Course title: Children and Youth Services and Social Policies
Course #/term: SSW 633, Section 002, Winter, 2020
Time and place: Monday, 2-5pm, SSWB B798
Credit hours: 3
Prerequisites: SW 530
Instructor: Kathryn Maguire-Jack
Pronouns: She, her, hers
Contact info: Email: kmjack@umich.edu Phone: 734-764-7805
You may expect a response within 24 hours
Office: 2788 SSWB
Office hours: Mondays 12-2pm, or by appointment

1. Course Statement

a. 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."
b. 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

c. 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.

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

   e. 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.

**f.** 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.

**g.** 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**

**a.** Text and class materials


**Other Required Readings**

Required and recommended readings are posted on the Canvas website for the course under each weekly module.
Recommended Media

- 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 http://www.urban.org/research

b. Policies

**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.

**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 Health and Well-being:**
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.eduduring 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.
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/.
Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

**Communications Regarding the Course**
Students should feel free to email the instructor whenever questions arise. I check my email very frequently and strive to reply promptly, and if I’m going to be away I will let you know in advance. Email is the means of electronic communication at the University, so I do expect you to check your email regularly as well.

If you would like to meet in person, please make an appointment, either in person or over email. I’m more than happy to meet with each one of you when you have questions, concerns, or just want to talk, and I will do my very best to be as flexible as possible with my schedule.

**Classroom Policies**

1. You are responsible for all information that is provided to you from the instructor in class, on Canvas, and on email.
2. Complete required readings.
3. Attend class. Attendance is expected and part of your grade.
4. Participate appropriately in class discussion and activities.
5. Facilitate your own learning. As adults, you all know how you learn best. Do what you need to do to promote this learning.
6. Laptops are allowed to the extent that they are used for note taking and other class purposes.
7. Be respectful of the instructor and your colleagues.
8. Use Canvas to access course materials

c. Class schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/13</td>
<td>Introductions, syllabus overview, orientation to the course</td>
<td>N/A</td>
</tr>
<tr>
<td>2-5pm</td>
<td></td>
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<tr>
<td>1/20</td>
<td>NO CLASS MLK DAY</td>
<td></td>
</tr>
<tr>
<td>Week 3 2/3</td>
<td>Early childhood “Raising of America”</td>
<td>Groups must be selected by end of class</td>
</tr>
<tr>
<td>2-5pm</td>
<td></td>
<td>Boo. 2006. “Swamp Nurse.” The New Yorker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zhai, Raver, and Jones. 2012. “Academic performance of subsequent schools and impacts of</td>
</tr>
<tr>
<td>Date/Time</td>
<td>Agenda</td>
<td>Required Readings &amp; Assignments</td>
</tr>
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<tr>
<td>Week 4</td>
<td>Education part 1: Policy frameworks</td>
<td><strong>Complex problem write-up due before class</strong></td>
</tr>
<tr>
<td>Week 5</td>
<td>Education 2: Macro issues in the education system</td>
<td><strong>Services and Policies Worksheet due before class</strong></td>
</tr>
<tr>
<td>2/17</td>
<td></td>
<td>Uzelac, M. &amp; Giddings, S. “How this alternative learning environment is weaving social-emotional skills into their learner-centered practice. Education Reimagined.”</td>
</tr>
<tr>
<td>Week 6</td>
<td>Child welfare part 1: Policy frameworks</td>
<td><strong>OPTIONAL Report outline due before class</strong></td>
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<tr>
<td>Date/Time</td>
<td>Agenda</td>
<td>Required Readings &amp; Assignments</td>
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<td>3/2</td>
<td>NO CLASS – WINTER BREAK</td>
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<tr>
<td>Date/Time</td>
<td>Agenda</td>
<td>Required Readings &amp; Assignments</td>
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<tr>
<td>2-5pm</td>
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<tr>
<td>2-5pm</td>
<td></td>
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<tr>
<td>Week 11 4/6</td>
<td>Global issues</td>
<td><strong>Final report due before class</strong></td>
</tr>
<tr>
<td>Date/Time</td>
<td>Agenda</td>
<td>Required Readings &amp; Assignments</td>
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<tr>
<td>Week 12</td>
<td>Complex problem presentations</td>
<td>Final presentations</td>
</tr>
<tr>
<td>4/13 2-5pm</td>
<td></td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Complex problem presentations</td>
<td>Final presentations</td>
</tr>
<tr>
<td>4/20 2-5pm</td>
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</tbody>
</table>

d. Assignments

Detailed instructions for the assignments are available on Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>Throughout</td>
<td>10%</td>
</tr>
<tr>
<td>Services and Policy Worksheet</td>
<td>2/17 2pm Submit to Canvas</td>
<td>30%</td>
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<tr>
<td>Complex Problem Project</td>
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</tr>
<tr>
<td>Groups formed and tentative topics submitted</td>
<td>2/3 5pm. Upload a file with group members names and general topic area Submit to Canvas (One group member)</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Complex problem write-up</td>
<td>2/10 2pm Submit to Canvas (One group member)</td>
<td>5% Mandatory (pass/fail)</td>
</tr>
<tr>
<td>Final report</td>
<td>4/6 2pm Submit to Canvas</td>
<td>40%</td>
</tr>
<tr>
<td>Assignment</td>
<td>Due date</td>
<td>Percent of overall grade</td>
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<tr>
<td>---------------------</td>
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<tr>
<td>Presentations</td>
<td>4/13, 4/20</td>
<td>15%</td>
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</tbody>
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**Assignment Due date Percent of overall grade**

(One group member)

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e. Attendance and class participation

Students are expected to attend and participate in each class. Absences over one class will result in a reduction of 2 point per occurrence. Failure to participate in class regularly will result in the loss of 1-2 points per class.

Weather: If you have to miss class due to inclement weather (above and beyond the university closing), please communicate with me so that we can set up an alternative arrangement. Use your best judgment around getting to class safely.

Other emergencies: Circumstances arise that are beyond our control. Each student is given one “freebie” for which they will not lose points for missing class. Save this freebie in case you need it. If you have already used your freebie and extenuating circumstances present themselves, communicate with me so that I can try to accommodate.

Please see the MSW Student Guide for more information on SSW guidelines: [Policy on Class Attendance](#).

f. Grading

Please see the following SSW Policies related to grading:

- [Grades in Academic Courses and in Field Instruction](#)
- [Student Grievance procedures](#)
- [Policy for grading in special circumstances](#)

Late assignments will lose 3 points per day, including weekend days. Assignments must be uploaded into the Canvas Dropbox.

Grades are assigned as follows:

- **B+ = 87-89%**
- **A = 93-100%**
- **B = 83-86%**
- **A- = 90-92%**
- **C+ = 77-79%**
- **B- = 80-82%**
- **C = 73-76%**
- **C- = 70-72%**
- **D+ = 67-69%**
- **D = 60-66%**
- **F = 0-59%**
Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism