



Course title:	Child and Family Well-Being – Macro Practice
Course #/term:	SSW 623, Section 001, Winter 2022
Time and place:	Tuesday, 9am – 12pm, SSW Room # TBD
Credit hours:	3
Prerequisites:	None
Instructor:	Linda Edwards-Brown, LMSW
Pronouns:	She/her/hers
Contact info:	Email: lgeb@umich.edu You may expect a response within 48 hours
Office:	2798 SSWB
Office hours:	By appointment (please email to schedule)

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. Student will become familiar with 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 macro-level 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.

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

a. Text and class materials

Required Readings

Required and recommended readings are posted on the Canvas website for the course under each weekly module. See weekly schedule for individual readings

Recommended Readings

- The *New York Times* (or Los Angeles Times, Washington Post, etc.) The NYT is available online at <<http://www.nytimes.com>>.
- National Public Radio.
- PBS, NewsHour.
- Dwyer, J.G. (2018). *Liberal Child Welfare Policy and its Destruction of Black Lives*. New York, NY: Routledge.

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>

b. Policies

Academic Misconduct:

Please acquaint yourself with University of Michigan, School of Social Work, and NASW policies on scholarly integrity. All academic dishonesty, including cheating, plagiarism, fabrication, and misrepresentation, will be treated seriously. Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

Accommodations/Special Needs:

If you have a disability or impairment that requires accommodation, please contact me within two weeks of class starting to discuss what modifications are necessary. These arrangements must be specified in writing and will be kept strictly confidential. For more information and resources, please contact Services for Students with Disabilities at G664 Haven Hall (734-763-3000).

Student Health and Well-being:

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.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/>.

Emergencies:

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email [ssw- ADAcpliance@umich.edu](mailto:ssw-ADAcpliance@umich.edu).

Office of Student Services

School of Social Work | Room 1748

734-936-0961

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at [http://www.dpss.umich.edu/emergency- management/alert/](http://www.dpss.umich.edu/emergency-management/alert/).

Communications Regarding the Course

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

If you would like to meet in person, please make an appointment, either 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.

Classroom Policies

1. You are responsible for all information that is provided to you from the instructor in class, on Canvas, and on email.

2. Complete required readings.
3. Attend class. Attendance is expected and part of your grade.
4. Participate appropriately in class discussion and activities.
5. Facilitate your own learning. As adults, you all know how you learn best. Do what you need to do to promote this learning.
6. Be respectful of the instructor and your colleagues.
7. Use Canvas to access course materials.

c. Class schedule

Date/Time	Agenda	Required Readings	Assignments
Week 1 1/11/22	Introductions, syllabus overview, orientation to the course	N/A	
Week 2 1/18/22	Early childhood	<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>Mongeau. 2016. "Why Does America Invest So Little in its Children?" <i>The Atlantic Monthly</i>.</p> <p>Zhai, Raver, and Jones. 2012. "Academic performance of subsequent schools and impacts of early interventions: Evidence from a randomized controlled trial in Head Start settings." <i>Children and Youth Services Review</i>, 34, 946-954.</p>	
Week 3 1/25/22	Education policy frameworks	<p>Baker, B.D., Sciarra, D. G., and Farrie, D. (2014). <i>Is school funding fair? A national report card</i>. Education Law Center</p> <p>White, G. (2015). The data are damning: How race influences school funding. Retrieved from: https://www.theatlantic.com/busine</p>	

		<p>ss/archive/2015/09/public-school-funding-and-the-role-of-race/408085</p> <p>National Conference of State Legislatures. "Summary of Every Student Succeeds Act."</p>	
Week 4 2/1/22	Macro issues in the education system	<p>Uzelac, M. & Giddings, S. "How this alternative learning environment is weaving social-emotional skills into their learner-centered practice. <i>Education Reimagined</i>."</p> <p>Dunbar, C. (2015). For naught: How zero tolerance policy and school police practices imperil our students' future. ACLU & Michigan State University.</p> <p>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 5 2/8/22	Macro issues in the education system	<p>Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes: Race and the disciplining of young students. <i>Psychological Science</i>, 26(5), 617–624</p> <p>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</i>, 46(4), 455–475.</p> <p>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>.</p>	

		<p>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> <p>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</i>, 23(4), 365-375.</p>	
<p>Week 6 2/15/22</p>	<p>Child welfare policy frameworks</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. (2019). <i>Major Federal Legislation Concerned with Child Welfare, Protection, and Adoption</i>.</p> <p>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> <p>Myers, J. (2008). A short history of child protection in America. <i>Family Law Quarterly</i>, 42(3), 449-463.</p> <p>Sankaran, V. "Innovation Held</p>	<p>Reaction Paper 1: Achievement Gap – Due 2/14/22</p>

		Hostage: Has Federal Intervention Stifled Efforts to Reform the Child Welfare System? U.Mich J.: Reform 41, no. 1(2007): 281-315	
Week 7 2/22/22	Macro issues in child protection systems	<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>Slayter, E. (2016). Youth with disabilities in the United States Child Welfare System. <i>Children and Youth Services Review</i>, 64, 155-165.</p> <p>Lurie. 2017. "Children of the Opioid Epidemic Are Flooding Foster Homes. America Is Turning a Blind Eye."</p> <p>Child Welfare Information Gateway. (2016). Racial disproportionality and disparity in child welfare. Children's Bureau: Washington, DC.</p>	
Spring Break: 02/28/2022 - 03/04/2022			

<p>Week 8 3/8/22</p>	<p>Child Welfare: Courts, Reasonable Efforts, and Policy Into Practice.</p>	<p>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.</p> <p>Child Welfare Information Gateway (2019). Reasonable Efforts to Preserve or Reunify Families and Achieve Permanency for Children. Children's Bureau: Washington DC.</p> <p>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.</p> <p>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> <p>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>	<p>Reaction Paper 2: Interactions between systems – Due 3/7/22</p>
<p>Week 9 3/15/22</p>	<p>Juvenile justice policy frameworks</p>	<p>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.</p>	

		<p>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.</p> <p><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.</p>	
<p>Week 10 3/22/22</p>	<p>Macro issues in the juvenile justice system</p>	<p>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.</p> <p>Walker, S. (2015). <i>Lesbian, Gay, Bisexual and Transgender Youth in the Juvenile Justice System</i>. Annie E. Casey Foundation.</p> <p>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.</p>	
<p>Week 11 3/29/22</p>	<p>Macro issues in the juvenile justice system</p>	<p>Howell, J. (20123) Preventing and Reducing Juvenile Delinquency, Chapter 1, Superpredators and Other Myths about Juvenile Delinquency</p> <p>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.</p>	

		Bernstein, N. (2014). Burning Down the House: The End of Juvenile Prison. Chapter 3, Other People's Children.	
Week 12 4/5/22	Interconnections between the three systems	Lee, J., Bell, Z., Ackerman-Brimberg, M. (n.d.) <i>Implicit Bias in the Child Welfare, Education and Mental Health Systems</i> . National Center for Youth Law.	Reaction Paper 3: Disproportionate Minority Contact – Due 4/4/22
Week 13 4/12/22	Global context	Gabel, S. (2012). Social protection and children in developing countries. <i>Children and Youth Services Review</i> , 34, 537-545. 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</i> , 40, 71-78. Collins. 2017. "Europe's Child Refugee Crisis." <i>The New Yorker</i> .	
Week 14 4/19/22	Final Presentations		4/19/22

d. Assignments

Reflection papers:

Assignment Title: Reaction Paper 1: Achievement Gap Paper

Overview of the Assignment:

This assignment will allow you to think critically about the theories related to the problem of the achievement gap. By providing your own opinion about why you think this problem exists, you will be challenged to address your own potential biases about this social problem.

Directions of the Assignment:

1. In 2-3 single-spaced pages, summarize one theory covered in the readings or lecture regarding why there is an achievement gap in schools (Part 1, about ½ a page).
2. Then, provide your own opinion on why you believe the achievement gap persists in the United States and how this might influence your work with children in educational settings (Part 2, about 1 ½ pages).
3. Consider your social location and personal bias. How do your preconceived views impact your assessment of the achievement gap, in positive and negative ways? (Part 3, about ½ a 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 for part 1, and cite at least 1 academic article (outside of class reading) to support your points in part 2

Assignment Title: Reaction Paper 2: Interactions between systems child welfare/education paper

Overview of the Assignment:

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.

Directions of the Assignment:

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?
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).

Assignment Title: Reaction Paper 3: Disproportionate Minority Contact Policy

Overview of the Assignment:

This assignment will help you to understand how diversity can shape life experiences at the macro 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.

Directions of the Assignment:

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.
3. Then, propose a solution to this problem that would require policy-level change.
4. 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).
5. 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.

Final paper and presentation

Assignment Title: 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 below and present a summary to the class for a final presentation.

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 macro-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 macro-level social workers in this system affected by the legislation?
4. If you were to re-write 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 macro-level social workers in both systems be affected by your proposed legislation?

Assignment	Due date	Percent of overall grade
Attendance and participation	Throughout	10%
Reflection paper 1	2/14/22	15%
Reflection paper 2	3/7/22	15%
Reflection paper 3	4/4/22	15%
Final paper	4/18/22	40%
Final presentation	4/19/22	5%

e. Attendance and class participation

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

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

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

f. Grading

Please see the following SSW Policies related to grading:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[Policy for grading in special circumstances](#)

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

Grades are assigned as follows:

	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A = 93-100%	B = 83-86%	C = 73-76%	D = 60-66%
A- = 90-92%	B- = 80-82%	C- = 70-72%	F = 0-59%

g. Class Recording and Course Materials

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.

h. 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. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid 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. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. 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.

i. 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*