Course Description

This course will critically analyze the various human/social services and policies that provide preventive, case management, treatment, and rehabilitative services aimed at children and youth. The role of social services in the broad context of both formal and informal systems that influence the life course of children and youth is addressed. The course will examine how services are articulated at various levels of intervention, and in policies and regulations, and how this affects the ethical practice of social workers and other family and child serving professionals. Particular emphasis will be placed on services provided by community-based agencies, child welfare services, and the juvenile justice system. Students will develop critical frameworks for assessing the strengths and weaknesses of the policies, organization, and delivery of child-oriented social services based on social and behavioral science research evidence and through the lens of multi-culturalism and social justice values. In addition, illustrative historical and cross-national comparisons of services and policies for families with children and youth will be included.

Course Content

Substantive areas addressed in this course will be critically analyzed and addressed in terms of the four curricular themes: social change and social justice, multiculturalism and diversity, social and behavioral science research, and the continuum of care (promotion, prevention, treatment, and rehabilitation). Students should use this list to select research paper topics for their policy briefing and program design papers. The following topics will be covered in the course:

1. Indicators of the well-being of children and families in the United States.

2. The legal and service delivery frameworks that shape the current system of family and children’s services, including the Indian Child Welfare Act and other statutes and policies relevant to Indian self-determination, and the recently passed Adoption and Safe Families Act.

3. Early childhood interventions, including Head Start and child care.
4. Family Support Services, including home-visiting programs and family support centers.

5. Programs designed to encourage positive youth development.

6. Services and policies affecting children and youth with special needs (e.g. children with disabilities, gay and lesbian youth) and children in minority and/or non-traditional families.


8. The service response to violence against women and other forms of domestic violence.

9. Family preservation, family reunification, and wraparound services for families who have come into contact with the child protective service system.

10. Foster family care and its alternatives, including kinship care, group homes, residential treatment facilities, institutional care, and training schools.

11. Delinquency services and other issues concerned with juvenile justice.

12. Adoption services, including infant adoption, special needs adoption, trans-racial adoption, open adoption, and international adoption.

**Course Objectives**

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

1. Describe and critique services and policies affecting children and youth from historical and cross-cultural perspectives.

2. Assess services to children and youth in regard to their scope (the extent to which they provide necessary and appropriate services to populations in need) and their effectiveness.

3. Identify and describe alternative strategies for delivery of services to children and youth including those found in other countries.

4. Recognize and articulate concerns related to the differential impact of these services on ethnic minorities and other cultural groups.

5. Understand the relevance of advocacy for clients in the children and youth services delivery system and knowledgeably, ethically, and professionally advocate for children and youth at the policy and/or direct service level.
6. Discuss typical ethical concerns related to services and policies for children and youth.

**Relationship of the Course to Four Curricular Themes**

- *Multiculturalism and Diversity* will be addressed through, for example, discussion of the client populations served by the service systems discussed in the course; the design of programs so that they will be responsive to the special cultural and ethnic circumstances of their clients; and the special child and family policies related to issues of ethnicity (e.g., the Indian Child Welfare Act, and international and transracial adoption).

- *Social Justice and Social Change* will be addressed by considering the differential impact of policies and programs on the poor and minorities.

- *Promotion, Prevention, Treatment and Rehabilitation* will be addressed by examining the continuum of care present in the programs and services provided to children, youth, and families. Thus, neighborhood based or community-based programs will be contrasted with approaches that target families at risk or services recommended for families once they are referred to protective services, services that are court-ordered, or other services that are available only once the state has intervened into the life of families.

- *Behavioral and Social Science Research* will be addressed through review of studies and academic literature on, for example, the changing demographics that affect demand for services, and comparative legal and administrative policies and services and their impacts on families. Finally, program evaluations that can inform child and family welfare policies and service delivery are discussed.

**Relationship of the Course to Social Work Ethics and Values**

This course covers the complexities of ethical dilemmas as they relate to services and policies for children and youth populations, as well as the ways in which the professional Code of Ethics may be used to guide and resolve value and ethical issues. In particular, the course will review the ethics and values related to confidentiality, self-determination, and respect for cultural and religious differences. The course includes consideration of the social worker’s responsibility to promote the general welfare of society (e.g., the prevention and elimination of discrimination, equal access to resources, services, and opportunities, and advocacy for changes in policy). In addition, ethical concerns of special importance to social work with children and youth are considered, such as the child’s ability to report and understand at various levels of development, conflicts between the child’s best interest and the family’s best interest, and ethical issues related to treatment of minors.

**Class Requirements**

1. **Class Participation:**
Student attendance is expected at every session of the class. However, if circumstances arise that require you to be absent, please provide me with an explanation by means of e-mail, fax or telephone. Students are excused from class for the observance of a religious holy day; however, you are to provide me with an explanation ahead of time. Students are responsible for assisting in the creation of a learning environment that promotes professional socialization. Therefore, students are to assume responsibility for their own learning by not being tardy or leaving early, being prepared for and participating in class interaction and discussions.

Students are responsible for securing lecture notes, class exercises, and handouts when circumstances may require a student to be absent. Your participation grade will be based upon class attendance (including lack of tardiness), bringing an appropriate article from a current newspaper or newsmagazine (see following paragraph), and participation in classroom discussion.

As a part of your student participation, you are expected to bring to class a very recent article from a newspaper (e.g. Ann Arbor News, The New York Times), or a news magazine (e.g. Time, US News & World Report). Most of the major news media can be accessed on the Internet. The article needs to be relevant to one or more of the topics listed in the Course Content section of this syllabus. The student is expected to bring an article to a minimum of five class sessions.

2. Required Readings:

All required readings are to be completed prior to the class session for which they are assigned. Required readings will be found in the textbooks. The reading assignments are outlined in this syllabus. The textbooks for this course are:


3. Recommended Readings:

• Several free government reports are also recommended and each student is encouraged to order a copy:

NCJ 153681. To order this free publication, call 1-800-638-8736 or e-mail: askncjrs@ncjrs.org

- Child Welfare: Early Experiences Implementing a Managed Care Approach (October, 1998). The publication number is: HEHS-99-8. Washington, DC: United States General Accounting Office. To order this free publication, call 202/512-6061 or e-mail: info@www.gao.gov

- Social Services Privatization: Expansion Poses Challenges in Ensuring Accountability for Program Results (October, 1997). The publication number is: HEHS-98-6. Washington, DC: United States General Accounting Office. To order this free publication, call 202/512-6061 or e-mail: info@www.gao.gov.

Further, all articles that appear in any issue of The Future of Children can be downloaded from the web at www.futureofchildren.org

At the end of the Syllabus is a comprehensive reference list of books relevant to the course.

4. Written Assignments:

All written assignment are to be presented with a title page on which you are to include the title of the paper, the course and section number, the date on which it is being submitted, and your name and school mailbox number. All papers are to be typewritten (or word processed) using 12 point font. All papers are to be in narrative format and are to be double-spaced. Please remember to number your pages. Please review the section in your Student Guide to the Master’s in Social Work Degree Program for guidance on writing papers; see pages 54 through 67 in particular. All papers are to use proper grammar and bibliographic style. The style to be followed is that set forth in The Publication manual of the American Psychological Association (4th Edition). An abbreviated version is available through the Social Work Library at: http://www.lib.umich.edu/libhome/Social.lib/apa_style.html

5. Reaction Papers:

Students are to write 2 Reaction Papers of at least 3 pages in length but no more than 5 pages, exclusive of the title page and bibliography. For this assignment the student is to write a critical analysis of a particular journal article (professional journal) that relates to one of the topics covered by the course (see course content). The topic selected is to be different from that being addressed by the student’s research paper. The journal article used for this assignment is not to be used for a student’s research paper. The first portion of the paper is to provide a succinctly written summary of the article. The second portion of the paper is to contain your personal commentary or reaction to the issue(s) raised within the article. The first Reaction Paper is to be submitted no later than the fourth session of the class, which is January 30, 2001. However, a Reaction Paper may be submitted earlier than the fourth session. If a student is dissatisfied with the grade received on a Reaction Paper, the student may submit a third Reaction Paper, in which case I will record only the two highest grades. However, an additional Reaction Paper may not be submitted for the
purpose of gaining extra points, only for substitution of another Reaction Paper on which the student may have received a less than desirable grade. The final Reaction Paper is to be submitted no later than Tuesday, April 3.

6. Research Paper:

Students are to write one Research Paper of ten to twelve pages in length, exclusive of the title page and bibliography (typed, double-spaced, 12-pt. font). The Research Paper is to be submitted no later than the beginning of class (Session 12) on Tuesday, April 3. The Research Paper is to focus on a particular child welfare, family services, or juvenile justice policy issue that is of interest to you. Use the course content as a guide for selecting a topic. A part of your research paper is to focus on a marginalized population as it relates to your chosen topic.

Library research and the use of references beyond the textbooks and handouts are required. In fact, it is expected that your research paper will make minimal use of assigned readings. Additionally, you are to use the Internet (at least one citation), and you are to cite from at least two different professional journals. The majority of your citations/bibliographic references are to be from books and journals.

Grading

1. Grading Criteria for Written Assignments:

Reaction papers and the research paper will be graded on the basis of:

a) The quality of the analysis and depth of understanding of the concepts, ideas, and information presented. I will be looking for objective documentation in support of stated opinions or conclusions. This criterion represents 40% of the grade for each paper.

b) The clarity of expression and organization of the paper - is there a logical order to the presentation of your thoughts. This criterion represents 30% of the grade for each paper.

c) The appropriate use of references and resources and the variety of resources referenced. This criterion represents 15% of the grade for each paper.

d) The use of proper grammar and the over-all professional presentation of the paper. This criterion represents 15% of the grade for each paper.

e) Any written assignments that are late will have a minimum of one point taken away unless there are compelling circumstances that necessitated a delay in completing the assignment.

2. Grading Criteria for the Course:
The student’s final grade for the course will be based upon the following:

a) Class Attendance and Participation (including bringing to class a current news article at least five times). 20 points
b) Reaction Papers (Maximum of 20 points per paper). 40 points
c) Research Paper. 40 points

3. Points and Grade Conversion:

Grades will be assigned in accordance to the following scale:

- 97 - 100 points = A+
- 87 - 89 points = B+
- 77 - 79 points = C+
- 93 - 96 points = A
- 83 - 86 points = B
- 73 - 76 points = C
- 90 - 92 points = A-
- 80 - 82 points = B-
- 70 - 72 points = C-

Communications with Instructor and the School of Social Work

1. With Class Instructor:

I will be available after class each week if a student wishes to see me. I am also willing to make an appointment at another time that is mutually convenient. Please contact me by E-Mail, Fax or telephone. My home telephone number is: (517) 323-2327. I do request that you not call after 9:30 PM. I have a fax machine which is always on. My FAX number is: (517) 323-0967. I may also be reached by E-Mail. My internet address is: Haroldgazan@cs.com My home address is: 6737 Springtree Lane, Lansing, Michigan 48917-8814.

2. With the School of Social Work:

School Website: http://www.ssw.umich.edu/
School Address: The University of Michigan
School of Social Work
1080 South University Avenue
Ann Arbor, MI 48109-1106
School Telephone number: (734)764-3309

Course Outline
Session 1 – January 9, 2001  
**Introductions, Course Overview, and Child Well-Being**

**Topics to be covered:**
- Introductions.
- Overview of the Course (syllabus, class assignments, grading criteria, etc.)
- Discussion regarding diversity and multi-cultural ground rules for the course.
- Overview of Family Policy
- Indicators of Child Well-being in America

**Handouts:**
- Course Syllabus & Class Assignments
- Multi-cultural Ground Rules for the Course
- Indicators of Family and Child Wellbeing

Session 2 – January 16, 2001  
**Policies for Families: An Analytic Overview**

**Guest Lecturer:** Susan Kelly, MSW  - She is the co-author (along with Insoo Kim Berg) of the new book: *Building Solutions in Child Protective Services*, New York: W. W. Norton & Co., 2000. Ms. Kelly has been the Director of the Division of Community Supportive Services, Michigan Family Independence Agency. She is now a consultant with the Center for the Study of Social Policy in Washington, DC.

**Required Readings:**
- Textbook (Pecora) chapters 1, 2 & 3.

**Handout:**

Session 3 – January 23, 2001  
**Legal Frameworks and Child Welfare**

**Required reading:**


**Session 4 – January 30, 2001**

**Economic Security Issues & Child Care**

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**Note:** First Reaction Paper is due today.

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**Video Presentation:** ABC Primetime: “Early Brain Development.”

**Required Readings:**

- Textbook (Pecora) chapter 4, pages 96 - 127.
- Textbook (CWLA) section V, pages 275 – 320.

**Session 5 – February 6, 2001**

**Family Support Services**

**Required readings:**

- Textbook (Pecora) chapter 8, pages 229 – 261.
- Textbook (CWLA) section I, chapter 1, pages 1 – 10.

**Handouts:**


**Session 6 – February 13, 2001**  Youth Development

**Required readings:**


• Textbook (CWLA) chapters 33 and 34 (pages 321 – 336.


**Handout:**

• Michigan Child Protection Law

**Session 7 – February 20, 2001**  Michigan’s Child Protection Law, Violence Against Children, and Social Policies

**Required readings:**

• Michigan Child Protection Law
• Textbook (Pecora) chapter 5.
• Textbook (CWLA) section II-A, pages 33 – 86.

**NOTE:** There is no class session on February 28 as the School will be on Spring Break.
Session 8 – March 6, 2001  
Child Protection & Structured Decision Making

Guest Lecturer: Terry McHoskey, MSW, Senior Program Manager, National Council on Crime & Delinquency. Lansing, Michigan

Required readings:

- State of Michigan Child Protection Law
- Textbook (Pecora) chapters 6 & 7
- Textbook (CWLA) section II-B, pages 87 – 124.

Handout:

- Report on Michigan Department of Social Services’ Family Preservation Program known as Families First.

Session 9 – March 13, 2001  
Family Preservation

Video Presentation: “Understanding Family Preservation” – with Bill Moyers.

Required readings:

- Textbook (Pecora) chapter 9.
- Textbook (CWLA) section 1, chapters 2 & 3, pages 11 – 32.
- Report on Michigan Department of Social Services’ Family Preservation Program known as Families First.

Session 10 – March 20, 2001  
Foster Care

Required readings:

- Textbook (Pecora) chapter 10.
- Textbook (CWLA) section III

Session 11 – March 27, 2001  
Kinship Care

Required readings:

- Textbook (Pecora) chapter 11.
Session 12 – April 3, 2001
Adoption, Independent Living, Emancipation

Research Paper and final Reaction Paper
Are due today.

Video Presentation: CBS 60 Minutes - “Adopt Me!”

Required readings:

- Textbook (Pecora) chapter 12.
- Textbook (CWLA) section IV, pages 215 – 274.

Session 13 – April 10, 2001
Community Capacity Building – Developing Alternative Strategies For Juvenile Delinquents.

Guest Lecturer: Sue Ann Savas, MSW
Ms. Savas is the Director of Program Evaluation for Boysville of Michigan. She also the author of chapter 36 of the textbook (CWLA), and she is an adjunct lecturer at the School of Social Work.

Required readings:

- Textbook (CWLA) chapters 35 & 36.
- Textbook (Pecora) chapters 13 & 14.

Session 14 – April 17, 2001
Juvenile Justice/Course Conclusion
Recommended Resources


