



Course title:	Integrative Seminar in Child Welfare	
Course #/term:	SW 739 Fall 2020	
Time and place:	Monday, 2:00pm – 5:00pm, On-line classes, Four in-person sessions Room 1636	
Credit hours:	3	
Prerequisites:	Children and Youth Concentration or permission of instructor	
Instructor:	Terri Gilbert	
Pronouns:	She, her, hers	
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	You may expect a response within 24 hours	
Office:	Leo Office	
Office hours:	By appointment scheduled through email	

1. Course Statement

a. Course description

This integrative seminar will integrate micro and macro levels of practice; research in child welfare and related fields, as the research relates to all levels of practice; the relationship of child maltreatment and other social problems; and perspectives from several disciplines, specifically social work, other mental health professions, law, and medicine, as these disciplines address problems of child maltreatment and child welfare. The seminar will highlight issues of social justice, disproportionality-particularly the over-representation of children and families of color in the child welfare system, and diverse populations, including children in general and poor children in particular.

This advanced level, integrative seminar is intended to be taken by students in their third or final term of master-level study and by advanced standing students. The purpose of this course is to integrate content related to child maltreatment and child welfare along several dimensions. The first dimension is practice-level from direct practice, community, agency and policy perspectives. The second dimension is from the research that describes the characteristics of child welfare populations, the prevalence and incidence of different types of child maltreatment, including the risk and protective actors. The third dimension is the relationship between child maltreatment and other problems, such as poverty and disadvantage, mental illness, substance abuse and domestic violence. The fourth dimension involves the integration of child welfare and content from other professional perspectives, especially medicine, psychology and law. The integration of knowledge will be applied to in class debates on some of the most pressing issues in child welfare.

b. Course objectives and competencies

Upon completion of the course, students will be able to:

1. Understand the relationship of becoming a client in the child welfare system to poverty, racism, disadvantage, and discrimination.
2. Use this understanding in a critical analysis of a spectrum of interventions used with diverse groups of children and families.
3. Conceptualize and describe issues and interventions in child welfare from direct practice, community, administrative, and policy perspectives especially as it relates to diverse dimensions (including 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).
4. Demonstrate knowledge about research findings, as they relate to a range of child maltreatment and child welfare issues, policies, and programs.
5. Demonstrate knowledge about the relationship of child maltreatment and child welfare to other social problems.
6. Demonstrate knowledge about substantive material from other professional disciplines, such as law and medicine as they are related to child maltreatment and child welfare.

c. Course design

This course will make use of lectures, discussion, small group exercises, student presentations, and media, especially video about the issues covered in this course. Guest speakers from relevant disciplines and experts in issues addressed in the course will be employed. Students will be required to demonstrate specialized knowledge related to child welfare issues of their choice, which they will explore by means of critical reviews, literature reviews, visits to relevant programs if possible, and direct contact with impacted individuals if possible.

Due to COVID19, this class is contemplated to be held as a hybrid class, meaning that most class work will be on-line, both synchronous and asynchronous and four class sessions will be held on campus in-person on the following dates:

9/14/20, 10/05/20, 10/26/20 and 11/16/20
all classes will be held in room 1636

It is my understanding that we will be assigned to a large classroom that can accommodate physical distancing (I dislike the term “social distancing”, because that is not what we are doing). The classroom will be cleaned after each use. In addition, I will have Clorox wipes so you can wipe down your desk before and after class session. We will all be required to wear facial masks and to complete the COVID check-in procedure prior to entering the school.

For some students, meeting in-person poses unacceptable risks. I understand that decision, and I am willing to accommodate anyone who requests to attend the in-person dates remotely.

On our regular class dates, our live on-line sessions will be shortened to 90 minutes in general, up to two hours when we have presentations and guest speakers. On weeks when we have a two-hour class, asynchronous materials will be lessened accordingly. Adult learning theory (although somewhat debated) supports the fact that most adults simply cannot hold effective concentration for longer than about 20 minutes. Students can choose to refocus their attention repeatedly, thus it is normal during a three-hour (or a 90 minute) class for lapses in attention to occur. To that end, we will try to engage in shorter, microlearning segments within the course of our 90-minute timespan. These segments will be student-driven and interactive. More information on these segments will be posted to our canvas site.

d. Curricular Themes, Social Work Values and Ethics

<p>Relationship to Multiculturalism and Diversity</p>	<p>Students will develop the capacity to identify ways in which gender, race, ethnicity, social class, age, physical and mental ability, sexual orientation, national origin and other forms of social stratification and disenfranchisement impact on the conceptualization of child welfare issues, the design of child welfare policy, the development of services and the delivery of child welfare interventions.</p>
<p>Theme Relation To Social Justice</p>	<p>Students will be sensitized to the potential for and existence of social and economic exploitation in human services. Students will understand that children are at a fundamental disadvantage in systems that are controlled by adults. The child welfare system is not necessarily designed to first address the needs of clients, but may be constructed to be convenient for professionals. Although the stated goal of the child welfare system is to assure the well-being of children, in many respects, it is an institution of social control. In addition, students will learn that economically disadvantaged children and families and children and families of color are differently responded to by the child welfare system. Students will gain a critical awareness of these issues and thus become more informed practitioners of child welfare social work.</p>
<p>Theme Relation to Behavioral and Social Science Research</p>	<p>Behavioral and social science research related to child welfare will be central to the material taught in this course. This includes research that describes the characteristics of child welfare and related populations, the prevalence and incidence of different types of child maltreatment, including risk and protective factors.</p> <p>This seminar will foster exploration of the full spectrum of child welfare interventions, through consideration of both micro and macro interventions and the relationship of child welfare to other problems. This will include a focus on how intervention into related social problems, such as child-related health care and income maintenance, can promote child</p>

<p>Theme Relation to Promotion and Prevention</p>	<p>well-being and child welfare. This course will also emphasize how addressing parental problems, such as domestic violence, can prevent child maltreatment.</p>
<p>Relationship to SW Ethics and Values:</p>	<p>The <u>NASW Code of Ethics</u> will be used to inform practice in the area of child welfare. Issues related to social work values and ethics will be an inherent part of this course. For example, reporting requirements for child maltreatment raise many ethical issues that apply to social workers and other professionals who work with children. In addition, social workers must collaborate with professionals with different ethics and standards of practice than their own, for example lawyers and psychologists. Students will analyze these ethical dilemmas, as well as the ethical issues involved in the relationship of child welfare to other social problems such as poverty.</p>

2. Class Requirements

a. Text and class materials

Books and other reading materials:

The class will read two primary books this semester:

Roberts, Dorothy. (2002). *Shattered bonds: The color of child welfare*. New York: Basic Books.

Bartholet, Elizabeth. (1999). *Nobody's children: abuse and neglect, foster drift, and the adoption alternative*. Boston: Beacon Press.

These books represent opposing views in child welfare. It is important to read many differing orientations to policy and practice to hone one's own viewpoint and to be knowledgeable of differing points of view. Throughout the semester we will work on digesting and synthesizing seemingly contradictory views on key issues of poverty, child abuse, and structural racism to name a few.

You may decide to purchase the books; in addition, I will scan and post chapters as they are assigned. *Warning:* although I will do my best when scanning, sometimes the scans come through with the edges or the first or last lines of a page cut off. If this is bothersome to you, I suggest buying the books. They are available used on Amazon at an affordable price.

There will also be supplemental materials to read and videos to watch. All reading materials and links to videos will be posted in the Files section Canvas by the class week to which the reading pertains. Readings will be posted one week prior to the class in which they will be reviewed. Each session's reading assignments are in a separate folder under Files, which is marked by session number. Reading may be changed due to guest lecturers or emerging current events that warrant our attention and class discussion.

To fully engage in the course, it is expected that students will complete the required readings and/or video viewing prior to the class in which they will be discussed. Reading materials are meant to supplement lecture content. Discussion of readings will be student-led, with prompts and questions from me, therefore it is critically important that you complete the required readings prior to the class session. One or two students will be assigned to introduce the key take-aways and ask three questions of the class from the assigned readings for each class session. Students should anticipate being asked to respond to questions and elaborate on the readings as part of their class participation. This is an advanced graduate seminar. The quality of the class depends – in large part – on the quality of our collective efforts to engage in discourse on the subject matter and assigned materials.

b. Class schedule

We will follow the schedule outlined below as closely as possible. Sometimes, the topic or schedule may change due to guest speakers, unavoidable incidents, or through discussions with students regarding what topics they would like to focus on. Whenever possible, schedule changes will be sent to you via email and posted on Canvas in *Announcements* at least a week in advance.

First Session: August 31 – Course Introduction and Overview
<p>Topics:</p> <ul style="list-style-type: none"> • Course requirements • Wicked Problems in Child Welfare • Brief history of child welfare • Child welfare in the social context • Why the focus on child abuse? • Prevalence and incidence rates of child maltreatment • Brief overview of disproportionality in child welfare • Course progression • Discussion of topics and changes as needed
<p>Reading:</p> <ul style="list-style-type: none"> • McGowan, Brenda. <i>Historical Evolution of Child Welfare</i>, in <u>Child Welfare for the Twenty-First Century</u>. (on Canvas)
<p><i>Students are not expected to have read and reviewed these materials prior to the first class.</i></p>
<p>Video/Audio: Placing Out - Orphan Trains https://www.npr.org/2013/04/14/176920218/after-tragedy-young-girl-shipped-west-on-orphan-train https://www.youtube.com/watch?v=WDJx8m5DCL4 https://www.youtube.com/watch?v=lbB_jf-t5Wo</p>

No Class – Labor Day – September 7
Second Session: September 14 – Overview of Child Welfare System - In Person class - Room 1636
<p>Topics:</p> <ul style="list-style-type: none"> • The child welfare continuum • Poverty and child welfare • Systemic racism and the child welfare system • Overrepresentation of children of color • The funding pyramid – Money dictates and then reinforces priorities
<p>Required Reading:</p> <ul style="list-style-type: none"> • Introduction and first three chapters in Roberts, D. <u>Shattered Bonds: The Color of Child Welfare</u> • Introduction section in Bartholet, E. <u>Nobody’s Children</u>
<p>Video</p> <ul style="list-style-type: none"> • A conversation about the manifestation of white supremacy in the Institution of Child Welfare (see details on Canvas) • :https://www.youtube.com/watch?v=EUBuOCVhUZI&feature=youtu.be
<p>Assignments due:</p> <ul style="list-style-type: none"> • Reaction paper: (details on Canvas) • Discussion questions
Third Session: September 21 – Child Protective Services
<p>Topics:</p> <ul style="list-style-type: none"> • Children’s Protective Services <ul style="list-style-type: none"> ○ Helper, advocate, enforcer? • The child safety/family preservation pendulum swing in child welfare • Differential response for child protection • Investigation and substantiation • The Indian Child Welfare Act (ICWA)
<p>Guiding questions:</p> <ul style="list-style-type: none"> • Is Differential (or Alternative) Response a better method for dealing with child abuse and neglect investigations? • What are the keys to success of utilizing a differential response? • Are child abuse investigations objectively impartial? • Does ICWA help to create a more culturally responsive system for indigenous children?
<p>Required Reading:</p> <ul style="list-style-type: none"> • Roberts Chapters 4 - 6 • Differential Response to Reports of Child Abuse and Neglect, www.childwelfare.gov/topics/responding/alternative (On canvas) • Bartholet, E. “<i>Differential Response: A Dangerous Experiment in Child Welfare</i>” (on Canvas) • Bartholet, Chapter 3 and 4 • Michigan DHHS CPS Policy (on Canvas)
<p>Video:</p>

<ul style="list-style-type: none"> • A Life-changing Visitor: When Children’s Services Knocks https://www.youtube.com/watch?v=2iY1QorPZFw (link on canvas)
Guest Lecturer: <ul style="list-style-type: none"> • Judge Maldonado, Tribal Family Court Judge, Little Traverse Bay Band of Odawa Indians
Assignments due: <ol style="list-style-type: none"> 1. Reaction paper and discussion questions: (details on Canvas) 2. Small group exercise: Policy Debate (Instructions on Canvas) 3. Three questions for Judge Maldonado (on canvas)
Fourth Session: September 28 – Parental Substance Abuse, Domestic Violence and Child Abuse and Neglect
Topics <ul style="list-style-type: none"> • Past history of parental abuse • Identifying child abuse • Drug courts and other innovative programs • Historical view on domestic violence • Domestic violence impact on children
Guiding questions: <ul style="list-style-type: none"> • Is substance abuse at the root of child maltreatment? • Does domestic violence (intimate partner violence) constitute child maltreatment? • How does domestic violence affect children?
Readings: <ul style="list-style-type: none"> • Roberts, Part Two, Chapter 4 and 5 • Bartholet, Chapter 1, 2 and 9. • <i>The Effects of Substance Abuse on Behavior and Parenting</i> (on Canvas) • Videos: The Effects of Domestic Violence on Children, https://ywcagenesee.org/domestic-violence/effects-of-domestic-violence-on-children/ • National Resource Center on Domestic Violence (NRC DV), http://ncadv.org/learn-more/what-is-domestic-violence
Guest Speaker: Brian Victor, PhD, Professor of Social Work, Indiana University
Assignment: <ol style="list-style-type: none"> 1. Reaction paper and discussion questions 2. Three questions for Bryan Victor
Fifth Session: October 5 – Children and Poverty, Racial Disparities in Child Welfare
Topics: <ul style="list-style-type: none"> • Historical roots of poverty and child neglect • Impact of poverty on child maltreatment • The economic status of families with children • Disproportionality and disparities for children of color <ul style="list-style-type: none"> ○ Over-representation of African American and Native American Children ○ Under-representation of White and Asian Children ○ Under the radar – Arab American Children • Causes of disproportionality and disparities
Readings:

- Roberts, Part Three, Chapters 1, 2 and Conclusion
- Bartholet, Chapter 10
- Bartholet, E. Wulczyn, F., Barth, R.P., Lederman, C., Race and Child Welfare. Chicago: Chapin Hall at the University of Chicago (on canvas)
- Time for the Child Welfare System to Stop Confusing Poverty with Child Neglect (on canvas)

Audio: Family Poverty is Not Neglect <https://soundcloud.com/offkiltershow/family-poverty-is-not-child-neglect>

Video: The Florida Project

Guiding Questions:

- Is poverty the root cause of child abuse?
- Do income replacement programs reduce child abuse and neglect?
- Are poor children neglected?
- Why is there over-representation of children and families of color?

Assignment:

1. Reflection paper and discussion questions
2. The Florida Project Reflection

Sixth Session: October 12 – Children in the Foster Care Continuum

Topics:

- Permanency Goals
 - Concurrent Planning
- Placement disruptions
- Allegations of abuse in foster care – Maltreatment in Care
 - Statistics
 - Risk factors
- Kinship foster care versus non-relative foster care
 - Similarities
 - Differences
- EPIC Guardianships
- Programs and policies to support transition
 - YIT
 - Extended foster care
- Congregate Care
- Adoptions or AAPLA
- Supports for adoptive families
- Foster Family Recruitment
- What does it take to become a foster parent?
 - Licensing
 - Training
 - Expectations

Readings:

- Bartholet, Chapter 7 and 8
- Foster Care Brief (on Canvas)
- Look up your home state's State of America's Children here: <https://www.childrensdefense.org/policy/resources/soac-2020-fact-sheets/>

<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are the reasons for foster care placement disruptions? • What are the needs of children in foster care? • What are the systems issues you might address in securing better foster care outcomes?
<p>Guest Speaker:</p> <ul style="list-style-type: none"> • Joe Ryan, PhD, UM SSW Faculty and Co-director, Child and Adolescent Data Lab
<p>Seventh Session: October 19 – Youth Aging Out</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Research findings on youth who age out of care • Where do youth end up? <ul style="list-style-type: none"> ○ Length of stay in care ○ Types of care • Long-term foster care/guardianship • Adult adoptions (18 years – 21 years) • Programs and policies to support transition • Intersection of child welfare and juvenile justice • Pathways to the justice system • Juvenile Justice system and population
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How long do you think society is, or should be, responsible for youth who are placed in care as children? • What programs would you devise for youth aging out and why? • Why are foster youth at higher risk for justice system involvement? • What specific challenges do foster youth face in early adulthood?
<p>Readings:</p> <ul style="list-style-type: none"> • Courtney, M.E. and Dworsky, A. (2006) <i>Early outcomes for young adults transitioning from out-of-home care in the US</i>. Child and Family Social Work, 11(3), pp. 209 – 219 (11) (on Canvas) • Foster Care Independence Act 1999 www.acf.hhs.gov/cb/chafee-foster-care-program • Improving Outcomes for Youth Transitioning out of Foster Care http://uhfamily.hawaii.edu/publications/brochures/12101011_COF_Foster_Youth_Report-v7.pdf (on Canvas) • Things No-one Told Me (on Canvas)
<p>Audio:</p> <ul style="list-style-type: none"> • States Struggle to Connect Kids Aging Out of Foster Care https://www.michiganradio.org/post/state-struggles-connect-kids-aging-out-foster-care-educational-vocational-opportunities
<p>Guest speaker:</p>
<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reaction Paper and Discussion Questions
<p>Eighth Session: October 26 – Behavioral Health and Trauma in Child Welfare</p>
<p>Topics:</p>

<ul style="list-style-type: none"> • Child abuse and the risk for psychological and medical health problems • Epigenetic factors • Addressing the mental health needs of children in child welfare • Use of psychotropic drugs • Medical passports • PTSD
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How are children in foster care at risk for mental health issues? • How are children in foster care at risk for medical issues? • How would you address epigenetic factors? • How does cross-systems collaboration help to address these issues?
<p>Readings:</p> <ul style="list-style-type: none"> • Carrion, V.G., Wong, S.S., Can traumatic stress alter the brain? Understanding the implications of early trauma on brain development and learning”. Journal of Adolescent Health. 2015;51 (Supp2): S23 – S28. Doi: 10.1016/j.jadohealth.2012.1004.1010 • Brenner, S.J., Southerland, D.G., Burns, B.J., Wagner, H.R., Farmer, E.M.A. (2014) “Use of psychotropic medications among youth in treatment foster care.” Journal of Child and Family Studies, Vol. 23, 4, pp.666-674. • Turney, K. and Wildman, C. (2016) Mental and Physical Health of Children in Foster Care
<p>Ninth Session: November 2 – Understanding the Court Process</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Understanding the Family Court Division of the Circuit Courts and the Probate Courts • Judges and Referees • Removal orders • Guidelines for court testimony • Submission of documents • Expert testimony • The role of the LGAL and CASA • Unstated rules
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • Why is it important for social workers to know how to testify in court? • Can social workers serve as expert witnesses? • How should you prepare to provide testimony in court? • What is the protocol at court?
<p>Readings:</p> <ul style="list-style-type: none"> • The Art of Testifying in Court (on Canvas) • Multi-disciplinary Parent Representation (on Canvas) • Working with the court in child protection (on Canvas)
<p>Video:</p> <ul style="list-style-type: none"> • Tips for new social workers testifying in court https://www.youtube.com/watch?v=kCkVArsby5g
<p>Guest Speakers:</p> <ul style="list-style-type: none"> • Family Court Judge

Tenth Session: November 9 – Policy and Practice	
Topics:	<ul style="list-style-type: none"> • Development of child welfare policies and practices • Building evidence in child welfare to impact practice • Understanding and evaluating policy • Advocating for fair and just, as well as effective policies
Guiding Questions:	<ul style="list-style-type: none"> • Why should we take a critical look at child welfare policies? • How can we influence policy development? • How much is evidence used to create new policies and practices?
Readings:	<ul style="list-style-type: none"> • Bartholet Chapters 5 and 6 • Guidelines for Applying a Trauma Lens to a Child Welfare Practice Model, Chapter 7, Out of Home Placement, pp 45 – 51 • Lets Measure What We Really Value in Child Welfare • Jansson, B. Becoming an Effective Policy Advocate (on Canvas)
Assignment:	<ol style="list-style-type: none"> 1. Reaction Paper and discussion questions 2. Advocacy Brief or Op Ed
Eleventh Session: November 16 – Is the child welfare system broken?	
In person class	
Topics:	<ul style="list-style-type: none"> • Child welfare workforce issues • Child welfare worker qualifications and training • Worker caseload size • Worker turnover • Unrealistic expectations of parents? • The public-private partnership • Children injured and killed when under the supervision or in the care of the child welfare system • What is needed to fix the system? • Class action law suits – do they reform systems? • Realistic job preview • Strengths, challenges and gaps • Grade the child welfare system in Michigan
Guiding Questions:	<ul style="list-style-type: none"> • Is the child welfare system broken? • What is needed to fix the system? • What are the strengths, challenges and gaps in the system?
Readings:	<ul style="list-style-type: none"> • Lee, J, Gilbert, T., Lee, S., Staller, K “Reforming a System that Cannot Reform Itself” • Addition opinion pieces on Canvas
Guest Speaker:	

No Class – Thanksgiving Break – November 23
Twelfth Session: November 30 – Class Presentations
Thirteenth Session: December 7 – Class Presentations

c. Grading and Assignments

Coursework and Assignments

This course uses Canvas as a resource for all course readings as well as for detailed explanations of assignments and the submission of assignments. Assignment descriptions and readings for each class, as well as grading and class announcements can be found on Canvas. Required reading will be posted to Canvas at least one week prior to the class for which they are required. Please review the site carefully and visit it frequently for updates.

All assignments will be posted on Canvas with a more in-depth explanation and rubric. If you have any questions about an assignment, please feel free to reach out to me with your questions prior to the due date of the assignment. Announcements in Canvas will often correspond to a specific assignment, so please make certain that you have set canvas up to notify you when announcements are posted, and please be certain to read announcements at least weekly.

Attendance and Participation: Attendance is expected at each synchronous class and any asynchronous activities that you may be assigned, and is extremely important because the discussions that occur in class cannot easily be replicated outside of the classroom from simply reading the assigned materials. Participation in class discussions, in class exercises, and small group discussions is expected and will contribute to your final grade. Participation means grounding your comments and analysis in the readings and other class materials – not simply offering your general opinion on a topic. If you experience difficulties in participating in discussions for technological, linguistic, cultural, or other reasons, please meet with me to explore ways in which you can become a more active participant in class. If you need to miss a class, please email me at terrigil@umich.edu to let me know you will be missing a class. We can discuss what needs to be done to make up for the missed class. Please refer to the [Policy on Class Attendance](#) found in the MSW Student Guide.

Attendance and participation are worth 10 points.

Discussion Leader: Each meeting, a student or two will lead discussion of the assigned topic. A topic leader may develop asynchronous content if that is the student’s preference. Details will be posted on canvas. The discussion leader is expected to master the one or two of the required readings and to convey the key points to the class. The discussion leader is also expected to prepare a short PowerPoint presentation to guide the discussion. I will evaluate discussion leaders based on their organization and management of the discussion, comprehension of the topic, clarity and balance in their explanation of the topic, and ability to facilitate intellectually stimulating idea exchange among the other students

through the three questions they will ask the class. I will assign discussion leaders to a topic and the related reading after the first class session. **Discussion Leader is worth 15 points**

Reaction papers: When you are not the discussion leader, you are required to write a one-page thought or reaction paper, pose three questions for discussion, and reply to at least one discussion question before each meeting. Thought papers will be brief conceptual essays synthesizing main theoretical ideas described in the assigned readings. This is not a summary of the readings, but rather what you developed in terms of thoughts, ideas, new information, connections or applicability to other readings, other coursework, current events and your own experiences in the field. You will upload these as Word documents in the Canvas course under *Assignments*. **Reaction papers are worth 10 points.**

Discussion questions should be thoughtful inquiries about theoretical, empirical, systemic, or applied issues related to the required readings. You will submit three questions to the class and answer one question posed by one of your classmates. These are intended to stimulate critical and productive thinking. Replies to discussion questions should be thoughtful extensions that expand group thinking. These are intended to prime longer conversations during course meetings. Discussion posts and replies will be no more than one paragraph each, and you will post them to the discussion thread for that week in the Canvas course. **Discussion posts** will be due on the **Friday** of the week before the course meeting. **Thought papers** and **discussion replies** will be due on the **Saturday** of the week before the course meeting. **Discussion questions and answers are worth 10 points.**

Small group assignments: You will participate in two small group assignments throughout the semester. These will be asynchronous and organized around a theme we are studying. More details and the rubric will be posted to Canvas under Assignments. **Small group assignments will be worth 15 points each.**

Capstone presentation: This may be a group or individual project, your choice. Groups will be no larger than four students. The project will be the culmination of your coursework, knowledge and studies in children's services and child welfare. The capstone project will focus on imagining and developing a disrupting system, intervention, process, program or other means by which you would improve the child protection, child welfare or juvenile justice as we know them today. Your project will seek to reinvest or create a better system for improving the lives of children and families. This may be the creation of entirely new systems, leveraging technology to enable better outcomes from the existing system, resolving root cause issues such as poverty in order to reduce child maltreatment, intervening at a different point in the life of a family or child, etc. The sky is the limit on what you can propose so long as your idea has some basis in fact, empirical evidence, or feasibility. You will create a presentation of your idea and provide evidence supporting the efficacy of the idea. Details will be posted to Canvas. **The Capstone presentation is worth 25 points.**

Grading:

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following scale:

98 - 100	A+	78 - 80	C+
94 - 97	A	74 - 77	C
91 - 93	A-	71 - 73	C-
88 - 90	B+	68 - 70	D+
84 - 87	B	64 - 67	D
81 - 83	B-	<64	E
Course Participation and Attendance		10	
Discussion Leader		15	
Reaction Papers		10	
Discussion Questions		10	
Small Group Assignment # 1		15	
Small Group Assignment # 2		15	
Capstone Presentation		25	
Total		110%	

Due Dates

Due dates will be posted on Canvas. All assignments must be submitted to the appropriate folder on Canvas by the posted deadline. Exceptions to the due dates will require prior permission.

Incompletes

Incompletes will not be granted unless extraordinary circumstances prevent you from completing the coursework. You must formally request an incomplete from me prior to the end of the semester.

Grade Dispute Process

If you believe that you have been graded unfairly on an assignment, I will review your concerns upon submission of a specific written request for re-evaluation. Because this is a graduate program, you are expected to produce graduate-level work products. Your future employer will expect the same.

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu or call 734-763-6259.

I may re-evaluate the submitted work, and/or I may ask you to complete additional work in order to bring the work up to standard in order to adjust your grade.

Please consult the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances can be referenced using these links](#).

Additional Course Information and Resources

Relationship of the course to social work ethics and values

Issues of values and ethics of a social work professional working in juvenile justice (and children's services more generally), using guidelines such as NASW Code of Ethics, will be an inherent part of this course. Students will learn that the juvenile justice system, for example, requires social workers who will put issues of the adolescent first, even though such positions may be unpopular in the general policy discourse of juvenile crime.

Protect confidentiality

One of the fundamental ethical values of social work is protecting client confidentiality. In this seminar, you will be exposed to conversations or environments that involve real individuals and real families. You will be expected to keep class materials/activities confidential.

Class Discourse

Discussion of child welfare, child abuse and neglect can be an emotional topic and could serve to trigger painful memories or create anxiety in students due to any number of factors. Discussion of child welfare necessarily involves risk, divergent points of view and conflict. It is imperative to respect differences in perspective and seek to understand those differences. While my goal is to ensure that the classroom is a safe learning space, discussion, and the growth and learning that arises from it, can sometimes be uncomfortable or invoke an emotional reaction to the topic being discussed. I hope that all students work with me to create and foster a learning environment that promotes social justice, inclusion, equity and thoughtful coverage of the subject matter.

This is an opportunity for all of us to engage in professional discourse and to broaden our mutual development of cultural humility. We will examine how the structure of current programs and policies

have evolved from and still reflect biases and negative beliefs about various populations or social identity groups. Disagreements are expected and are welcomed as long as we respect diverse opinions and one another and refrain from attacking or insulting others. For some topics, I will structure a formal debate format in order that multiple sides of an issue are clearly heard and rebutted. I may also ask you to take the opposite side of an issue from what you might normally prefer. This is to help you expand your thinking about the topic, solidify your point of view and help you understand what the opposition to a position you may wish to take may be thinking, thus the better prepared you are to address that opposition.

I believe that all of us are learning together, and as such, I will ask many questions of you in class. Through dialog and careful consideration of issues, you will learn how to create, evaluate and analyze the child welfare system in simple and complex forms, and to think carefully about the issues at hand. I ask questions to prompt thinking, to provoke reaction and to help you hone your point of view. Remain open to evidence presented, which may conflict with your own personal viewpoints and perspectives. I expect you to be engaged in the course material and contributing questions and comments in class discussions. Your class participation score is not dependent upon how frequently you speak in class, rather on the quality of your participation, your attention to the subject matter and your willingness to engage with the subject matter.

d. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without my advance written permission. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to me in advance of any recording being done. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet, social media or sharing with others.

Even when permission to record has been given, I reserve the right to disallow recording for a portion of any class time where privacy is a special concern. Due to the sensitive nature of the topics we will be discussing, there will be several times when a recording in process will be stopped and where I will require any students who are recording to cease recording so that we may have an open and honest discussion.

When I choose to record a class, I will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording will be made available on the Canvas website. On days when classes are recorded, students will be notified prior to the class session that a recording is will be occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

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*