Children and Youth Services and Social Policies

SW 633, Section 001
Date and Time: Mondays 11:00AM-2:00PM
Classroom: 2752 SSWB
Office Hours: Tuesdays 9:00AM – 5:00PM or by appt.
Office: 3728 SSWB

Winter Semester, 2005
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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 multiculturalism 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 service and policy areas addressed in this course are listed below and will be critically analyzed 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), and with an awareness of the implications of privilege, oppression, diversity, and social justice for policies and services for children and youth.

- Indicators of the well-being of children and families in the United States, including historical and cross-national comparisons.
- Approaches to policy analysis and the legal and service delivery frameworks that shape child and youth policy and service analysis.
- Family violence, including family violence, child abuse and neglect, and domestic violence.
Family support services, including child-care, Head Start, home-visiting programs, and family support centers.

- Policies and service programs designed to encourage positive youth development, including educational policies and services.
- Intensive family preservation services.
- Family foster care and group residential care
- Family reunification and kinship care
- Adoption and guardianship
- Juvenile justice
- Child health and mental health
- Alternative solutions and future outlooks.

**Course Objectives**

Upon entering this course, students are expected to be able to:

1. Define well-being as it applies to children and youth and describe the indicators used to measure well-being of children and youth in the United States. (From SW 500.)
2. Identify the factors, at each system level (individual, family, small group/cultural group, societal values and ideologies) that interfere with, and enhance the well-being of children and youth in the United States. (From SW 500 and SW 502).
3. Describe the way micro- and macro-systemic factors in the United States interfere with, and enhance the well-being of children and youth. (From SW 530)

*Methods of insuring the accomplishment of these objectives.* In the initial class, students will be engaged in a discussion aimed at measuring their knowledge of content covered in these objectives. Lecture during the first class will summarize essential content in this regard.

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.

*Methods of accomplishing this objective:* (a) Weekly lectures, assigned readings, and discussions will present and critique the multiple perspectives that underlie policies and services related to socially vulnerable children and youth - in the child welfare, juvenile justice, health, mental health, and educational systems. (b) Required readings have been incorporated that include critiques of services and policies, in addition to those that simply present information about them. Lindsey’s book (required), *The Welfare of Children*, is a primary example and includes an historical analysis and cross-national comparisons of policies, services, and outcomes.

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 of services) and their effectiveness (the extent to which they actually meet the need).
Methods of accomplishing this objective: (a) Kluger, Alexander, and Curtis’ edited book *What Works in Child Welfare* provides empirically-based outcome data for a number of services to children and youth. Readings are included among a list of required readings from which students may select and supplemented with a number of other works that assess scope and effectiveness. (b) The extent to which a work addresses scope and effectiveness of services is one of the criteria students will use to rate readings selected from the *Special Required Readings* list.

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

Methods of accomplishing this objective: (a) A portion of each class will be focused around a controversial issue related to the topic. (See course outline). This approach will include a discussion of alternative methods of delivering services. (b) In an early class session, a required assignment is a review of the website of *The Clearinghouse on International Developments in Child, Youth, and Family Policies at Columbia University*. The website (http://www.childpolicyintl.org/) includes comparative information from 24 developed countries, in addition to the United States, on policies and services related to:

- Parental leave
- Early childhood education and care
- School-age children
- Youth
- Lone parents
- Child and adolescent health
- Work and family life
- Family allowances
- Tax benefits
- Child support
- Other income transfers
- Housing

It also includes tables containing statistical data, by country, on social indicators of health, poverty, educational attainment, and youth. Lecture and class discussion will be directed to this content. (c) The last class is devoted to alternative policies proposed by a number of theorists and researchers in child welfare policy and services. The readings and discussions that ensue will bring us into a discussion of alternative strategies for service delivery.

4. Recognize and articulate concerns related to the differential impact of these policies and services depending on socioeconomic status, stigmatization, and/or level of access.

Methods of accomplishing this objective: (a) All required readings include consideration of the implications of policies and services for vulnerable child and youth populations and their families. (b) *Special Assigned Readings* also include, in each category, published works that directly address the implications of the policy or service for vulnerable populations.
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.

*Methods of accomplishing this objective:* (a) Special Assigned Readings include a review of services that demonstrate advocacy. (b) The policy analysis assignment calls for students to draft a letter to their U. S. Congressman/woman advocating for a particular policy or service direction based on the student’s analysis of the policy in question.

6. Discuss typical ethical concerns related to services and policies for children and youth.

*Methods of accomplishing this objective:* (a) At the outset of the course, students will be directed to the website for the NASW Code of Ethics and asked to print out the Code. Each lecture and discussion will include consideration of the implications for the Code of Ethics. (b) The Policy Analysis assignment, which makes up the major assignment of the course, calls for students to analysis the particular chosen policy and its implications from a social justice standpoint, one of the principles of the NASW Code of Ethics.

7. Identify the strengths and positive qualities of children and youth and their families that should be considered in developing policies and services.

*Methods of accomplishing this objective:* (a) Emphasis on, and readings related to strengths and positive qualities of children and youth and their families who are the objects of policies and services have been incorporated wherever possible. Examples are sections or subsections and/or required readings on: historical developments, positive youth development, kinship care and the influence of religion on positive youth development. (b) Another example is the inclusion, in the lecture on kinship care, of research outcomes regarding informal care provided by relatives of women with severe mental illness.

**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 covered 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; identifying mechanisms in these policies and services that support privilege and oppression; and developing awareness of means to promote social justice goals within these systems.

- **Promotion, Prevention, Treatment and Rehabilitation** will be addressed by examining the continuum of care present or ideally needed 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.

Philosophy of the Course

In this class, well-being will be defined as children and youth having access to the resources offered in society that is equal to the access enjoyed by all other children and youth in the society, and being free from oppression, marginalization, stigma, and harm in the process.

When considering threats to well-being, the focus has historically been on the characteristics of the children and youth that place them “at risk” for such threats. This narrows and individualizes the problem, suggesting that certain population groups of children and youth are themselves the problem. (If they were a different age or sex or race or sexual orientation or religion, the problem wouldn’t exist.) This class takes the [socially just] position that all children have a right to well-being, that many threats to their well-being happen outside themselves, and that policies and services should be directed at removing threats and restoring well-being. While a primary focus will be on the traditional child welfare system, the course recognizes that threats and solutions to the well-being of children also occur in other systems. Therefore, the course will address policies and services related to the well-being of children in the educational, juvenile justice, health, and mental health systems. It is recognized that differences exist regarding how threats to well-being are best addressed. It is for this reason that we cover multiple perspectives and that we will continually draw from research and theory.

Format of the Course

All class sessions will contain didactic and experiential components. These will include lectures, guest speakers, class and small group discussions and exercises, and video viewing.
For each class there will be assigned readings that are required of all class members and one additional reading assignment that will be required by individual student. Expectations for reading assignments will be discussed further below under the Assignments section. Class will begin promptly at 11:10 AM and end no later than 2 PM, with a 15 minute break around 12:30 PM. Since the class spans the traditional lunch hour, please make an effort to eat during the break. However it is acceptable to bring lunch into the classroom if necessary.

**Class Requirements**

**Attendance**

I’ll make every effort possible to facilitate your success in the learning experiences offered by 1) providing didactic and experiential encounters that will build knowledge in policies and services related to children and youth; 2) providing a supportive, stimulating, and challenging learning environment; and 3) being clear regarding expectations of you in the course. Please call my attention to any questions or lack of clarity regarding expectations or assignments. Maximum benefit from the course will depend on your active participation.

Attendance at all scheduled classes and for the duration of the class period is expected. However, two absences are permitted without penalty. Use your discretion in being absent but absences may be permitted for such reasons as your own illness or that of a family member, death of a family member, observation of religious holidays, job or field placement interviews, or other personal needs. Absences from more than two classes will result in an automatic deduction of 5 points from your final grade for each missed class session beyond the two allowed. Students who must be absent for an extended time (beyond the two allowed), have the alternative of withdrawing from the course and taking it at a later time. It is your responsibility to make sure you sign the attendance sheet as this will provide the only record of your attendance. Please refrain from signing in other students.

**Required Readings/Participation:**

All required readings are to be completed prior to the class session for which they are assigned. A copy of each required textbook and articles or textbooks in which required chapters are found, will be placed on Reserve in the Social Work Library. The textbooks for this course are available at Ulrich's Bookstore, Michigan Book and Supply, and the Michigan Union Bookstore. Additional Assigned Readings that are in print will be made available in class one week prior to the class for which they are needed and only to the students signed up for a particular reading. As noted earlier, one copy of each Special Assigned Reading in print will be placed on Open Reserve in the Social Work Library. Websites will be provided for those readings that are available on line.

**Required Texts:**


**Required Chapters and Websites for Special Assigned Readings**


Links to national and state statistical data and reports on adoption, foster care, child maltreatment, and others can be found on the U. S. Department of Health and Human Services Administration for Children, Youth and Families, Children’s Bureau website at [http://www.acf.hhs.gov/programs/cb/dis/index.htm](http://www.acf.hhs.gov/programs/cb/dis/index.htm)

Links to reports and tables containing census data are found at the U. S. Census website [http://www.census.gov](http://www.census.gov)

The NASW Code of Ethics is available on the following website and should be printed out for use throughout the semester: [http://www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)

Information from The Clearinghouse on International Developments in Child, Youth, and Family Policies at Columbia University can be found on its website: [http://www.childpolicyintl.org/](http://www.childpolicyintl.org/)

Readings from the *Future of Children* journal can be found on its website: [http://www.futureofchildren.org](http://www.futureofchildren.org) Click on current journal issues and other journal issues.

Readings on policy issues related to Juvenile Justice can be found on the following website: [http://www.buildingblocksforyouth.org/issues](http://www.buildingblocksforyouth.org/issues)

Readings on policy issues related to Mental Health can be found on the website of the National Mental Health Association: [http://www.nmha.org/position/index.cfm](http://www.nmha.org/position/index.cfm)


Readings from the journal *Child Welfare* can be found at website [http://www.lib.umich.edu/cgi-bin/pqissues?27849](http://www.lib.umich.edu/cgi-bin/pqissues?27849)

Readings from the journal *Children and Youth Services Review* can be found at website [http://www.sciencedirect.com/science/journal/01907409](http://www.sciencedirect.com/science/journal/01907409)
Readings from the journal *Social Work* can be found at websites http://www.lib.umich.edu/cgi-bin/pqissues?27868
or http://infotrac.galegroup.com/itweb/rom_umichanna/
or http://infotrac.galegroup.com/itbasic/lom_umichanna/

Readings from the journal *Adoption Quarterly* can be found at website http://www.haworthpressinc.com/Store/E-Text/ViewLibraryEText.asp?
Readings from the *Child and Adolescent Social Work Journal* can be found at website http://www.kluweronline.com/issn/0738-0151/contents

Readings from the *American Journal of Orthopsychiatry* can be found at websites http://search.epnet.com/direct.asp?db=pdh&bquery=1st00029432&scope=site
or http://search.epnet.com/login/aspx?authtype=ip.uid&profile=ehost&defaultdb=pdh

Readings from the *Child and Youth Care Forum* can be found at website http://www.kluweronline.com/issn/1053-1890/contents

Readings from *Social Work Research* can be found at website http://www.lib.umich.edu/cgi-bin/pqissues?36090

Readings from *Families in Society* can be found at website http://www.lib.umich.edu/cgi-bin/pqissues?28417

In most instances, you may go into Mirlyn, on the left scroll down to Journal/Serial Name Begins with…., then type in the name of the journal, then click on the appropriate journal name, then go to the Electronic Location and click on the appropriate website. This should bring you to the list of issues of the journal you’re seeking and you can click on the one you want to open.
In a few instances, you may have to type in keywords from the title of the article you’re searching for. Because of an older date of publication, a few journal issues may not be available on line. However, one hard copy of each Required Reading and Special Assigned Reading will be placed on Social Work Library Reserve.

As a separate handout, you will receive a supplementary comprehensive but selected reference list of Social Work journals, articles and books that may be useful for research for your written assignments. Feel free also to draw from the rich selection of works included as Special Assigned Readings on the course outline in completing your Policy Analysis assignment.

NOTE: The Social Work Library has provided a website with instructions for researching policy-related questions. See <http://www.lib.umich.edu/socwork/rescue/archive/sw633.html>
We will discuss the use of this website in more detail as the course gets underway.

Assignments

**General instructions.** All written assignments should be typed or word-processed, using 12 point font and should contain page numbers and a title page on which should be included the title of the paper, your name, the course and section number, and the date it is being submitted.
Papers should be in narrative format and double-spaced. Please review the section in the Student’s Guide to the Master’s in Social Work Degree Program found on the School of Social Work website, for guidance on writing papers. You may also take advantage of the University of Michigan, School of Literature, Science and Art writing workshop – (734) 764-0429. All papers are to use correct grammar and bibliographic style. The style to be followed is set forth in: The Publication Manual of the American Psychological Association (5th. Edition), available on Social Work Library reserve.

PLEASE NOTE: Plagiarism in any form is not acceptable. See the 2004 Student Guide to the Master’s in Social Work Program - 4.0312: Plagiarism, wherein plagiarism is defined as: “Using or otherwise taking credit for someone else's work or ideas, using the language of another without full and proper quotation or source citation, or implicitly presenting the appropriated words or ideas of another as one's own”. Also see 4.091: Plagiarism, regarding the response to plagiarism by the University of Michigan and therefore by the School of Social Work: “Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented at this website”: http://www.lib.umich.edu/handouts/plagiar.pdf

Specific Assignments

1. Reading Assignments – Due Weekly (SEE SEPARATE HANDOUT)

- Each week there will be at least one reading assignment that is required of all students. These are listed on the syllabus as Required Readings.
- For each week, the syllabus will also contain a list of Special Reading Assignments. Students will select one of these, in addition to the Required Reading assignments. (Feel free to select more than one!) You are asked to make your choices on the basis of interest and not on length, although efforts have been made to achieve at least some equity in the length of these Special Reading Assignments. Most of these assignments can be found on the WorldWideWeb. Where possible, websites for journals containing these works are included in this syllabus. Hard copies of works included in Special Reading Assignments but not available on the WorldWideWeb will be placed on Social Work Library Reserve. PLEASE NOTE: If the voluntary selection method is not sufficient in insuring that all works are covered, an assignment method will be devised.
- At the beginning of the semester, students will be given a reading guide that contains suggested questions to consider as they read the Special Reading Assignment. (SEE SEPARATE HANDOUT) Rating sheets will also be distributed whereby students are asked to rate the Special Reading Assignment for the week according to items based on the questions to be considered. (SEE SEPARATE HANDOUT) Completed rating sheets should turned in each week and will be recorded for grading purposes. A maximum of 12 points (12% of the final grade) will be credited for completion of this assignment.
- Students are expected to contribute information from their readings in full class or small class discussions. A maximum of 13 points (13% of the final grade) will be credited for class participation).
2. **Policy Analysis. (SEE SEPARATE HANDOUT)** Early in the semester, you will be provided a detailed list of federal policies related to children and youth. You will be asked to make a first, second, and third choice of a policy of interest from this list or, in a very few selected cases, to choose an alternate policy for analysis (e.g., a state policy or an international policy/treaty). Choices must be turned in by **January 24, 2005**, Decisions will be returned **January 31, 2005**.

For this assignment, you will read and become familiar with the policy in its entirety and conduct a thorough analysis of it. Detailed criteria for the analysis will be provided in a separate handout. **This assignment, in total, will be worth 75% of your grade.** However, separate sections of the assignment will be due at three different times during the semester. **Each of the three sections will be worth 25 points (25% of the grade). 1st section is due February 21st; 2nd section is due March 28th; 3rd/last section is due April 18th**.

**Grading**

1. **Grading Criteria for Oral and Written Assignments:**

   *Rating sheets will be credited based on submission.*

   *Class participation will be graded according to the student’s active contribution to discussions, including bringing in input from required and special assigned readings.*

   **The policy analysis will be graded according to the following:**
   
   - Evidence that all parts of the instructions for completing the assignment were followed.
   - Evidence of your familiarity with the law being analyzed.
   - The quality of the analysis and depth of understanding of the concepts, ideas, and information presented. A combination of scholarly content and your own analysis is important.
   - The depth of your thinking as represented in the analysis.
   - The clarity of expression and organization of the paper – that is, is there a logical order to the presentation of your thoughts.
   - Integration of research, analysis, and theory from outside sources.
   - The appropriate use of references and resources, and the variety of resources referenced. (ONLY REFERENCES AND CITATIONS ARE ACCEPTABLE THAT ARE BASED ON THE AMERICAN PSYCHOLOGICAL ASSOCIATION PUBLICATIONS MANUAL, 5TH EDITION (Social Work Library Reference and Reserve Desk)
   - The use of proper grammar and the over-all professional presentation of the paper.

2. **Grading Criteria for the Course:**

   Letter grades will be assigned at the end of the semester as follows, based on the number of points accumulated: A = 94-100 points; A- = 90-93 points; B = 84-89 points; B- = 80-83 points; C = 74-79 points; C- = 70-73 points; D = 64-69 points; D- = 60-63 points
Communications with Instructor

My office hours are Tuesdays, 9AM – 5PM (with the exception of 1 hour for lunch around Noon to 1:00PM. You may also call or e-mail me for an appointment outside these times. If my door is closed, feel free to knock at other times in case I’m in.

Course Outline

Mon., January 10, 2005  Introductions/Orientation to the Philosophy of the Course/Review of Syllabus/Review of Prior Course Content on Indicators of/Influences on the Well-Being of Children and Youth. Exercise: Starpower. (Discussion)

Mon., January 17, 2005  Dr. Martin Luther King’s Birthday – Class Will Not Meet. Required Reading:
Pecora, et al., Chapter 1 – “The purpose and goals of child welfare services” (pp. 1-20);
Pecora et al., Appendix A – “Special issues in child abuse and neglect (historical overview, child abuse and neglect, special groups, intake challenges, concepts and issues in risk assessment, cultural issues)” (pp. 458-484)
Lindsey, “Introduction” (pp. 1-7)
Lindsey, “The Child Welfare System” (pp. 9-10)
Lindsey, Chapter 1 – “Emergence of the modern child welfare system” (pp. 11-42)

Mon., January 24, 2005  Child and family well-being: Domestic and cross-national comparisons

Required Reading:
Pecora et al., Chapter 4 – “Economic security for families and children” (pp. 96-127)
Lindsey, Chapter 4 – “The changing portrait of the American family” (pp. 91-118).
Lindsey, Part II, “Ending Child Poverty” (pp. 201-204); Chapter 8 – “Wealth and poverty in America: The economic condition of children” (pp. 205-242) (See Figure 8.11, International Child Poverty Rates (p. 236) and Figure 8.12, Economic conditions of children in single and two-parent families in developed countries (p. 237)
Information from The Clearinghouse on International Developments in Child, Youth, and Family Policies at Columbia University can be found on its website: http://www.childpolicyintl.org/ Click on Social Indicators: Poverty, Tables, 3.21 through 3.26, 3.29 and Figures 3.21 and 3.22.

Special Reading Assignments: Choose one.
Lindsey, Chapter 9 – “The rise and fall of welfare for disadvantaged children in America” (243-274).
Lindsey, Chapter 10 – “The fading promise of welfare reform to end child poverty” (pp. 277-312).


**Mon., January 31, 2005** Approaches to Policy Analysis and Critical Frameworks for Analyzing Child and Youth Policies and Services

*Required Reading:*

Karger and Stoesz, Chapter 2 – “Social welfare policy research: A framework for policy analysis” (pp. 41-48)

Pecora, et al., Chapter 2 – “Understanding the policy context for child welfare” (pp. 21-63)

Pecora et al., Chapter 3 – “Child and family-centered services” (pp. 65-95)

Samantrai, Chapter 1 - “From Parens Patriae to permanency planning: The philosophical and legal context of practice” (pp. 3-22).


*Special Reading Assignment: Choose one.*


**Mon., February 7, 2005** Family violence and child protection: Policy and services

*Required Reading:*

Pecora et al., Chapter 5 – “Child maltreatment incidence, the casework process, and services for physically abused children” (pp. 128-170).

Pecora et al., Chapter 6 – “Sexual abuse: Prevention and treatment” (pp. 171-195)
Pecora et al., Chapter 7 – “Child neglect and psychological maltreatment” (pp. 196-228).

**Special Reading Assignments:** **Choose one except where indicated.**


**Kluger et al. Chapters 6-9 constitute one selection.**

Kluger et al., Chapter 6 – “What works in child protective services reform” (pp. 57-66)

Kluger et al., Chapter 7 – “What works in safety and risk assessment for child protective services” (pp. 67-74).

Kluger et al., Chapter 8 – “What works in prevention of child sexual abuse: Child-focused prevention techniques” (pp. 75-86).

Kluger et al., Chapter 9 – “What works in protecting child witnesses” (pp 87-96).

**Kluger et al., Chapters 10-12 constitute one selection.**

Kluger et al., Chapter 10 – “What works in treatment services for abused children” (97-104).  
Kluger et al., Chapter 11 – “What works in the treatment of batterers” (pp. 105-112)

Kluger et al., Chapter 12 – “What works in women-oriented treatment for substance-abusing Mothers” (pp. 113-124).


Lindsey, Chapter 5 – “The end of child welfare: The transformation of child welfare into child protective services” (119-158).

Lindsey, Chapter 6 – “The decision to remove a child” (159-176).

Lindsey, Chapter 7 – “Dealing with child abuse, the red herring of child welfare” (177-199).


Mon., February 14, 2005    Family support, prevention, and child well-being

Required Reading:
Pecora et al., Chapter 8 – “Family support and other preventive services related to child welfare” (pp. 229-261)
The Clearinghouse on International Developments in Child, Youth, and Family Policies at Columbia University. Website: [http://www.childpolicyintl.org/](http://www.childpolicyintl.org/) Click on Parental Leave Policies; Family Allowances; Tax Benefits; Other Income Transfers; Housing

Special Reading Assignments: Choose one except where indicated.

Kluger et al., Chapters 1, 4, 5, and 28 constitute one selection.
Kluger, et al., Chapter 1 – “What works in family support services?” (pp. 1-10)
Kluger, et al., Chapter 4 – “What works in nurse home visiting programs?” (pp. 33-44)
Kluger, et al., Chapter 5 – “What works in non-medical home visiting: Healthy families America?” (pp. 45-56)
Kluger, et al., Chapter 28 – “What works in Head Start?” (pp. 275-284)

Kluger et al., Chapters 29-32 constitute one selection.
Kluger, et al., Chapter 29 – “What works in child care?” (pp. 285-293)
Kluger, et al., Chapter 30 – “What works in center-based child care?” (pp. 293-302)
Kluger, et al., Chapter 31 – “What works in home-based child care?” (pp. 303-310)


**Mon., February 21, 2005** Positive youth development: Policy, services, and research.

**Required Reading:**

Kluger, et al., Chapter 33 – “What works in promoting positive youth development: Mentoring” (pp. 321-328).

The Clearinghouse on International Developments in Child, Youth, and Family Policies at Columbia University. Website: [http://www.childpolicyintl.org/](http://www.childpolicyintl.org/) Click on School-age children: Policies and Programs; Youth programs; also Click on Social Indicators: Education – Tables 3.31 through 3.39, 4.44 through 4.46; also Click on Social Indicators: Youth Indicators – Tables 3.41 through 3.49

Go to the Office of Juvenile Justice Programs at [http://www.buildingblocksforyouth.org/issues/](http://www.buildingblocksforyouth.org/issues/) click on zero tolerance

**Special Reading Assignments:** Choose one.


Mon., February 28, 2005 (Spring Break. Class will not meet.)

Mon., March 7, 2005 Family-based and intensive preservation services

Required Reading:
Pecora et al., Chapter 9 – “Family-based and intensive preservation services” (pp. 262-297)

Special Reading Assignments: Choose one except where indicated.
Kluger et al., Chapters 2-3 constitute one selection.
Kluger, et al., Chapter 2 – “What works in family preservation services?” (pp. 11-22)
Kluger, et al., Chapter 3 – “What works in Wraparound programming?” (pp. 23-32)


Lindsey, Chapter 2 – “Child welfare research: The effectiveness of casework” (pp. 43-66)
Lindsey, Chapter 3 – “Child welfare reform through demonstration research: Permanency Planning (pp. 67-90)


**Mon., March 14, 2005**

**Family foster care and group residential services**

*Required Reading:*

Pecora et al., Chapter 10 – “Family foster care” (pp. 298-329)

Pecora et al., Chapter 13 – “Residential group care services” (pp. 406-430)

*Special Reading Assignments: Choose one except where indicated.*


**Kluger et al., Chapters 14, 15, and 18 constitute one selection.**

Kluger, et al., Chapter 14 – “What works in family foster care?” (pp. 139-156).

Kluger, et al., Chapter 15 – “What works in treatment foster care?” (pp. 157-162)

Kluger, et al., Chapter 18 – “What works in residential child care and treatment?” (pp. 177-186)

**Kluger et al., Chapters 19-21 constitute one selection.**


Kluger, et al., Chapter 20 – “What works in independent living preparation for youth in out-of-home care?” (pp. 195-204)
Kluger, et al., Chapter 21 – “What works in aftercare?” (pp. 205-214)


**Mon., March 21, 2005** Family reunification and kinship care

*Required Reading:*

Pecora, et al., Chapter 11 – “Family reunification”

*Special reading assignments: Choose one except where indicated.*


**Kluger et al., Chapters 13 and 16 constitute one selection.**

Kluger, et al., Chapter 13 – “What works in kinship care?” (pp. 125-138)

Kluger, et al., Chapter 16 – “What works in family reunification?” (pp. 163-170)


**Mon., March 28, 2005** Adoption and guardianship

*Required Reading:*

Pecora et al., Chapter 12 – “Adoption” (pp. 363-405)
Special Reading Assignments: Choose one except where indicated.


**Bartholet and Hollingsworth (2003) constitute one selection.**


**Erich and Karger (2003) constitute one selection.**


**Kluger et al., Chapters 22-24 constitute one selection.**


Kluger, Chapter 23 – “What works in special needs adoption?” (pp. 227-234).

Kluger, Chapter 24 – “What works in open adoption?” (pp. 235-242)
**Kluger et al., Chapters 25-27 constitute one selection.**
Kluger, Chapter 25 – “What works in transracial adoption?” (pp. 243-250).
Kluger, Chapter 26 – “What works in intercountry adoption?” (pp. 251-264).
Kluger, Chapter 27 – “What works in adoption assistance?” (pp. 265-274)


**Mon., April 4, 2005**

**Juvenile justice**

*Required Reading:*

Required reading for this segment consists, with one exception, of available knowledge related to each of the issues below. Go to the following website, click on each topic/issue, then read any fact sheets, resources and summaries of key studies provided.

Kluger, et al., Chapter 36 – “What works in treatment for delinquent adolescents: Day treatment?” (pp. 345-354)


**Advocacy - Federal**
**Children in Adult Jails**
**Conditions of Confinement**
**Disproportionate Minority Confinement/Overrepresentation of Youth of Color**
**Girls in the Juvenile Justice System**
**Juvenile Justice and Delinquency Prevention Act (JJDPA)**
**Juvenile Crime/Violence Data**
**Juvenile Detention and Correctional Facilities**
**Latino Youth in the Juvenile Justice System**
**Legal Representation**
**Legislation - Federal**
**Mental Health**
**Model Program & Promising Practices**
**Native American Youth in the Justice System**
**Prevention**
**Privatization of Juvenile Corrections Facilities**
**Rehabilitation and Treatment**
**Transfer to Adult Court/Trying Kids as Adults**
**Zero Tolerance**
Special Reading Assignment: Choose one.


Mon., April 11, 2005 Child health and mental health

Required Reading:


Also, click on the following website to find mental health policy issues related to children and youth and position statements of the National Mental Health Association.

Selected policy issues: (Others found on the website may also be relevant to children and youth and should be perused for that purpose.)

- The use of psychotropic medications to treat children’s mental health needs.
- Children with emotional disorders in the juvenile justice system.
- Corporal Punishment in Schools
- Custody Relinquishment (in Exchange for Mental Health Services for Children and Adolescents)
• Marketing of Psychiatric Services for Children and Adolescents
• Opposing the Blanket Application of Zero Tolerance Policies in Schools
• Psychiatric Advance Directives (regarding Custody of Children of Parents with Severe Mental Illness Who Are Incapacitated)

*Special Reading Assignment: Choose one except where indicated.*


**Kluger et al., Chapters 34 and 35 constitute one selection.**

Kluger, et al., Chapter 34 – “What works in school-based substance abuse prevention: Interactive or peer programs”?

Kluger, et al., Chapter 35 – “What works in treatment programs for substance-abusing youth?”


**Mon., April 18, 2005 Solutions and future outlooks**

Required Reading:
Lindsey, Chapter 11: “Two simple programs for ending child poverty”.
Lindsey, Chapter 12: “Child future savings account: Social security for children”.
Lindsey, Chapter 13: “Closing”.

Special Reading Assignment: Choose one.