



Course title:	Child & Family Well-Being-Macro Practice
Course #/term:	SW623, 001 Fall, 2021
Time & place:	Thursdays, 9:00A-12P, online via Zoom Meeting ID: 930 5650 4682 Passcode: 6232021 <i>Zoom Meeting Linked to Canvas</i>
Credit hours:	3
Prerequisites:	Foundation Essentials Required or permission of instructor
Instructor:	Cherish Fields, MSW
Pronouns:	She/her/hers
Contact info:	Email: cherisht@umich.edu Phone: 586-805-6236 (call/text) <ul style="list-style-type: none">• <i>You may expect a response from contact (text, call or email) during the week within 24-48 hours. If it's a weekend, response can be expected by that Monday.</i>• <i>If sending an email, include "SW 623" in subject line</i>
Office:	Online
Office hours:	Immediately after class and by appointment
Required Text:	Sylvia Mignon, M., PhD. (2017). Child Welfare in the United States : Challenges, Policy, and Practice. Springer Publishing Company.

1. Course Statement

a. Course description

This course will provide a macro lens to assess and engage with various social services, policies, and programs that provide developmental, preventive, protective, and rehabilitative services for children, youth, and families. Students will be introduced to major policies and macro-level issues within the education, child welfare, and juvenile justice systems.

b. Course Content

The racial and economic achievement and discipline gaps will be explored within the context of schools. Students will examine historical child welfare policy development, explore strengths, limitations, and outcomes, paying particular attention to systemic gaps in service delivery, the over-representation of children of color, the differential response of family serving systems based upon social identify differences, the structural exclusion of the voice of marginalized communities, and deficits of cultural and linguistic competence. The course will develop socially just and culturally-competent policies and practices by delving into the competing tensions of child-protection/family-preservation and quality/quantity of services, and analyze evidence-based change interventions that build on strengths and resources of children and their families at all levels of intervention while considering the diversity of families including race, ethnicity, culture, class, sexual orientation, gender expression, religion, ability and other social identities. Students will learn about disproportionate minority contact and the impact of incarceration on youth as well as interconnections between the three systems. This course will also examine efforts to engage communities in the policy and service delivery process through a variety of mechanisms including community partnerships, coalitions, and systems of care. Students will be sensitized to the roles of power and privilege of professionals, and gain insights about how similarities and differences between themselves and client communities affect mezzo and macro policy development and implementation for children, youth, and families.

c. Course objectives and competencies

- Identify social policy at the state, and federal level that impacts well-being, service delivery, and access to social services for children, youth, and families (Competency 5)
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social justice (Competency 5)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies and the evaluation of outcomes (Competency 7)
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (Competency 7)
- Recognize the impact of discrimination based on economic, racial, ethnic, gender, religion, sexual orientation, and other differences on client systems (Competency 3)
- Recognize the impact involuntariness has on assessment, including client system relationship with the family serving system (Competency 2)

d. Course Design

This course will use multiple approaches including lecturers, videos, vignettes, discussions, written student presentations, guest speakers, and in-class activities which will be hosted online via Zoom video technology.

e. 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. Using a variety of instructional methods, this course will support students developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice, working toward social justice processes, applying intersectionality and intercultural frameworks and strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

Class Information

Class will be held on Thursdays at 9AM with a start time of 9:10A online via Zoom

Meeting ID: 930 5650 4682

Passcode: 6232021

Zoom Meeting Linked to Canvas site

Text & Class Materials

Full Text available for free: [Child Welfare in the United States: Challenges, Policy and Practice](#)

Supportive Resources:

- National Association of Social Workers (NASW). (2017). NASW Code of Ethics. National Association of Social Workers: Washington, D.C [NASW Code of Ethics Here](#)
- Imprint News is an independent daily news outlet focused on the nation's child welfare and youth justice systems. Since 2013, Imprint reporters have produced rigorous, in-depth reporting on the courts that process these children, youth and families; the agencies paid to serve them; and the

housing, economic, mental health and educational issues they face. Check out there website for resourceful articles you can reference:

- Website: <https://imprintnews.org/>
- Podcast: <https://imprintnews.org/podcast>

All other readings for the course are available online via Canvas under each weekly module for quick access or you will find them under “files” then “articles”. You can find the assigned reading under the date and week #.

You are expected to complete all readings and video course material prior to class time. These materials are vital to ensure application of learning outcomes that will be practiced in-class.

Required/Recommended Resources:

There are several 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 <http://www.urban.org/research>

Policies

Accommodations/Special Needs: If you have a disability or impairment that requires accommodation, please do not hesitate to contact me ***within two weeks of class starting*** to discuss what modifications are necessary. I am happy work with you to make necessary accommodations that will help you be successful in this class. 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.edu> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs> or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

Standards

Technical Standards Introduction & Purpose: The University of Michigan School of Social Work (U-M SSW) is preparing students for careers as professional social workers and to be leaders of micro and macro social work practice. Becoming a professional social worker is a gradual process, and involves a commitment to lifelong learning and self-reflection. The U-M SSW is fully committed to supporting and educating students as they prepare to enter the social work profession. Given the ethical responsibilities of professional social work practice to promote and protect the well-being of the clients and communities we serve, the U-M SSW has established Technical Standards for students that not only focus on academic performance but that also emphasize the abilities and attributes essential for the profession. This document describes the Technical Standards each student must satisfy with or without reasonable accommodations, to enroll in, fully participate in, progress through, and graduate from any U-M SSW program. These requirements apply in the classroom, in field placements, in our school, the university, and in the broader community and societal context.

1. Communication

Students must be willing and able to:

- Communicate effectively, responsibly, and in a timely manner in interactions with other students, faculty, field instructors, staff, clients and client systems, and other professionals they might come in contact within their student role.
- Demonstrate the capacity to use effective verbal and nonverbal communication skills, including the ability to listen objectively and interpret nonverbal communication.
- Communicate clearly through written products at a level appropriate for their stage of education.

2. Intellectual and Cognitive Skills

Students must have the ability to:

- Think critically and apply problem solving skills.
- Acquire knowledge and process experiences to inform practice.
- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, emotions, biases, current and past experiences, and consider how these factors affect their thinking, behavior, interactions and relationships.
- Take responsibility for their own actions and consider the impact of these actions on others.
- Be punctual and dependable, prioritize responsibilities, manage time, and attend class and field in accordance with relevant policy.
- Observe deadlines, and conscientiously arrange and keep appointments.
- Navigate transportation to attend field and classroom requirements.
- Integrate new and changing information obtained from the classroom and practice environment.
- Accept and integrate into practice constructive feedback received in both the classroom and field settings.

3. Emotional and Behavioral Readiness

Students must be willing and able to:

- Seek appropriate help to ensure that personal issues do not interfere with professional and academic performance.
- Demonstrate the ability to tolerate demanding workloads, adapt to changing environments and situations.
- Maintain respectful relationships with peers, faculty, field instructors, staff, clients and client systems, and other professionals.
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required social work competencies in the field and classroom settings.

Communications Regarding the Course: Students should feel free to email the instructor whenever questions arise or assistance is needed. I check my email

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. You do not want to miss important information. If you would like to meet via Zoom, please make an appointment, either after class 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.

Virtual 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 prior to class and be ready to contribute.
3. Attend class and be on-time. Attendance is expected and part of your grade. If you need to miss class for an emergency, please reach out to the instructor as soon as you are able.
4. Participate appropriately in class discussion and activities.
5. Facilitate your own learning. As adults, you know how you learn best. Do what you need to do to promote this learning.
6. Be respectful of the instructor and your colleagues.
7. Use Canvas to access course materials.
8. If there is a concern, question or special request, please contact the instructor promptly.
9. Use class time for class content, be fully present and on topic.
10. If there is a time you need to turn off the camera, please contact the instructor ahead of time. Video participation is important in an online format of instruction.

Class Schedule

Date/Time	Agenda	Required Readings & Assignments
Week 1 9/2 9AM	<ul style="list-style-type: none"> ● Introductions ● Review Syllabus ● Canvas Site Tour ● Course Expectations ● Questions 	Syllabus
Week 2 9/9 9AM	Education Policy Framework	Required Reading: <ul style="list-style-type: none"> ● Text Chapter 4 ● White, G. (2015). The data are damning: How race influences

		<p>school funding. Retrieved from: https://www.theatlantic.com/business/archive/2015/09/public-school-funding-and-the-role-of-race/408085</p> <ul style="list-style-type: none"> • National Conference of State Legislatures. "Summary of Every Student Succeeds Act." <p>Supplemental:</p> <ul style="list-style-type: none"> • Baker, B.D., Sciarra, D. G., and Farrie, D. (2014). <i>Is school funding fair? A national report card</i>. Education Law Center
<p>Week 3 9/16 9AM</p>	<p>Macro Issues in Education System Part I</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> • Uzelac, M. & Giddings, S. "How this alternative learning environment is weaving social-emotional skills into their learner-centered practice. <i>Education Reimagined</i>." • Dunbar, C. (2015). For naught: How zero tolerance policy and school police practices imperil our students' future. ACLU & Michigan State University. • Gregory, A., Skiba, R., & Noguera, P. (2010). The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin? <i>Educational Researcher</i>, 39(1), 59-68.
<p>Week 4 9/23 9AM</p>	<p>Macro Issues in the Education System Part II</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> • Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes: Race and the disciplining of young students.

		<p>Psychological Science, 26(5), 617–624</p> <ul style="list-style-type: none"> • Gregory, A., & Weinstein, R. S. (2008). The discipline gap and African Americans: Defiance or cooperation in the high school classroom. <i>Journal of School Psychology, 46</i>(4), 455–475. • Skiba, R.J., Michael, R.S., Nardo, A.C. et al. (2002) The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment. <i>The Urban Review</i>. • Ryan, J.P., Jacob, B.A., Gross, M., Perron, B.E., Moore, A., & Ferguson, S. (2018). Early exposure to child maltreatment and academic outcomes. <i>Child Maltreatment, 23</i>(4), 365-375. <p>Supplemental:</p> <ul style="list-style-type: none"> • Skiba, R. J. (2015) Interventions to address racial/ethnic disparities in school discipline: Can systems reform be race-neutral" In R. Bangs L.E. Davis (Eds.). <i>Race and social problems: Restructuring inequality</i>. New York: Springer
<p>Week 5 9/30 9AM</p>	<p>Child Welfare Policy Frameworks</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> • Text: Chapter 1 • 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</i>

		<p>promoting young children’s growth in the United States.</p> <ul style="list-style-type: none"> • Children’s Bureau. (2019). Major Federal Legislation Concerned with Child Welfare, Protection, and Adoption. • Sankaran, V. “Innovation Held Hostage: Has Federal Intervention Stifled Efforts to Reform the Child Welfare System? U.Mich J.: Reform 41, no. 1(2007): 281-315 <p><i>Supplemental:</i></p> <ul style="list-style-type: none"> • Vandervort, F. E. (2010)“Federal Child Welfare Legislation.” In <i>Child Welfare Law and Practice: Representing Children, Parents, and State Agencies in Abuse, Neglect and Dependency Cases</i>. 2nd ed., by National Association of Counsel for Children; edited by D.N. Duquette and A. M. Haralambie, 199-230. Denver: Bradford Pub. Co.
<p>Week 6 10/7 9AM</p>	<p>Macro Issues in Child Protection Systems</p> <p>Watch: To Transform Child Welfare, Take Race Out of the Equation</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> • 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. • Slayter, E. (2016). Youth with disabilities in the United States Child Welfare System. <i>Children and</i>

		<p><i>Youth Services Review, 64, 155-165.</i></p> <ul style="list-style-type: none"> ● Lurie. 2017. "Children of the Opioid Epidemic Are Flooding Foster Homes. America Is Turning a Blind Eye." ● Child Welfare Information Gateway. (2016). Racial disproportionality and disparity in child welfare. Children's Bureau: Washington, DC.
<p>Week 7 10/14 9AM</p>	<p>Child Welfare: Foster Care & Adoption</p> <p>Guest Lecturer: Sabrina Clark, LAPSW</p> <p>Current Foster Care Practice Models and Reimaging Foster Child Welfare</p>	<p>Text Chapter 7 & 8</p>
<p>Week 8 10/21 9AM</p>	<p>Global Perspective</p> <p>Guest Lecturer: Paul Nixon</p> <p>New Zealand Social Work Leader in Child Welfare</p>	<p>Required Readings</p> <ul style="list-style-type: none"> ● Collins. 2017. "Europe's Child Refugee Crisis." <i>The New Yorker</i>. ● Gabel, S. (2012). Social protection and children in developing countries. <i>Children and Youth Services Review, 34, 537-545.</i> ● Križ and Skivenes. 2014. Street-level policy aims of child welfare workers in England, Norway and the United States: An exploratory study. <i>Children and Youth Services Review, 40, 71-78.</i> <p>United Nations. 2012. "Good Practices in Family Policy Making: Family Policy Development, Monitoring and</p>

		Implementation: Lessons Learnt.” Read pages 1-22.
Week 9 10/28 9AM	Child Welfare: Courts, Reasonable Efforts, and Policy into Practice.	<p>Required Reading:</p> <ul style="list-style-type: none"> ● Duquette, D.N., Haralambie, A.M. (2016) “A Child’s Journey Through the Child Welfare System.” In <i>Child Welfare Law and Practice: Representing Children, Parents, and State Agencies in Abuse, Neglect and Dependency Cases</i>. 3rd ed., by National Association of Counsel for Children; edited by D.N. Duquette, A. M. Haralambie, & Sankaran, V. 199-230. Denver: Bradford Pub. Co. ● Child Welfare Information Gateway (2019). Reasonable Efforts to Preserve or Reunify Families and Achieve Permanency for Children. Children’s Bureau: Washington DC. OR

		<ul style="list-style-type: none"> • Sankaran, V. (2016). "Easy Come, Easy Go: The Plight of Children Who Spend Less Than 30 Days in Foster Care." <i>C. Church, U. Pa. J.L. & Soc. Change</i> 19, no. 3: 207-38. • Semanchin Jones, A. (2015) Effective Implementation Strategies of Differential Response in Child Welfare: A Comparative Case Analysis, <i>Journal of Public Child Welfare</i>, 9:5, 528-550, DOI: 10.1080/15548732.2015.1090365 <p>Supplemental:</p> <ul style="list-style-type: none"> • Vaughan-Eden, V, and Vandervort, F. E. (2013). Invited Commentary on "Issues in Differential Response". From <i>Research on Social Work Practice</i> 23(5) 550-553. Sage
<p>Week 10 11/4 9AM</p>	<p>Juvenile Justice Policy Frameworks</p>	<p>Required Readings</p> <ul style="list-style-type: none"> • Text Chapter 6 • Maschi, T., Violette, N.M., Rosato, N.S., & Ristow, J. (2009). Juvenile justice and social work. In T. Maschi, C. Bradley, & K. Ward (Eds.), <i>Forensic Social Work</i>. Springer Publishing: New York, NY. • Barnert, E., Dudovitz, R., Nelson, B., Coker, T., Biley, C., Li, N., & Chung, P. (2017). How does incarcerating young people affect their adult health outcomes? <i>Pediatrics</i>, 139(2), 1-9.

		<ul style="list-style-type: none"> • <i>Maltreatment of Youth in U.S. Juvenile Correctional Facilities</i> (AECF, 2015): An update to the Annie E. Casey Foundation's 2011 report, No Place for Kids.
Week 11 11/11 9AM	Juvenile Justice Policy Framework Part II	<p>Required Readings</p> <ul style="list-style-type: none"> • 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, 42</i>, 82-90. • Walker, S. (2015). <i>Lesbian, Gay, Bisexual and Transgender Youth in the Juvenile Justice System</i>. Annie E. Casey Foundation. • Liberman, A. M. and Fontaine, J. (2015). <i>Reducing harms to boys and young men of color from criminal justice system involvement</i>. Urban Institute.
Week 12 11/18 9AM	Macro Issues in Juvenile Justice	<p>Required Readings</p> <ul style="list-style-type: none"> • Howell, J. (2012) Preventing and Reducing Juvenile Delinquency, Chapter 1, Super predators and Other Myths about Juvenile Delinquency • Bernstein, N. (2014). Burning Down the House: The End of Juvenile Prison. Chapter 2, Birth of an Abomination: Birth of the Juvenile Prison in the 19th Century.

		<ul style="list-style-type: none"> Bernstein, N. (2014). Burning Down the House: The End of Juvenile Prison. Chapter 3, Other People's Children.
Week 13 11/25	NO CLASS	Enjoy your holiday break!
Week 14 12/2 9AM	Interconnections of three systems	<p>Required Readings:</p> <ul style="list-style-type: none"> Cross-System Collaboration and Engagement of the Public Health Model to Promote the Well-Being of Children and Families. (n.d.). <i>Journal of the Society for Social Work and Research</i>. The University of Chicago Press. Lee, J., Bell, Z., Ackerman-Brimberg, M. (n.d.) Implicit Bias in the Child Welfare, Education and Mental Health Systems. National Center for Youth Law. <p>Assignment: Take this free Implicit Bias Test Implicit Bias Test</p>

Week 15 12/9 9AM	Final Presentations	
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Course Changes

Course topics, assigned readings and/or assignments may change at the instructor's discretion. Students will be notified of course changes through Canvas via announcements and email at least a week in advance. Updates will be reviewed in class as applicable. There are plans for guest speakers but are TBA at this time.

Assignments

Assignment guidelines will be posted to Canvas within the "Assignments" tab of the navigation toolbar. All due dates will be shared in Canvas. All assignments will be submitted via CANVAS *unless* otherwise specified. **Pay attention to Course Canvas Announcements.**

Reflection 1: Interactions between Systems Child Welfare & Education

Purpose

This assignment will help you to see how the systems we are examining are connected and how disparities can compound and affect children and youth.

Course Outcomes

This assignment provides documentation of student ability to meet the following course outcomes:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies and the evaluation of outcomes (Competency 7)
- Recognize the impact of discrimination based on economic, racial, ethnic, gender, religion, sexual orientation, and other differences on client systems (Competency 3)

P.O.D.S. Capacities

This assignment connects to the many P.O.D.S. capacities, including:

- Identify how inequities are manifested, maintained and reinforced in social systems, theories, processes and social work practice of different types and levels.
- Use critical structural thinking (derive implications for goals and actions from theories and knowledge and apply them to promote change for social justice).

Task

1. In two single-spaced pages, explain how challenges in the child welfare system might lead to challenges in the education system and vice-versa.
2. How could these systems work better together to improve outcomes for children?
3. Use your own words and cite the sources of information used to support your statements to articulate your view. Also, cite at least two academic sources (class readings are okay).

Grading Rubric

15% (15 points) of overall grade, with 7.5 points per question.

Reflection 2: Disproportionate Minority Contact Policy

Purpose

This assignment will help you to understand how diversity can shape life experiences at the micro level. It will additionally require you to think critically about possible macro-level solutions to complex issues that impact children and youth, empowering you to apply your understanding of social justice to advocate for human rights.

Course Outcomes

This assignment provides documentation of student ability to meet the following course outcomes:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies and the evaluation of outcomes (Competency 7)
- Recognize the impact of discrimination based on economic, racial, ethnic, gender, religion, sexual orientation, and other differences on client systems (Competency 3)

P.O.D.S. Capacities

This assignment connects to the many P.O.D.S. capacities, including:

- Identify how inequities are manifested, maintained and reinforced in social systems, theories, processes and social work practice of different types and levels.
- Use critical structural thinking (derive implications for goals and actions from theories and knowledge and apply them to promote change for social justice).
- Demonstrate knowledge and skills for intersectional humility (be able to suspend one's own assumptions and perspectives in order to understand / recognize alternative world views).

Task

1. In 2-3 single-spaced pages, propose a macro-level policy solution that will decrease disproportionate minority contact.
2. Begin by summarizing the theory for which you most align related to why the problem exists (about ½ page) citing class readings or other academic sources to support your points.
2. Then, propose a solution to this problem that would require policy-level change.
3. Explain the solution (about ½ a page) and provide support for why you believe this change would reduce the problem, citing research to support your points (about 1 page).
4. Consider your social location and personal bias. How do your preconceived views impact your solution in positive and negative ways? (About ½ page)

Use your own words and cite the sources of information used to support your statements to articulate your view. Cite any class readings or lecture (or outside academic sources) for the theory question, and cite at least 1 academic article (outside of class reading) to support your justification for the policy solution.

Grading Rubric

15% (15 points) of overall grade, with 3 points per question.

Reflection 3: Courts, Reasonable Efforts, and Policy Into Practice

Purpose

This assignment will help you to understand the competing tensions of macro child welfare policy placed in a micro context. It will additionally require you to think critically about possible macro-level solutions to complex issues that impact children and youth, empowering you to apply your understanding of social justice to advocate for human rights.

Course Outcomes

This assignment provides documentation of student ability to meet the following course outcomes:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies and the evaluation of outcomes (Competency 7)

- Recognize the impact of discrimination based on economic, racial, ethnic, gender, religion, sexual orientation, and other differences on client systems (Competency 3)

P.O.D.S. Capacities

This assignment connects to the many P.O.D.S. capacities, including:

- Identify how inequities are manifested, maintained and reinforced in social systems, theories, processes and social work practice of different types and levels.
- Use critical structural thinking (derive implications for goals and actions from theories and knowledge and apply them to promote change for social justice).
- Demonstrate knowledge and skills for intersectional humility (be able to suspend one's own assumptions and perspectives in order to understand / recognize alternative world views).

Task

In 2-3 single-spaced pages, consider the competing tensions of child welfare policy and reasonable efforts, and how child welfare policy helps and hurts families.

1. Begin by summarizing the theory for which you most align related to why the problem exists (about ½ page) citing class readings or other academic sources to support your points.
2. Then, propose a solution to this problem that would require policy-level change. Explain the solution (about ½ a page) and provide support for why you believe this change would reduce the problem, citing research to support your points (about 1 page).
4. Consider your social location and personal bias. How do your preconceived views impact your solution? (about ½ page)

Use your own words and cite the sources of information used to support your statements to articulate your view. Cite any class readings or lecture (or outside academic sources) for the theory question, and cite at least 1 academic article (outside of class reading) to support your justification for the policy solution.

Grading Rubric

15% (15 points) of overall grade, with 5 points for each.

Final Paper and Presentation

Overview of the Assignment.

This culminating assignment provides you with the opportunity to tie the whole semester together, thinking about the problems within different systems and potential solutions to these problems. It allows you to focus on either a macro or micro-option depending on your interests, but either assignment will challenge you to think about the other option as well.

Directions of the Assignment

Write a 7–8-page paper on one of the topics below and present a summary to the class for a final presentation.

The paper should be the following:

- Double spaced
- Times New Roman
- Font size 12
- 1-inch margins on all sides
- APA format

Cite at least 4 academic articles, class reading is okay. Choose one policy or piece of proposed legislation (it can be current or past) that is aimed at one of the three systems (education, child welfare, juvenile justice) that has implications for at least one other system of the three.

1. Summarize the legislation.
 - a. What is the bill/policy intended to do?
2. What are the potential implications of the bill or policy for children within the system for which the policy is intended? (e.g. if you were looking at No Child Left Behind, what is the impact on children in the education system).
 - a. How are children within the primary system affected by the legislation?
 - b. How are micro-level social workers in that system affected by the legislation?
3. How does this legislation also relate to another system?
 - a. How might children in this system be affected by the legislation?
 - b. How are micro-level social workers in this system affected by the legislation?
4. If you were to rewrite the legislation to achieve the goals of the legislation, what changes would you make to it to improve outcomes for children in both of the identified systems?
 - a. How would children in both systems be affected by your proposed legislation?
 - b. How would micro-level social workers in both systems be affected by your proposed legislation?

Assignment	Due Date	Percent of Grade
Attendance, Discussion & Participation	Ongoing	15%
Reflection Paper 1	TBA	15%
Reflection Paper 2	TBA	15%
Reflection Paper 3	TBA	15%
Final Paper & Presentation	TBA	40%

Expectations of Assignments

We will review rubrics for each assignment before it is due. It is expected that assignments will be given authentic thought and effort. Assignments are to be written clearly, demonstrate organization, flow and have minimal grammatical errors. Demonstrate social work values and ethics. Assignments should be written in a professional language showing clear incorporation of course material, concepts and clear thought. Lastly, assignments are expected to follow directions of the assignment and be turned in on-time.

Late Assignments

Late Assignments are accepted in some situations, alternative arrangements for submitting assignments at times other than the due dates may be made with the instructor but must be done with advance notice and a qualifying reason. Communication is key. I'm always reachable at cherisht@umich.edu. In cases where assignments are late and alternative arrangements have not been made, three points will be deducted for each day the assignment is late. Assignments more than 3 days late with no prior arrangements between student and instructor will NOT be accepted.

Writing Skills

Papers and assignments are *expected* to be well organized, clearly written, and show minimal grammatical errors. In this and most of your classes, you will be asked to demonstrate proper grammar, spelling, and the rules of the American Psychological Association Publication Manual (6th Ed). You are not required to purchase the manual; however, I do encourage you to access it and other writing recourses online (e.g <http://guides.lib.umich.edu/c.php?g=282964&p=1885441>). Please be aware that there will be a reduction of points for poor writing skills (including grammatical errors) and

APA errors (when APA is requested).

Writing Assistance

If you need any help with writing, there is help! Please reach out to Betsy Williams, SSW Writing Skills/Study Skills Coordinator. She is able to meet over Zoom with individual students or small groups, to discuss their writing task at whatever point in the process is most helpful for them. Students can email Betsy at betsywil@umich.edu to request an appointment.

A website has been created for students; please check it out: ssw.umich.edu/writing-help

Attendance and class participation

The University of Michigan provides a detailed policy on class attendance in the MSW Student Guide. This policy is linked here: [Policy on Class Attendance](#). Students should plan to attend each class prepared to participate online. Participation includes attending class, arriving on time and staying the entire session, being prepared for classroom discussion through reading and analysis of assigned readings and/or activities, remaining focused on course content and linking questions and comments to assigned readings as well as to contributions of other students. Sharing and debating ideas and offering solutions are important components. Respect for everyone is expected at all times. You may disagree with the opinions of other students and faculty, but you must respect their contributions to class. Critical thinking, analysis and application of the material to real life situations is a vital part of the social work learning experience. As always, ongoing communication with your instructor is expected.

Student Time Expectation

This is a 3-credit course and is offered online. This means that as a student, you are expected to spend a total of 112.5 hours throughout 14 weeks (breaks down to 8 hours per week) including synchronous & asynchronous classroom time.

We will be using Zoom meetings as an online method of "in-class" sessions. These sessions will be reduced to 1.5-2 hrs. For effective time management and learning purposes we will hold regular synchronous sessions every Thursday from 9-11 A.M. The last hour 11 A.M.-12 P.M is reserved for offline course related works, like group meetings, follow-up on assignments, etc. If students are unable to attend or participate in the scheduled session, communication to the instructor is requested as soon as possible. If more than two absences occur, the student will need to meet with the instructor and can result in a reduction of your grade.

Grading

Students can expect for assignments to be graded no more than 2 weeks from due date. I strive to have them returned to students within a week but at times the 2 weeks are needed.

A+=100	B+=87-89	C+=77-79	D=66-69
A=96-99	B=83-86	C=73-76	E=Less than 66
A-=90-95	B-=80-82	C-=70-72	

Class Recording and Course Materials

[Include your policy on recording and course materials. The sample language below prohibits recording unless permitted by the instructor or with a documented accommodation request by SSD. Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is 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.]

Updated COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an

accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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*