1. Course Statement

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. 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, 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 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.

2. Class Requirements

a. Text and class materials:

Required Reading:

- Canvas: Required and recommended readings are posted on the Canvas website for the course under “files.
  a) Amazon $49.95
  b) Barnes & Noble $49.95
  c) Abebooks.com $33.41
  d) Chegg.com $37.49

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!

- 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
With the exception of the first week, students are required to read the textbook and all of the Canvas readings prior to each week’s class. Due to the evolving nature of Children and Youth Social Policy, some topics and readings for sessions will be determined later in the course.

b. Class schedule

(Subject to change based on class needs)

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| Week 1  
1/14/20 | Purpose, Goals, Objectives and Key Policies of Child and Family Social Services, With a Special Focus on Child Welfare. | Introduction to Class and Course Work. CWC, Chapter 1 |
| Week 2  
| Week 3  
1/28/20 | Protecting Children from Child Abuse and Neglect by Strengthening Families and Communities. | CWC, Chapter 3  
**DUE**  
*Complex Problem Identification Write Up* |
| Week 4  
2/4/20 | Strengthening Families through Anti-Poverty Efforts | CWC, Chapter 4 |
| Week 5  
2/11/20 | Family Foster Care and Kinship Care | CWC, Chapter 5  
**DUE**  
*Service and Policy Agency Review Paper* |
| Week 6  
2/18/20 | Achieving Permanency through Family Reunification Adoption and Guardianship | CWC, Chapter 6 |
| Week 7  
2/25/20 | Juvenile Justice and Crossover Youth in Child Welfare | CWC Chapter 7  
Discussion: Kelief Browder Story episode 1-3 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/3/20</td>
<td>Winter Break</td>
<td>Enjoy</td>
</tr>
<tr>
<td>Week 8</td>
<td>Specialized Treatment Services for Children and Families</td>
<td>CWC, Chapter 8</td>
</tr>
<tr>
<td>3/10/20</td>
<td>This class will be spent with your group discussing your project with the professor for feedback.</td>
<td>DUE Complex Problem Worksheet</td>
</tr>
<tr>
<td>Week 9</td>
<td>Leadership, Staffing and Other Organizational Requisites for Effective Child and Family Services</td>
<td>CWC, Chapter 9</td>
</tr>
<tr>
<td>3/17/20</td>
<td>This class will be spent with your group discussing your project with the professor for feedback.</td>
<td>DUE Complex Problem Worksheet</td>
</tr>
<tr>
<td>Week 10</td>
<td>International Innovations in Child and Family Services</td>
<td>CWC, Chapter 10</td>
</tr>
<tr>
<td>3/24/20</td>
<td>Participation and Feedback Session</td>
<td>Complex Problem peer feedback</td>
</tr>
<tr>
<td>Week 11</td>
<td>Class Presentations</td>
<td>ATTENDANCE STRONGLY ENCOURAGED</td>
</tr>
<tr>
<td>3/31/20</td>
<td>Class Presentations</td>
<td>ATTENDANCE STRONGLY ENCOURAGED</td>
</tr>
<tr>
<td>Week 12</td>
<td>Class Presentations</td>
<td>ATTENDANCE STRONGLY ENCOURAGED</td>
</tr>
<tr>
<td>4/7/20</td>
<td>Class Presentations</td>
<td>ATTENDANCE STRONGLY ENCOURAGED</td>
</tr>
<tr>
<td>Week 13</td>
<td>Class Presentations</td>
<td>ATTENDANCE STRONGLY ENCOURAGED</td>
</tr>
<tr>
<td>4/14/20</td>
<td>Class Presentations</td>
<td>ATTENDANCE STRONGLY ENCOURAGED</td>
</tr>
<tr>
<td>Week 14</td>
<td>Class Presentations</td>
<td>ATTENDANCE STRONGLY ENCOURAGED</td>
</tr>
<tr>
<td>4/21/20</td>
<td>Class Presentations</td>
<td>ATTENDANCE STRONGLY ENCOURAGED</td>
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</tbody>
</table>

**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.

I will periodically post announcements on Canvas, but I will always send an email to alert the class of the announcement. Because I do not always have access to Canvas, please only send emails to me, don’t use the message function in Canvas.

I don’t have formal office hours. I’ve found if I set particular hours, at least half of the class will be unavailable during that time. So 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.

c. Assignments at a Glance

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.

The Service and Policy Agency Review (30% of the final grade)

*See separate handout for specific instructions.*

This assignment is designed to allow students to explore a social welfare service (program) of their choosing to examine how it is designed and operated to meet community needs and to identify policies both internal (within the agency/program) and external (outside the agency/program) which shape service delivery.

Complex Problem Project (70% of the final grade)

*See separate handout for specific instructions.*

This assignment allows students to select a complex social justice problem related to children and families and produce a product that analyzes the problem, critiques existing policies and services, and makes recommendations.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Problem Identification Write Up</td>
<td>Week 3, 1/28/2020</td>
<td>10%</td>
</tr>
<tr>
<td>Service and Policy Agency Review</td>
<td>Week 5, 2/11/2020</td>
<td>30%</td>
</tr>
<tr>
<td>Complex Problem Worksheet</td>
<td>Week 9, 3/17/2020</td>
<td>10%</td>
</tr>
<tr>
<td>Participation in Feedback Sessions</td>
<td>Week 12 4/7/2020</td>
<td>5% Attendance Mandatory</td>
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<tr>
<td>Complex Problem Final Project</td>
<td>Week 13 &amp; Week 14</td>
<td>45%</td>
</tr>
</tbody>
</table>

d. Attendance and class participation
   a. Student attendance is expected. Students are responsible for securing lecture notes and handouts when circumstances prevent attendance. While I understand that absences may sometimes occur, an excessive number of absences will result in lowering your final grade. Please contact me if personal matters or illness are interfering with regular class attendance. Please note in order to receive your points on 4/9/2019, attendance is mandatory for the duration of the class.

Grading

The criteria for each grade are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A+, A, and A- is based on the degree to which 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>Mastery of subject content at level of expected competency – meets course expectations</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 or 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>
</tr>
</tbody>
</table>

Four Notes on Grading:

1. Class attendance and class participation are essential for this course. Therefore; you are expected to attend, to be prepared, and to make reasonable contributions. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class.

2. I grade all papers anonymously. Put only your student identification number on your submitted work. I will attach names after grading.

3. 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.
4. 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 (or mathematical errors) not on nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

5. Here are some reference links regarding grading:
   - Grades in Academic Courses and in Field Instruction
   - Student Grievance procedures
   - policy for grading in special circumstances
   - testing and grading from CRLT

General Expectations for Written Work: Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to follow assignment instructions carefully. Please edit your work. If possible have someone proof read for you. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Please note I do grade on the quality of the writing. Clear writing is generally aligned with clear thinking.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include

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 (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/.
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.
- **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

### 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 any accommodations, 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.
Phone: (734) 763-3000
Email: ssdoffice@umich.edu
Religious/spiritual observances: The University of Michigan, as an institution, does not observe religious holidays; however, 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. Please click here to find out more about student expectations around conflicts between the academic and religious calendars, 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.

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the U-M SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage). Email Betsy Williams at _betsywil@umich.edu_ or call 734-763-6259. You can find helpful resources linked from ssw.umich.edu/writing-help

In addition, the Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them online and schedule an appointment: Website: http://www.lsa.umich.edu/sweetland/

Finally, another resource is the English Language Institute: http://www.lsa.umich.edu/eli

For more information or to schedule an appointment, contact:

SSW Writing Assistance  
Career Services (Room 1696)  
1080 S University Ave.  
Phone: (734) 763-6259  
Email: 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.
**Classroom Environment.** I hope that all students will work with me to create, and foster, a learning environment that promotes professional socialization, respectfulness, and broadens our mutual awareness of human differences and diversity. Students will be encouraged in this class to examine how the structure of our current social welfare systems evolved from, and may still reflect, biases and negative beliefs about certain populations. Questioning and disagreeing are all part of the learning process, and I would encourage all students to engage in these activities with thoughtfulness and respect.

craft effective prose. You can register with them on line and schedule an appointment: Website: [http://www.lsa.umich.edu/sweetland/](http://www.lsa.umich.edu/sweetland/). Finally, another resource is the English Language Institute: [http://www.lsa.umich.edu/eli](http://www.lsa.umich.edu/eli)