



Course title:	Children and Youth Services and Social Policies
Course #/term:	SW 633, Section 005, Winter 2020
Time and place:	Tuesdays 9-12, B684 SSWB
Credit hours:	3
Prerequisites:	SW 530 or permission of instructor
Instructor:	Garrett Pace, MSW
Pronouns:	He/him/his
Contact info:	Email: gtpace@umich.edu You may expect a response within 48 hours
Office hours:	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 (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)

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

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.

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

Required Reading:

All required readings will be on the course Canvas site (SW 633 005 W20). Readings are integral to the course. Each week, you should come to class having completed the assigned reading and ready to discuss.

Lectures:

When there are slides for a class session, I will post them on Canvas before class.

Recommended Textbook (not required):

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

Recommended resources

There are a number of excellent organizations that provide the latest information and research in a variety of areas of child, adolescent and family well-being and policy. You should know that these organizations exist, know the basic information contained on their websites, and should turn to them often during your careers. To get you started please familiarize yourself with the following sources. Feel free to suggest others as you discover them during the semester!

- American Institute For Research (AIR). <http://www.air.org/>
- Annie E. Casey Foundation <http://www.aecf.org/>
- Child Trends <http://www.childtrends.org/>
- Forum on Child and Family Statistics. Child Stats <http://www.childstats.gov/index.asp>
- Kaiser Family Foundation <http://kff.org/>
- Kids Count <http://datacenter.kidscount.org/locations>
- Urban Institute Research <http://www.urban.org/research>
- National Juvenile Justice Evaluation Center
<https://www.ojjdp.gov/ojstatbb/ezaics/asp/selection.asp>

b. Class schedule

Date/Time	Topic and Assignments	Readings
Session 1 Jan. 14	Course overview and introduction	None

Date/Time	Topic and Assignments	Readings
<p>Session 2 Jan. 21</p>	<p>Social Problem Construction, Social Welfare Programs, Toxic Stress, and Complex Problems</p>	<p>Staller, K. M. (2009). Social problem construction and its impact on program and policy responses. In Kamerman, S.B., Phipps, S. & Ben-Arieh, A. (Eds). From Child Welfare to Child Well-being: An international perspective on knowledge in the service of making policy. Springer.</p> <p>Eversman, M.H. & Bird, J.D.P. (2017). Moral panic and social justice: A guide for analyzing social problems. <i>Social Work</i>, 62, 29-36.</p> <p>Hahn, H. (2015). Federal expenditures on children: What budget policy means for children's policy. <i>SRCD Social Policy Report</i>, 29(1), 1-16.</p> <p>Shonkoff, J., Garner, A.S. (2012). The Lifelong Effects of Early Childhood Adversity and Toxic Stress. <i>Pediatrics</i>, 129: e232-e246.</p>
<p>Session 3 Jan. 28</p>	<p>Child Welfare Part 1</p> <p>Complex problem identification write-up due Jan 27 before 10 pm</p>	<p>Slack, K.S. & Paul, J. (2017). Child welfare policy. In E. Dearing and E. Votruba-Drzal (Eds.), <i>The handbook of early childhood development programs, practices, and policies: Theory-based and empirically supported strategies for promoting young children's growth in the United States.</i></p> <p>Children's Bureau. (2015). <i>Major Federal Legislation Concerned with Child Welfare, Protection, and Adoption.</i></p> <p>Michigan Child Protection Law</p>
<p>Session 4 Feb. 4</p>	<p>Child Welfare Part 2</p>	<p>Berrick, J. (2009). Ch. 6 Quality foster care: My home for now. <i>Take me Home: protecting America's vulnerable children and families.</i> Oxford University Press.</p> <p>Hurley, D. (2018). Can an Algorithm Tell When Kids Are in Danger? <i>New York Times</i></p> <p>McCormick, A., Schmidt, K. & Terrazas, S. (2017) LGBTQ Youth in the Child Welfare System: An Overview of Research, Practice, and Policy, <i>Journal of Public Child Welfare</i>, 11(1), 27-39</p> <p>Strolin-Goltzman, J., Kollar, S., & Trinkle, J.</p>

Date/Time	Topic and Assignments	Readings
		(2010). Listening to the voices of children in foster care: Youths speak out about child welfare workforce turnover and selection. <i>Social Work</i> , 55(1), 47-53.
Session 5 Feb. 11	Education Part 1 Services and Policies Worksheet due Feb 10 before 10 pm	Jonson-Reid, M. (2013). Education Policy. In <i>Encyclopedia of Social Work</i> . Baker, B.D., Farrie, D., and Sciarra, D. G. (2018). Is school funding fair? A national report card. Education Law Center. Mongeau. 2016. "Why Does America Invest so Little in its Children?" <i>The Atlantic Monthly</i> .
Session 6 Feb. 18	Education Part 2 Guest conversation Feedback Session: Complex Report Outline (bring hard copies to class)	McCarter, S. (2017). The School-to-Prison Pipeline: A Primer for Social Workers. <i>Social Work</i> , 62(1), 53–61. Hall, W. (2017). The effectiveness of policy interventions for school bullying: A systematic review. <i>Journal of the Society for Social Work and Research</i> , 8(1), 45-69. Teasley, M. L. (2018). School Shootings and the Need for More School-Based Mental Health Services. <i>Children & Schools</i> , 40(3), 131–134.
Session 7 Feb. 25	Juvenile Justice Part 1 Complex Problem Report Outline due Feb 24 before 10 pm	Monahan, K., Steinberg, L., & Piquero, A. R. (2015). Juvenile Justice Policy and Practice: A Developmental Perspective. <i>Crime and Justice</i> , 44(1), 577–619. Marshall, J.M. & Haight, W.L. (2014). Understanding racial disproportionality affecting African American youth who cross over from the child welfare to the juvenile justice system: Communication, power, race and social class. <i>Children and Youth Services Review</i> , 42, 82-90. Sawyer, W. (2019). Youth Confinement: The Whole Pie 2019. Prison Policy Initiative.
No Class Mar. 3	Winter break	
Session 8 Mar. 10	Juvenile Justice Part 2	Greenwood, P. (2008). Prevention and intervention programs for juvenile offenders. <i>The Future of Children</i> , 185-210. Cunneen, C., & Tauri, J. M. (2019). Indigenous Peoples, Criminology, and Criminal Justice.

Date/Time	Topic and Assignments	Readings
		<p>Annual Review of Criminology, 2(1), 359–381.</p> <p>Liberman, A. M. and Fontaine, J. (2015). Reducing harms to boys and young men of color from criminal justice system involvement. Urban Institute.</p> <p>Winterdyk, J., Antonopoulos, G. A., & Corrado, R. (2016). Reflections on Norway’s juvenile justice model: A comparative context. <i>Crime Prevention and Community Safety</i>, 18(2), 105–121.</p>
<p>Session 9 Mar. 17</p>	<p>Health and Mental Health Part 1</p>	<p>National Institute for Health Care Management. (2005). <i>Children’s Mental Health: An Overview and Key Considerations for Health System Stakeholders</i>.</p> <p>Tough, P. (March 21, 2011). <i>The Poverty Clinic: Can a stressful childhood make you a sick adult?</i> <i>The New Yorker</i>.</p> <p>Huntington, C., & Scott, E. (2015). <i>Children’s Health in a Legal Framework. The Future of Children</i>, 25(1), 177–197.</p>
<p>Session 10 Mar. 24</p>	<p>Health and Mental Health Part 2</p> <p>Feedback Session: Complex Problem Final Report (bring hard copies to class)</p>	<p>Dore, M. (2014). <i>Mental Health Care for Children and Youth</i>. In Mallon & Hess <i>Child Welfare for the 21st Century</i>. Columbia University Press.</p> <p>Ryan, J.P. and Huang, H. (2014) <i>Substance Abuse Issues</i>. In Mallon & Hess <i>Child Welfare for the 21st Century</i>. Columbia University Press.</p> <p>Romeo, K. E., & Kelley, M. A. (2009). Incorporating human sexuality content into a positive youth development framework: Implications for community prevention. <i>Children and Youth Services Review</i>, 31(9), 1001–1009.</p>
<p>Session 11 Mar. 31</p>	<p>Family Structure and Special Topics</p>	<p>Berger, L. M., & Carlson, M. J. (2020). Family policy and complex contemporary families: A decade in review and implications for the next decade of research and policy practice. <i>Journal of Marriage and Family</i>, 82(1), 478-507.</p> <p>Other readings TBD</p>
<p>Session 12 Apr. 7</p>	<p>Global Approaches to Children’s Welfare</p>	<p>Roby, J. L., Rotabi, K., & Bunkers, K. M. (2013). Social justice and intercountry adoptions: The role of the US social work community. <i>Social</i></p>

Date/Time	Topic and Assignments	Readings
	Complex Problem Final Report due Apr 6 before 10 pm	<p>Work, 58(4), 295-303.</p> <p>Scherrer, J. L. (2012). The United Nations Convention on the Rights of the Child as policy and strategy for social work action in child welfare in the United States. <i>Social Work</i>, 57(1), 11-22.</p> <p>Pecora, P. J., Whittaker, J. K., Barth, R. P., Borja, S., & Vesneski, W. (2019). International Innovations in Child and Family Services. In <i>The Child Welfare Challenge: Policy, Practice, and Research</i> (pp. 450–489). Routledge.</p>
Session 13 Apr. 14	Presentations/Discussion	
Session 14 Apr. 21	Presentations/Discussion	

c. Assignments

Evaluated Assignments: You will be doing two major assignments (one has several parts). Please note that I consider these assignments to be central and critical to this course. You should allocate 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 (35 percent 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 (55 percent 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.

Assignment	Due date	Percent of overall grade
1. Services and Policy Worksheet	February 10 before 10 pm via Canvas	35%
2. Complex Problem Project		55% total
a. Complex problem identification write-up	January 27 before 10 pm via Canvas	5% (pass/fail)
b. Report outline	February 24 before 10 pm via Canvas	5%
c. Final report	April 6 before 10 pm via Canvas	30%
d. Presentation	April 14 or 21 in class	15%
3. Participation		10%

d. Attendance and class participation

Participation amounts to 10% of your final grade. I consider class attendance, timely arrival to class, engagement during class (e.g., preparedness, active listening, contributing to discussion and activities, staying on task), and participation during feedback sessions for your participation grade. Unless an emergency arises, attendance is **MANDATORY** on the feedback session days and the presentation days. I understand some absences are unavoidable, and I respect students' professional and personal judgments in this area. Students should communicate with me regarding absences. **In the case of excessive absences, I reserve the right to lower students' final grades accordingly.**

In the event of severe weather, I will try to make arrangements for an alternative forum for class (e.g., via Canvas or Google).

Student parents and caregivers are welcome to bring their children to class when necessary, such as in the case of a last minute public school cancellation and it is not possible to make alternative childcare arrangements. Parents who are breastfeeding may bring their baby to class as often as necessary.

e. Grading

Approach to grading: Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students

just below the mastery level. C grades are given when mastery of the material is minimal. C– is the lowest grade which carries credit.

Late assignments: With the exception of your Final Presentation, all assignments are due by 10 pm the day before class. Each 24 hour period that passes after an assignment is due (starting immediately after an assignment is due) will result in a 3 percentage point grade reduction on the assignment (e.g., from 95% to 92%). If you must turn in late work, you need to have communicated with me in advance about an alternative due date and reason in order to be considered for full credit.

Challenges to grades: Challenges to any grade 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.

Grading Scale:

A+	99.5 to 100
A	94 to < 99.5
A-	90 to < 94
B+	87 to < 90
B	84 to < 87
B-	80 to < 84
C+	77 to < 80
C	74 to < 77
C-	70 to < 74
D	60 to < 70
E	< 60

For additional information on school policy regarding grading and grievance procedures, please reference the MSW Student Guide policies on: Grades in Academic Courses and in Field Instruction, Student Grievance procedures, policy for grading in special circumstances.

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*