1. Course Statement

a. Course description

This course will focus on the evolution and development of child protection in the United States. The goal of the course is to provide students with an understanding of how state governments think about the adequacy/appropriateness of parenting, the safety of children, when and how child protection agencies get involved with families and what the evidence says about such involvement. We will discuss the origins and implementation of major child welfare policies and we will review practice innovations and some of the most pressing challenges facing child welfare systems today. A common theme throughout the course will be the intersection of child welfare and poverty, race, gender, identity and trauma. The course will cover policies and practices from both micro and macro perspectives and students will learn how child welfare systems collaborate (or at times fail to collaborate) with other allied systems of care (e.g. community mental health, juvenile justice, substance abuse).

b. Course objectives and competencies

Upon completion of the course, students will be able to:
• Understand how life events (risk and protective) contribute involvement with the child protection system
• Understand the evolution of child protection in the United States
• Understand the intersections of race, class, and culture as it relates to parenting and child protection laws/practices
• Critically evaluate child welfare policies and practices
• Understand the current child welfare reform efforts
• Understand the relationship between child welfare and other allied systems of care (e.g. substance abuse, mental health, public aid)

c. Course design

This course will make use of lectures, guest lectures, discussion, media and small group exercises. Students will demonstrate their knowledge acquisition by means of class participation, weekly responses to assigned readings, written assignments and a class presentation focused on a specific child welfare issue. The class will also spend time interacting with service providers and observe dependency court hearings.

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.

2. Class Requirements

a. Text and class materials

There is no required textbook for this class. Readings, videos, and podcasts will be posted on Canvas at least one week prior to the class session in which they will be discussed. Each session’s reading assignments are in a separate folder on Canvas under Files, which is marked by session number and class date. Readings and media, such as podcasts and videos, are also identified in the Modules that are organized by class period and topic. Videos and Podcasts are posted under the Media tab and are included in the Modules section pertaining to the next class session. Reading may be changed
due to guest lecturers or emerging current events that warrant our attention and class
discussion.

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

b. Class schedule

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

<table>
<thead>
<tr>
<th>First Session: August 29 – Course Introduction and Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
</tr>
<tr>
<td>• Course requirements</td>
</tr>
<tr>
<td>• Wicked Problems in Child Welfare</td>
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<tr>
<td>• Brief history of child welfare</td>
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<tr>
<td>• Child welfare in the social context</td>
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<tr>
<td>• Why the focus on child abuse?</td>
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<tr>
<td>• Brief overview of disproportionality in child welfare</td>
</tr>
<tr>
<td>• Course progression</td>
</tr>
<tr>
<td>• Discussion of topics and changes as needed based on previous coursework</td>
</tr>
<tr>
<td>• Assign groups and discuss debate topics</td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
</tr>
</tbody>
</table>

*Students are not expected to have read and reviewed these materials prior to the first class.*

**Video/Audio:** Placing Out - Orphan Trains

[https://www.npr.org/2013/04/14/176920218/after-tragedy-young-girl-shipped-west-on-orphan-train](https://www.npr.org/2013/04/14/176920218/after-tragedy-young-girl-shipped-west-on-orphan-train)

[https://www.youtube.com/watch?v=WDJx8m5DCL4](https://www.youtube.com/watch?v=WDJx8m5DCL4)

[https://www.youtube.com/watch?v=lB_jf-t5Wo](https://www.youtube.com/watch?v=lB_jf-t5Wo)

The difference between your job and your work

Overview of social welfare in the historical context
No Class – Labor Day – September 5

Second Session: September 12 – Overview of Child Welfare System

Topics:
- The child welfare continuum
- Poverty and child welfare
- Systemic racism and the child welfare system
- Overrepresentation of children of color
- The funding pyramid – Money dictates and then reinforces priorities

Required Reading:
- Introduction section in Bartholet, E. Nobody’s Children

Video
- A conversation about the manifestation of white supremacy in the Institution of Child Welfare (see details on Canvas)
  - [https://www.youtube.com/watch?v=EUBuOCVhUZI&feature=youtu.be](https://www.youtube.com/watch?v=EUBuOCVhUZI&feature=youtu.be)

Assignments due:
- Reaction paper: (details on Canvas)
- Discussion questions

Third Session: September 19 – Children’s Protective Services

Topics:
- Children’s Protective Services
  - Helper, advocate, enforcer?
- Evidence from NCANs on the size of the problem
- The child safety/family preservation pendulum swing in child welfare
- Differential response for child protection
- Investigation and substantiation
- The Indian Child Welfare Act (ICWA)

Guiding questions:
- Are child abuse investigations objectively impartial?
- Does context (housing, neighborhood, poverty) influence and reinforce child maltreatment determinations?
- Does ICWA help to create a more culturally responsive system for indigenous children?

Readings: (all readings are posted on Canvas)
- Nadan, Y, *Culture and context in understanding child maltreatment: Contributions of intersectionality and neighborhood-based research*, Journal of Child Abuse and Neglect
- Radford, L. *Child Abuse and Neglect: Prevalence and Incidence*
- Maguire-Jack, *Longitudinal changes in child maltreatment*
- ICWA Law and application
### Review:
- *Understanding the Impact of Historical Trauma When Responding to an Event in Indian Country*
- *Child Maltreatment among Asian Americans: A Content Analysis of Existing Literature*, Hom-Hyvonen, K.
- Differential Response to Reports of Child Abuse and Neglect, [www.childwelfare.gov/topics/responding/alternative](http://www.childwelfare.gov/topics/responding/alternative)

### Video:
- A Life-changing Visitor: When Children’s Services Knocks [https://www.youtube.com/watch?v=2iY1QorPZFw](https://www.youtube.com/watch?v=2iY1QorPZFw) (link on canvas)

### Guest Lecturer:
- 

### Assignments due:
1. Reaction paper
2. Discussion Questions

### Fourth Session: September 26 – Child Maltreatment Determination –
This will be a flexible topic class depending on student’s knowledge of child maltreatment assessment and treatment

**Topics**
- Defining child neglect
- Mandated Reporter Training
- Child Protection Investigation and response
  - Physical abuse
  - Sexual abuse
  - Fatal abuse
- Past history of parental abuse
- IPV and child maltreatment
- Substance abuse and child maltreatment
- COVID 19 Impacts on Child Maltreatment
- Decision-making in CPS

**Guiding questions:**
- What factors influence workers to substantiate child maltreatment?
- Is the definition of child maltreat the same everywhere?
- Is substance abuse at the root of abuse and neglect?
- Is domestic violence child abuse?

### Readings:
- Five-factor determination of maltreatment, MDHHS Policy Manual (On Canvas)
- Substantiating maltreatment in Minnesota, California and Ohio
- The Effects of Substance Abuse on Behavior and Parenting
- Child Injury and Death Coordinated and Comprehensive Investigation Resource Protocol (on Canvas)
- MDHHS Child Death Review Annual Report
- *A reasonably large review of operationalization in child maltreatment research: Assessment approaches and sources of information in youth samples*
- Mandated Reporter Guidelines for Social Workers
- CPS Field Guide
- MDHHS Model Child Abuse and Neglect Protocol
- Maguire-Jack, K., *Child Maltreatment Prevention Strategies and Needs*
- Recognizing the Signs and Symptoms of Child Abuse and Neglect, Child Welfare Information Gateway Fact Sheet
- *The Effects of Substance Abuse on Behavior and Parenting* (on Canvas)

- National Resource Center on Domestic Violence (NRCDV), [http://ncadv.org/learn-more/what-is-domestic-violence](http://ncadv.org/learn-more/what-is-domestic-violence)

**Guest Speaker:** Katie Maguire-Jack, PhD. Associate Professor of Social Work

**Assignment:**
1. Reaction paper and discussion questions
2. Three questions for Dr. Maguire-Jack

**Fifth Session: October 3 – Children and Poverty, Racial Disparities in Child Welfare**

**Topics:**
- Historical roots of poverty and child neglect
- Impact of poverty on child maltreatment
- The economic status of families with children
- Disproportionality and disparities for children of color
  - Over-representation of African American and Native American Children
  - Under-representation of White and Asian Children
  - Under the radar – Arab American Children
- Causes of disproportionality and disparities

**Readings:**
- *Time for the Child Welfare System to Stop Confusing Poverty with Child Neglect*
- Bartholet, E. Wulczyn, F., Barth, R.P., Lederman, C., Race and Child Welfare. Chicago: Chapin Hall at the University of Chicago (on canvas)
- Child Maltreatment prevention strategies and needs, Maguire-Jack
- *Disparities and disproportionality in child welfare: Analysis of the research*

**Audio:** Family Poverty is Not Neglect [https://soundcloud.com/offkiltershow/family-poverty-is-not-child-neglect](https://soundcloud.com/offkiltershow/family-poverty-is-not-child-neglect)
**Video:** To transform the child welfare system, take race out of the equation – on canvas in the media gallery
The Florida Project or Netflix Series - Maid

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

Assignment:
1. Reflection paper
2. Discussion questions

Sixth Session: October 10 – Children in the Foster Care Continuum

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

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

Guiding Questions:
- What are the reasons for foster care placement disruptions?
- What are the needs of children in foster care?
- What are the systems issues you might address in securing better foster care outcomes?

Guest Speaker:
- Tamarie Willis, PhD, Administration for Children and Families, HHS

FALL STUDY BREAK – October 17
### Seventh Session: October 24 – Youth Aging Out

**Topics:**
- Research findings on youth who age out of care
  - Where do youth end up?
    - Length of stay in care
    - Types of care
  - Long-term foster care/guardianship
- Adult adoptions (18 years – 21 years)
- Programs and policies to support transition
- Intersection of child welfare and juvenile justice
- Pathways to the justice system
- Juvenile Justice system and population

**Guiding Questions:**
- How long do you think society is, or should be, responsible for youth who are placed in care as children?
- What programs would you devise for youth aging out and why?
- Why are foster youth at higher risk for justice system involvement?
- What specific challenges do foster youth face in early adulthood?

**Readings:**
- Things No-one Told Me (on Canvas)

**Audio:**

**Guest speaker:**

**Assignments:**
1. Reaction Paper and Discussion Questions

### Eighth Session: October 31 – Use of Big Data in Child Protection, Models of Advocacy on Behalf of Children and Families, Amplifying Voices of People with Lived Experience

**Topics:**
- Child advocacy organizations
- Children’s Ombudsman
- Using data analytics in child welfare
- Using predictive modeling in child welfare
- Foster Care Review Boards

**Guiding Questions:**
- Why must we have separate child advocacy organizations?
- What is the function of an ombudsman?
- What is the function of a foster care review board?
- Who watches the watchers?

**Readings:**
- A Practical Framework for Considering the Use of Predictive Risk Modeling in Child Welfare
- Predictive Analytics in Child Welfare: An Introduction for Administrators and Policy Makers
- Michigan Ombudsman Program

**Guest Speaker:** Tobin Miller, J.D. Office of the Michigan Children’s Ombudsman

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### Ninth Session: November 7 – Understanding the Court Process

**Topics:**
- Understanding the Family Court Division of the Circuit Courts and the Probate Courts
- Judges and Referees
- Removal orders
- Guidelines for court testimony
- Submission of documents
- Expert testimony
- The role of the LGAL and CASA
- Unstated rules

**Guiding Questions:**
- Why is it important for social workers to know how to testify in court?
- Can social workers serve as expert witnesses?
- How should you prepare to provide testimony in court?
- What is the protocol at court?

**Readings:**
- The Art of Testifying in Court (on Canvas)
- Multi-disciplinary Parent Representation (on Canvas)
- Working with the court in child protection (on Canvas)

**Video:**
- Tips for new social workers testifying in court
  [https://www.youtube.com/watch?v=kCkVArbsySg](https://www.youtube.com/watch?v=kCkVArbsySg)

**Guest Speakers:**
- Family Court Judge or Court Administrator

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### Tenth Session: November 14 – Policy and Practice

**Topics:**
- Development of child welfare policies and practices
- Building evidence in child welfare to impact practice
- Understanding and evaluating policy
- Advocating for fair and just, as well as effective policies

**Guiding Questions:**
- Why should we take a critical look at child welfare policies?
- How can we influence policy development?
- How much is evidence used to create new policies and practices?

**Readings:**
- Social innovation in child and youth services
- Guidelines for Applying a Trauma Lens to a Child Welfare Practice Model, Chapter 7, Out of Home Placement, pp 45 – 51
- Let’s Measure What We Really Value in Child Welfare
- Jansson, B. Becoming an Effective Policy Advocate (on Canvas)
- Selected CPS policies
  - MDHHS Child Protection Manual
  - MDHHS Foster Care Manual

**Assignment:**
1. Reaction Paper and discussion questions
2. Advocacy Brief or Op Ed

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**Eleventh Session: November 21 – Is the child welfare system broken?**

**Innovations in intervention with children and families, workforce issues and impacts, privatization movements and class action lawsuits**

**Topics:**
- Child welfare workforce issues
- Child welfare worker qualifications and training
- Worker caseload size
- Worker turnover
- Unrealistic expectations of parents?
- The public-private partnership
- Children injured and killed when under the supervision or in the care of the child welfare system
- What is needed to fix the system?
- Class action law suits – do they reform systems?
- Realistic job preview
- Strengths, challenges and gaps
- Grade the child welfare system in Michigan

**Guiding Questions:**
- Is the child welfare system broken?
- What is needed to fix the system?
- What are the strengths, challenges and gaps in the system?

**Readings:**
- Lee, J, Gilbert, T., Lee, S., Staller, K “Reforming a System that Cannot Reform Itself”
- Additional opinion pieces on Canvas
- The UpEnd Movement in child welfare

**Guest Speaker:**
### Twelfth Session: November 28 – The Juvenile Justice System

**Topics:**
- From child welfare to juvenile justice - same kids, same system?
- Over-representation in the justice system
- Juvenile defense
- How the system works
- Program innovations and best practices

**Reading:**
- Differences in risk and protective factors in cross-over and non-cross-over youth
- Michigan Juvenile Justice Reform Task Force Report and Recommendations
- Developmentally based juvenile justice services
- Overdue for Justice: juvenile Defense
- Pathways to desistance

### Thirteenth Session: December 5 – Class Closeout – Review of the semester

**Topics:**
- Remaining questions?
- How has your perception of child welfare changed?
- What would you do if you could change the system?
- What are the root causes of the problem of child abuse and neglect?
- Feedback on course content and structure

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c. **Assignments and Grading**

**Coursework and Assignments**

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

**Discussion Leader:** Each class meeting, a student (or two) will lead a discussion of the assigned topic. Details will be posted on canvas. The discussion leader is expected to master one or two of the required readings and to convey the key points to the class. The discussion leader is also expected to prepare a **short** PowerPoint presentation to guide the discussion. I will evaluate discussion leaders based on their organization and management of the discussion, comprehension of the topic, clarity and balance in their explanation of the topic, and ability to facilitate intellectually stimulating idea exchange among the other students through the **three questions they will ask the class.** I will assign discussion leaders to a topic and the related reading after the first-class session. **Discussion Leader is worth 15 points**
Reflection/Reaction papers: When you are not the discussion leader, you are required to write a short reflection or reaction paper. Reflection papers will be brief conceptual essays synthesizing main theoretical ideas described in the assigned readings. This is not a summary of the readings, but rather what you developed in terms of thoughts, ideas, new information, connections to new or existing personal knowledge or applicability to other readings, other coursework, current events and your own experiences in the field. You will upload these as Word documents in the Canvas course under Assignments by Saturday at midnight. Reaction papers are worth 10 points.

Discussion questions and answers should be thoughtful inquiries about theoretical, empirical, systemic, or applied issues related to the required readings. You will pose three questions to the class and answer one question posed by one of your classmates. The three questions will be the same questions you posed at the end of your reflection paper, you will simply copy and paste them into the discussion channel. These questions are intended to stimulate critical and productive thinking. You will reply to one question asked by any one of your colleagues. Replies to discussion questions should be thoughtful extensions that expand group thinking. These are intended to prime longer conversations during course meetings. Discussion posts and replies will be short – generally no more than one paragraph, and you will post them to the discussion thread corresponding to the upcoming week in the Canvas course. Discussion questions and replies will be due on the Saturday at midnight of the week before the course meeting. Discussion questions and answers are worth 10 points.

Court Observations: Each student will attend (remotely or in-person depending upon court schedule) and observe two family court (dependency/child welfare) hearings. Most hearings are public. Contact your local court and request a docket for a local judge/referee. Identify two hearings you wish to attend (ensure these are two different hearing types, for example, a permanency hearing or progress hearing and an adoptions hearing, or a termination of parental rights hearing and a placement hearing/progress hearing).

During this observation, you should consider the following questions:
- What was the purpose/type of hearing?
- Who was present (roles only, no names). Was everyone represented by council?
- Did it appear everyone had a grasp on why they were present and what they hoped to accomplish?
- What might it feel like to be in court as a parent, a child, a judge/referee, an attorney, and a caseworker?
- Did everyone have an opportunity to be heard or represented?
- What did you think worked well in terms of the judiciary? What would you change?
- Are circumstances and proceedings easy to understand?
- Did you notice any issues related to culture (e.g. social class, race, language, sexual orientation, age etc.)?
- Give your overall impression of the courtroom experience.

Write a brief observation paper pertaining to the hearings you attended (one paper covering each of two hearings) and be prepared to share your observations with the class. Court Observations and Reaction Papers are worth 10 points each – total of 20 points.
Child Welfare Policy Debate - two teams of no more than four persons each will agree to debate a child welfare issue in front of the class. One team supports the policy/program, the other opposes. Formal rules of debate will apply. The class will then be polled to determine whether the debate changed their mind on a policy/program, solidified their current position and/or taught them new information about the policy/program that was the focus of the debate. Additional instructions will be on Canvas. Team will be created in class and will be determined based on class size. **Child Welfare Policy Debate is worth 20 points.**

Child Welfare Policy Analysis – Compare and Contrast For this assignment, you will complete a critical review and comparative evaluation of either Child Abuse and Neglect laws, Child Abuse and Neglect assessments, Foster Care laws or policy or other comparable but different policies in place in separate locations, such as different states or different countries.

**Examples:**

**Child Abuse and Neglect Laws:**

Pick at least two state child abuse laws to evaluate, compare and contrast. Some state laws are included in the files. You can look up your home state's laws on the Child Welfare Information Gateway. In evaluating the laws, you may wish to review such factors as:

- Is the definition of child abuse and neglect (CAN) clear and understandable?
- What factors are included in CAN (drug positive infants, domestic violence, threatened harm, near-fatality, educational neglect)?
- Are the factors of CAN defined?
- Is the response process defined?
- Are mandated reporters defined?
- Are penalties for non-reporting included?
- Are procedures for reporting defined?
- Is the penalty for having committed abuse defined? (Criminal abuse, non-criminal abuse)
- Are criminal penalties established for certain types of abuse?
- Does the state keep a central registry for perpetrators of abuse? neglect?
- Multiple other aspects of each law

**Child Abuse and Neglect Assessment/Determination**

Pick at least two methods of screening/assessing/determining child abuse and neglect. Please indicate in which state the respective method is used. Compare, contrast, and evaluate the methods. You should pick two related assessments or screeners so that you are able to compare and contrast. For example, you might pick two measures of family functioning, or family assessment measures, or two measures for determining child abuse and neglect.

You may wish to review factors such as:

- Does the assessment require professional credentials or advanced education in the topical area?
- How is inter-rater reliability established?
- How many factors are assessed?
- which specific factors related to child maltreatment are assessed?
- how many variables or points in time are included?
- who is the source of information and the credibility of the source?
- was the instrument normed and validated on a representative sample of the population?
- is the assessment adjusted for the cognitive or behavioral level of the subject?
- multiple other factors as indicated in each assessment.

**Child Welfare Policy Compare and Contrast is worth 20 points**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Leader</td>
<td>Various dates as assigned</td>
<td>15%</td>
</tr>
<tr>
<td>Reaction Paper</td>
<td>Each week by Saturday, midnight before the next class session Upload paper to Canvas</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Q &amp; A</td>
<td>Each week by Saturday at midnight prior to the next class session</td>
<td>10%</td>
</tr>
<tr>
<td>Court Observations</td>
<td>Two written court observations are required by the end of the semester, December 5, upload to Canvas</td>
<td>20%</td>
</tr>
<tr>
<td>Child Welfare Debate</td>
<td>Specified dates through the semester as assigned</td>
<td>20%</td>
</tr>
<tr>
<td>Child Welfare Policy Analysis – Compare and Contrast</td>
<td>December 5, upload to Canvas</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Throughout the semester</td>
<td>5%</td>
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d. **Attendance and class participation**

**Attendance and Participation:** Attendance is expected at each class and any asynchronous activities that you may be assigned and is extremely important because the discussions that occur in class cannot easily be replicated outside of the classroom from simply reading the assigned materials. **Participation** in class discussions, in-class exercises, and small group discussions is expected and will contribute to your final grade. Participation means grounding your comments and analysis in the readings and other class materials – not simply offering your
general opinion on a topic. If you experience difficulties in participating in discussions for technological, linguistic, cultural, or other reasons, please meet with me to explore ways in which you can become an active participant in class. If you need to miss a class, please email me at terrigil@umich.edu to let me know you will be missing a class. I understand that people get sick, cars break down, families have emergencies and other factors may influence your ability to attend class. Please refer to the Policy on Class Attendance found in the MSW Student Guide. Attendance and participation are worth 5 points.

e. Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following scale:
<table>
<thead>
<tr>
<th>Course Participation and Attendance</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Discussion Leader</td>
<td>15</td>
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<tr>
<td>Reaction Papers</td>
<td>10</td>
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<tr>
<td>Discussion Questions</td>
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<tr>
<td>Court Observations (2)</td>
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<tr>
<td>Child Welfare Debate</td>
<td>20</td>
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<tr>
<td>Policy Compare and Contrast</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

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

**Grading** – I publish a detailed rubric for each assignment at the bottom of the assignment description. Please make certain to check the rubric as you are completing your assignment. I will give detailed feedback to you about your assignment and in some instances, I will allow you to opt to do the assignment over.
Incompletes - Incompletes will not be granted unless extraordinary circumstances prevent you from completing the coursework. You must formally request an incomplete from me prior to the end of the semester.

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

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

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

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

Additional Course Information and Resources

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

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

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

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

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

A note about use of electronic devices in class: I am generally not particular about your use of laptops or tablets to take notes or look up topics that arise in class. HOWEVER, if you are spending class time doing homework for another class, checking social media, etc. or generally not paying attention and tending to the class and the discussion at hand, I will simply ask you to put your device away. Don’t force me to embarrass you in front of the class or to walk behind you to check your screen.

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without my advance written permission. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to me in advance of any recording being done. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet, social media or sharing with others. Even when permission to record has been given, I reserve the right to disallow recording for a portion of any class time where privacy is a special concern. Due to the sensitive nature of the topics we will be discussing, there will be several times when a recording in process will be stopped and where I will require any students who are recording to cease recording so that we may have an open and honest discussion.

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

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](https://ssw.umich.edu/standard-policies-information-resources) and compliance with the [University COVID-19 Vaccination Policy](https://ssw.umich.edu/standard-policies-information-resources). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](https://ssw.umich.edu/standard-policies-information-resources). 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](https://ssw.umich.edu/standard-policies-information-resources) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](https://ssw.umich.edu/standard-policies-information-resources). I also encourage you to review the [Statement of Student Rights and Responsibilities](https://ssw.umich.edu/standard-policies-information-resources) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](https://ssw.umich.edu/standard-policies-information-resources).

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.

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](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