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

2. Students should demonstrate knowledge of how the current service delivery system disrupts or supports the oppression, discrimination, and injustice of children, youth, and their families and articulate alternative design possibilities in the field of Children & Youth and their Families in Society to address such problems as:
   a. Level and type of attention to the basic needs of families (promotion)
   b. Lack of prevention as a focus of the service system
   c. Lack of social services attached to concrete provision
   d. Unequal distribution of services based on the current policy framework
   e. Racial and ethnic disparities among those who enter the system and the differential ways in which they are served
   f. Structural discontinuities in the public vs. private provision of services

3. Students should demonstrate in depth knowledge and the ability to apply evidence-based programming and professional knowledge in the design and implementation of comprehensive, culturally responsive services for children, youth, and families. Students should be able to critique evidence-based programming in terms of its cultural framing and how power and inequities are being initiated and reinforced.

4. Students should demonstrate in depth policy analysis research in one or more of the specific areas of services and policies to children, youth, and their families, be it family support services, child protection, foster care, juvenile justice, or the like.
Course Design:

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

Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity** will be addressed through, for example, discussion of the diverse client populations of the service systems covered in the course. In addition, the design of programs and how they are or are not responsive to the varying cultural and ethnic circumstances of their clients is addressed. Special child and family policy needs related to issues of poverty, race, ethnicity, discrimination, family structure, and other differences are also considered.

- **Social Justice and Social Change** will be addressed by considering the differential impact of child, youth, and family policy and services on the poor, race and ethnic groups, and gay, lesbian, bisexual, and transgender youth; by identifying the mechanisms in these policies and services that support privilege and oppression; and by developing an awareness of ways to promote social justice goals within these systems.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be addressed by examining the continuum of care present or ideally needed in the programs and services provided to children, youth, and their families.

- **Behavioral and Social Science Research** will be addressed through review of studies and academic literature on, for example, the changing demographics that affect demand for services, and the effectiveness of services and policies for children, youth, and their families.

Relationship of the Course to Social Work Ethics and Values:

This course will cover the complexities of ethical dilemmas as they relate to services and policies for children and youth populations, as well as the ways in which the professional Code of Ethics may be used to guide and resolve value and ethical issues. In particular, this course will review the ethics and values related to confidentiality, self-determination, and respect for cultural and religious differences. The course includes consideration of the social worker’s responsibility to promote the general welfare of society (e.g., the prevention and elimination of discrimination; equal access to resources, services, and opportunities; and advocacy for changes in policy). In addition, ethical concerns of special importance to social work with children and youth will be covered, such as the child’s ability to report and understand at various levels of development, conflicts between the child’s best interest and the family’s best interest, and ethical issues related to the treatment of minors.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS):

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.
Textbooks and News Media Requirements

Required Reading:

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

Recommended Textbooks


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

Student Evaluation

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 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” or “Complex Problem” Project. (60 percent of the final grade) - See separate handout for specific instructions. This assignment requires students to select a “wicked problems” or “grand challenges” and to work with fellow classmates to think about solutions. Students will be asked to produce a comprehensive report, participate in a presentation in their chosen topic area, and evaluate the presentations of other groups.

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>1. Services and Policy Worksheet</td>
<td>Feb 11</td>
<td>Feb 12</td>
<td>40%</td>
</tr>
<tr>
<td>2. Wicked Problem Project</td>
<td>January 26th by 5pm. One group member must email instructor with membership and general topic area</td>
<td>February 4</td>
<td>February 5</td>
</tr>
<tr>
<td>a. Groups Formed and Tentative Topics submitted</td>
<td>February 18</td>
<td>February 19</td>
<td>Ungraded (optional)</td>
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<tr>
<td>b. Wicked Problem Write Up</td>
<td></td>
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<tr>
<td>c. Report Outline</td>
<td></td>
<td></td>
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<tr>
<td>d. Final Report</td>
<td>April 8</td>
<td>April 9</td>
<td>40%</td>
</tr>
<tr>
<td>e. Presentations</td>
<td>April 15-22</td>
<td>April 16-23</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 for the final two sessions is mandatory. Otherwise, class attendance is expected (with the exception of MLK week). 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.

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).

Student Mental Health and Wellbeing: University of Michigan is committed to advancing the mental health and wellbeing of its 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 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>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Introductions</td>
<td>January 14</td>
<td>January 15</td>
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<tr>
<td></td>
<td>MLK and Wicked Problems Days</td>
<td>January 21*</td>
<td>January 22</td>
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<tr>
<td>Two</td>
<td>Problem Construction, Programs, Toxic Stress and Complex Problems</td>
<td>January 28</td>
<td>January 29</td>
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<tr>
<td>Three</td>
<td>Child Welfare Part 1</td>
<td>February 4</td>
<td>February 5</td>
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<tr>
<td>Four</td>
<td>Child Welfare Part 2</td>
<td>February 11</td>
<td>February 12</td>
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<tr>
<td>Five</td>
<td>Education Part 1</td>
<td>February 18</td>
<td>February 19</td>
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<tr>
<td>Six</td>
<td>Education Part 2</td>
<td>February 25</td>
<td>February 26</td>
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<td></td>
<td>WINTER BREAK</td>
<td>March 4</td>
<td>March 5</td>
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<tr>
<td>Seven</td>
<td>Juvenile Justice Part 1</td>
<td>March 11</td>
<td>March 12</td>
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<tr>
<td>Eight</td>
<td>Juvenile Justice Part 2</td>
<td>March 18</td>
<td>March 19</td>
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<tr>
<td>Nine</td>
<td>Health and Mental Health Part 1</td>
<td>March 25</td>
<td>March 26</td>
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<tr>
<td>Ten</td>
<td>Health and Mental Health Part 2</td>
<td>April 1</td>
<td>April 2</td>
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<tr>
<td>Eleven</td>
<td>Global Issues</td>
<td>April 8</td>
<td>April 9</td>
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<tr>
<td>Twelve</td>
<td>Presentations</td>
<td>April 15</td>
<td>April 16</td>
</tr>
<tr>
<td>Thirteen</td>
<td>Presentations</td>
<td>April 22</td>
<td>April 23</td>
</tr>
</tbody>
</table>
Session One: Introduction to Course
Child and Family Policy


Required Reading:


Session 2:
Social Problem Construction, Social Welfare Programs, Toxic Stress and Complex Problems

Making the case for “outside the box” thinking and the need for reform. How are social problems constructed? What social welfare programs flow from those constructions? A brief overview of our existing systems: Income insecurity: (TANF, SSI, UI, EITC; Food Insecurity: WIC, SNAP, School Lunch programs); Housing Insecurity: (Section 8; Public Housing, Health Inequality: (Health Insurance: Medicaid, SCHIP etc). Toxic stress, chronic poverty, institutional racism, historical trauma, and other complicating factors. Complex problems and Social Work.

Discussion: A Bullet Could Hit me and My Kids Anytime. New York Times <http://nyti.ms/2iFIvD5> Possible News clips: How does the toxic stress of poverty hurt the developing brain? Or An Extremist’s Path

Required Reading:


Recommended Reading:
• Skim: ChildStats 2016 Social Welfare Indicators.
• CBPP. Policy Basics: An Introduction to TANF. C-Tools.
• Sawhill, Thomas, and Monea. (2010). An once 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.

Session 3
Child Welfare Policy Frame Works

Child protection from Mary Ellen to the Battered Children Syndrome and beyond. Federal legislative
framework including: Child Abuse Prevention and Treatment Act of 1974 (CAPTA); Indian Child
Imitative of 1986; Family Preservation and Family Support Program of 1993; Multi-ethnic Placement
Act of 1994; Adoption and Safe Family Act of 1997; and Chaffee Foster Care Independence Act of
1999; Intercountry Adoption Act of 2000; Promoting Safe and Stable Families (2001); Fostering
Connections to Success and Increasing Adoptions Act (2008).

Documentary: A Brooklyn Family Tale

Required Reading:

• Michigan Child Protective Services Law (1975 and current)

Recommended Reading:


Session 4
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.

**Documentary:** From Place to Place

**Ted Ed: Rethinking Foster Care** Molly McGrath Tierney - https://www.youtube.com/watch?v=c15hy8dXSps

**Required Reading:**

**Recommended Reading:**
- Bartholet, 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/

**Session 5**

**Education Policy Frameworks**


**Documentary:** Indian School: Stories of Survival
Required Reading


Recommended Reading

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

Session 6

Education Services and Special Topics


Documentary: Frontline - Separate and Unequal
Documents: Detroit Public Schools Code of Conduct and Michigan (MI) Model bullying policy.

Required Reading:

- Uzelac, M. & Giddings, S. How this alternative learning environment is weaving social-emotional skills into their learner-centered practice. Education Reimagined. Go to: https://education-reimagined.org/social-emotional-skills-learner-centered-practice/

Recommended Reading:
• 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.
• Charlie Rose interview with Geoffrey Canada http://www.charlierose.com/view/interview/8864#
• Stop bullying now. <http://www.stopbullying.gov/>
• PLEASE visit Department of Education website: www.ed.gov/nclb/landing.jhtml

Session 7
Juvenile Justice Policy Frameworks


Required Reading:

• Skim documents in Katherine Root Folder

Recommended Reading:

• Rosenheim, Zimring, Tannenhaus, & Dohrn, Chapter 6 Status offenses and status offenders. Canvas
• PLEASE visit Office of Juvenile Justice and Delinquency Prevention (OJJDP) website: www.ojjdp.ncjrs.org/index.html

Session 8
Juvenile Justice Services and Special Issues

and the impact on families. When are young adults “responsible” for their actions? When should we treat them like “adults”. LGBT youth and incarceration.

**Video NewsHour:** Newark Youth Court gives juvenile offenders a jury of their peers (Nov 30, 2018)  

**Required Reading**

- *CDF -- From Cradle to Grave, Canvas*

**Recommended Reading**

- Rosenheim, Zimring, Tannhaus, & Dohrn, Chapter 8 *Serious and Violent Juvenile Offenders. Canvas*
- 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 9
**Health and Mental Health Policy Frameworks**

Health care and children: Affordable Care Act (ACA); Medicaid, SCHIP, Trump’s Impact and Budget Issues? Private Insurance, Mental Health Parity and Addiction Equity Act of 2008, Mental Retardation Facilities and Community Mental Health Act of 1963, Mental Health Systems Act of 1980, Children’s and Community Mental Health Services Improvement Act of 1992. Programs include Project LAUNCH (SAMSA) and Maternal, Infant, and Early Childhood Home Visiting (MIECHV)

Some health insurance issues: Prenatal care or not? Teen parenthood. Pre-existing conditions, the uninsured, under-insured. Obama’s Health Care reform: where are we? What is the likely impact on families? State budgets? What are the mental health needs of “troubled” children and youth? How should we serve them? Suicide and depression.

**Required Reading:**


### Session 10
**Health and Mental Health Special Issues**

**Substance Abuse**

**Documentary:** Big Mama

**Required Reading:**


**Recommended Reading:**


**Session 11**

**Global Issues and Perspectives**

Readings and Topics to be announced. This could cover the global refugee crisis, travel bans, DACA, Convention on the Rights of the Child and/or other global topics.

**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.

**CONGRADULATIONS AND HAPPY SUMMER**