



Course title:	Child and Family Well-Being – Macro Practice	
Course #/term:	SSW 623	
Time and place:	Thursdays 9am-12pm B760 SSWB	
Credit hours:	3	
Prerequisites:		
Instructor:	Dr. Katie Maguire-Jack	
Pronouns:	She/Her/Hers	
Contact info:	Email: kmjack@umich.edu	Phone: 734-764-7805
Office:	2788 SSWB	
Office hours:	12-2pm Thursdays or by appointment	

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.

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.

b. 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)**

c. Course design

This course will use multiple approaches including lectures, videos, vignettes, discussions, written student presentations, guest speakers, and in-class activities.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS): This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. 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. (Course Statement Approved By Governing Faculty 11/8/06).

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

- American Institute for Research (AIR). <http://www.air.org/>
- Annie E. Casey Foundation <http://www.aecf.org/>
- Child Trends <http://www.childtrends.org/>
- Forum on Child and Family Statistics. Child Stats <http://www.childstats.gov/index.asp>
- Kaiser Family Foundation <http://kff.org/>
- Kids Count <http://datacenter.kidscount.org/locations>
- Urban Institute <http://www.urban.org/research>

b. Class schedule

Week	Date	Agenda	Required Readings & Assignments
Week 1	September 1	Introductions, syllabus overview, orientation to the course	N/A
Week 2	September 8	Education Part 1: Overview of system and key policies	Hahn, H., Lou, C., Isaacs, J., Lauderback, E., Daly, H., & Steuerle, C.E. (2021). Kids' Share 2021. Report on Federal Expenditures on Children Through 2020 and Future Projections. <i>Urban Institute</i> . (pages 1-55)
Week 3	September 15	Education Part 2: Early care and education	<p>Pn3 Policy Center: State Policy Roadmap Summary</p> <p>Pn3 Policy Center: Childcare Subsidies</p> <p>Pn3 Policy Center: Early HeadStart</p>
Week 4	September 22	Education Part 3: Teacher training and retention, funding	<p>Baker, B.D., Farrie, D., & Sciarra, D. (2018). Is School Funding Fair? A National Report Card. Education Law Center.</p> <p>Childress, G. (2022). State education leaders advance new and controversial teacher compensation proposal. <i>NC Policy Watch</i>.</p> <p>DeSantis proposals amid teacher shortage include recruiting first responders. <i>WUSF Public Media</i>.</p>
Week 5	September 29	Education Part 4: Achievement and discipline gap	<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> <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>

			Merolla, D.M. & Jackson, O. (2019). Structural racism as the fundamental cause of the academic achievement gap. <i>Sociology Compass</i> , 13, 1-13.
Week 6	October 6	Child Welfare Part 1: Overview of system and key policies	REFLECTION PAPER 1 DUE 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> Children's Bureau. (2019). <i>Major Federal Legislation Concerned with Child Welfare, Protection, and Adoption.</i>
Week 7	October 13	Child Welfare Part 2: Current policy debates in child welfare -maltreatment definitions -mandated reporting -upend movement	Brackeen v Haaland Supreme Court Case Melton, G. (2005). Mandated reporting: A policy without reason. <i>Child Abuse & Neglect</i> , 29. Font, S.A. & Maguire-Jack, K. (2020). It's not "just poverty": Educational, social, and economic functioning among young adults exposed to childhood neglect, abuse, and poverty. <i>Child Abuse & Neglect</i> , 101.
Week 8	October 20	Child Welfare Part 3: Child welfare system reforms	Barth, R.P, Berrick, J.D., Garcia, A.R., Drake, B., Jonson-Reid, M., Gyourko, J.R. & Greeson, J.K.P. (2022). Research to consider while effectively re-designing child welfare services. <i>Research on Social Work Practice</i> , 32(5), 483-498. Dettlaff, A.J., Weber, K., Pendleton, Boyd, R., Bettencourt, B., & Burton, L. (2020). It is not a broken system, it is a system that needs to be broken: the upend movement to abolish the child welfare system. <i>Journal of Public Child Welfare</i> , 14(5), 500-517. Herrenkohl, T.I., Scott, D., Higgins, D.J., Klika, J.B. & Lonne, B. (2021). How COVID-19 is placing vulnerable children at risk and why we need a different approach to child welfare. <i>Child Maltreatment</i> , 26(1), 9-16.

Week 9	October 27	Child Welfare Part 4: Macro issues in child welfare	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 Youth Services Review</i> , 64, 155-165. Child Welfare Information Gateway. (2021). Child welfare practice to address racial disproportionality and disparity. <i>Children's Bureau</i> .
Week 10	November 3	Juvenile Justice Part 1: Overview of system and key policies	REFLECTION PAPER 2 DUE Youth in the justice system: an overview: https://jlc.org/youth-justice-system-overview Juvenile Justice and Delinquency Prevention Act: https://juvjustice.org/federal-policy/juvenile-justice-and-delinquency-prevention-act Superpredators and other myths about juvenile delinquency.
Week 11	November 10	Juvenile Justice Part 2: Disproportionate Minority Contact	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. Lieberman, 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	November 17	Juvenile Justice Part 3: Macro issues in juvenile justice	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. Walker, S. (2015). <i>Lesbian, Gay, Bisexual and Transgender Youth in the Juvenile Justice System</i> . Annie E. Casey Foundation.

			<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 13	December 1	Juvenile Justice Part 4: Juvenile justice reforms Final Presentations	Center on Budget and Policy Priorities. (2021). State Juvenile Justice Reforms Can Boost Opportunity, Particularly for Communities of Color. Honeycutt, T., Sakala, L., Zweig, J., Angus, M.H., & Esthappan, S. (2022). Using multidisciplinary partnerships to advance juvenile justice reform: Experience in 10 communities. <i>Criminal Justice Policy Review</i> , 33(4), 429-452.
Week 14	December 8	Final Presentations	REFLECTION PAPER 3 DUE

c. Assignments

Reflection papers:

Assignment Title: Reflection Paper 1: Achievement Gap Paper: DUE OCT 6

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 1/2 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: Reflection Paper 2: Interactions between systems child welfare/education paper DUE NOVEMBER 3

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: Reflection Paper 3: Macro-level issues in juvenile justice: DUE DECEMBER 8

Overview of the Assignment:

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.

Directions of the Assignment:

1. In 2-3 single-spaced pages, identify what you believe to be the most pressing macro-level issue in juvenile justice that requires policy intervention. Propose a macro-level policy solution that you believe will ameliorate this issue.
2. Begin by summarizing the problem and why you believe 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.

Final paper and presentation

Assignment Title:

Final Paper DUE DECEMBER 13 and presentation DUE DECEMBER 1 or 8

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.

Directions of the Assignment:

Write a 7-8 page paper and present a summary to the class for a final presentation, in a 20x20 format (20 slides, 20 seconds each).

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, and 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 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 micro-level social workers in both systems be affected by your proposed legislation?

Assignment	Due date	Percent of overall grade
Attendance and participation	Throughout	5%
Reflection paper 1	OCTOBER 6	15%
Reflection paper 2	NOVEMBER 3	15%
Reflection paper 3	DECEMBER 8	15%
Final paper	DECEMBER 13	40%
Final presentation	DECEMBER 1, 8	10%

d. Attendance and class participation

Students are expected to attend and participate in class.

If you have to miss class due to inclement weather (above and beyond the university closing), please communicate with me so that we can set up an alternative arrangement. Use your best judgment around getting to class safely. If you have to miss class for health or family reasons, please communicate with me so that we can set up alternative arrangements.

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

e. 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:

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
	B = 83-86%	C = 73-76%	D = 60-66%

A- = 90-92%

B- = 80-82%

C- = 70-72%

F = 0-59%

f. 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.

g. 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.

h. 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.

i. 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/>.

Communications Regarding the Course

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

If you would like to meet in person, please make an appointment, either in person or over email. I'm more than happy to meet with each one of you when you have questions, concerns, or just want to talk, and I will do my very best to be as flexible as possible with my schedule.

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. Laptops are allowed to the extent that they are used for note taking and other class purposes.
7. Be respectful of the instructor and your colleagues.
8. Use Canvas to access course materials

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*