. It is the student’s responsibility to sign in each week. Weekly lectures will highlight important themes and information from the readings, as well as provide additional content. Therefore, miss class at your own peril. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class.

Class Ground Rules

While a significant portion of the course will include material presented through lecture, much of your learning will come from in-class discussion around the readings, lectures and assignments. As such, it is important that students in this class come prepared to express and exchange ideas related to the topics discussed. This will require both reflection on your part, prior to entering class, and respect for ideas and perspectives different from your own while in class. Please keep in mind that effective advocacy (a cornerstone of social work practice) requires the ability to understand and appreciate opposing perspectives and competing self-interests. All of my lectures are accompanied by PowerPoint presentations, which are uploaded into canvas one-day prior to each class. Therefore, I prefer that students refrain from using laptops, tablets or smartphones during class, so they can more fully participate in discussion around the material.
3. Additional Course Information and Resources

Communications Regarding Class

Students should feel free to email me at seafour@umich.edu, if questions regarding the course or material arise. I check my email frequently and strive to reply promptly. If you email after 5pm on Friday, please do not expect a response until the next working day (Monday). Since Email is the principle means of electronic communication at the University, I do expect you to check your email regularly as well. I will periodically post announcements on Canvas, but I will always send an email to alert the class of an announcement, as well. Because I do not always have access to Canvas, please only send emails to me; don’t use the message function in Canvas. In the event of severe weather, I will try to make arrangements for an alternative forum for class (e.g., via Canvas or Google).

General Expectations for Written Work

Written work will be evaluated by how well it addresses the topic and the clarity of presentation. It is important to follow assignment instructions carefully and to read and re-read work before its submission. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. Ask them to read for clarity of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader.

APA formatting

Any assignments should utilize APA formatting. Please review the MLibrary APA Citation Guide as needed: https://guides.lib.umich.edu/c.php?g=282964&p=1885441. The Purdue Owl website is also helpful: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Academic integrity and plagiarism

Representing someone else’s words, statements, ideas or works as one’s own, without proper acknowledgement or citation, is a serious violation of academic integrity. Violations will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct: http://www.lib.umich.edu/academic-integrity/resources-students.

Religious Observances

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic
requirements. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term.

**Students with Disabilities**

The School of Social Work has policies and services to ensure 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 to discuss accommodations for your specific needs. This information will be kept strictly confidential. To find out more about services 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) or Mary Eldridge (hedgem@umich.edu) in the School of Social Work Office of Field Instruction, 734-936-0961.

**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 Advocate, Nyshourn Price, listed above. The school is also committed to advancing the mental health and wellbeing of its students. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/. Additionally, the School has an embedded CAPS counselor, Megan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the well-being of social work students 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.

**Safety & Emergency Preparedness**

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 you may contact (734)764-SSWB (7793) for up-to-date School closure information. If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (SSWB, Room 1748, 734-936-0961) and/or email ssw-ADAcompliance@umich.edu. Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/

**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.
## 4. Schedule of Topics and Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
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</thead>
</table>
| Jan. 14th  | Course overview and Introduction                        | Review Syllabus and course materials on Canvas Canvas Readings  
| Jan. 21st  | No Class- MLK Day                                       | N/A                                                                                                                                                 |
| Jan. 28th  | Complex challenges: Trauma, Toxic Stress, Poverty, Risk & Resilience | Canvas Readings  
| Feb. 4th   | Child Welfare Part 1: Protection, Prevention, in- home intervention | Canvas Readings:  
- Michigan Child Protective Services Law (1975 and current)  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Canvas Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Ted Ed</strong>: Rethinking Foster Care Molly McGrath Tierney</td>
<td><strong>Canvas Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Berrick, J. (2009). Ch. 6 <em>Quality foster care: My home for now. Take me Home: protecting America’s vulnerable children and families</em>. Oxford University Press.</strong></td>
</tr>
<tr>
<td>Feb. 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Education Part 1: Early Intervention, Education Funding</td>
<td><strong>Canvas Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mongeau. 2016. “Why Does America Invest so Little in its Children?” The Atlantic Monthly.</strong></td>
</tr>
<tr>
<td>Feb. 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Education Part 2: Disproportionality, Promising Approaches, Discipline</td>
<td><strong>Canvas Readings:</strong></td>
</tr>
<tr>
<td></td>
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<td><strong>Uzelac, M. &amp; Giddings, S. “How this alternative learning environment is weaving social-emotional skills into their learner-centered practice. Education Reimagined.”</strong></td>
</tr>
<tr>
<td>Mar. 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>No Class- Spring Recess</td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>Mar. 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Juvenile Justice Part 1: Diversion and Prevention</td>
<td><strong>Canvas Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Rosenheim, Zimring, Tannenhaus, &amp; Dohrn, Chapter 8 <em>Serious and Violent Juvenile Offenders</em>.</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Canvas Readings</td>
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</table>
- Boo. 2006. “Swamp Nurse.” The New Yorker |

*Complex Problem Paper Assignment #2 Due*


<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 22nd</td>
<td>End of Semester Wrap-up</td>
<td>Review Final Exam (Take Home)</td>
</tr>
<tr>
<td>Apr. 29th</td>
<td>No Class- Exams Due</td>
<td>Final Exams due (Uploaded in Canvas) by 5pm on 4/29/18</td>
</tr>
</tbody>
</table>