Children and Youth Services and Social Policies

SW 633, Section 003       Winter Semester, 2006
Date and Time: Tuesdays 11:30 AM-2:30 PM       Instructor:  L. Hollingsworth
Classroom: To be announced       E-mail: lholling@umich.edu
Office Hours: Mondays 1-3 PM or by appt.     Office Ph. 734/763-6572
Office: 3728 SSWB           FAX: (734) 763-3372

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 domestic 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 – child protective services 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 completion of this course, students will be able to:

1. Describe the philosophies and ideologies that guide the development of policy instruments and service arrangements for children, youth, and their families.
2. Explain how current policy frameworks (at the federal, state, and local levels) reflect society’s social construction of the child, youth, and family.
3. Summarize and critique the laws, regulations, and judicial interpretations that govern the delivery of social services to children, youth, and their families.
4. Summarize and critique the outcomes and implications of current policies for children, youth, and their families.
5. Describe and critique the funding mechanisms available to provide services to children, youth, and families.
6. Explain how the structure and historical development of policies related to children, youth, and families maintain systems of power, privilege, and oppression.
7. Describe how power inequities are manifested on various dimensions in the lives of children, youth, and families and how these dimensions interact with each other.
8. Describe and critique how current policy frameworks operate to promote social justice or oppression.
9. Utilize cross-national comparisons in analyzing policies and services targeting children and youth.
10. Describe the ways the current service delivery system can disrupt or support the oppression, discrimination, and injustice experienced by children, youth, and their families.
11. Describe how evidence-based programming is applied in the design and delivery of comprehensive, culturally-responsive services to children, youth, and their families.
12. Summarize policy analysis research in one or more of the specific areas of services to children, youth, and their families (e.g., family support, child protection, foster care, juvenile justice).

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**

This course is concerned with children whose well-being is at risk as a result of circumstances at individual, group, community, and societal levels. The particular emphasis of the course is on policies and services that aim to reduce risk and increase well-being. While many children whose lives and functioning are “at risk” are in the child welfare system, many are not. Thus, the welfare of children can be an issue of concern for social workers in health, mental health, juvenile justice, and educational settings, as well as in traditional child welfare settings. In addition, policies and services related to children in the various settings frequently overlap and must be addressed collaboratively. This course will, therefore, take a broad and inclusive approach to the study of services and social policies for children and youth.
Format of the Course

Classes will be interactive throughout. Learning activities will include lectures, full class and small group discussions, in-class exercises, guest speakers, and video viewing. For each class there will be assigned readings that are required of all class members and certain additional reading assignments that will be required by small groups of students. Expectations for reading assignments will be discussed further below under the Assignments section.

Class will begin promptly at 11:40 AM and end no later than 2:30 PM, with a 15 minute break around 1:15 PM. Since the class spans the traditional 12:00 noon lunch hour, students should make an effort to eat lunch before class begins or bring their lunches and eat during the 15-minute break.

Attendance

I will 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. Students should not sign each other in.

Required Readings/Participation

All required readings are to be completed prior to the class session for which they are assigned. At least one copy of required texts, and articles or books containing chapters for the Fishbowl Discussions or additional required readings, 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. Websites will be provided for all journals in which on-line articles are available.

Required Text:

**Recommended texts:**


**Required Chapters and Websites**


The NASW Code of Ethics is available on the following website and should be printed out for use throughout the semester:


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](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 online. 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.

**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 proper grammar and bibliographic style. The style to be followed is set forth
The Social Work Library has provided a website with instructions for researching evidence-based practice, including policy practice. See the following website: http://www.lib.umich.edu/socwork/rescue/ebsw.html

We will discuss the use of this website and others in more detail as the course gets underway, including the possible scheduling of hands-on-training by a Social Work librarian.

Specific Assignments

1. Program/policy analysis. (See separate handout.) Due April 11, 2006. Maximum: 40 points.

2. Minute papers. (See separate handout.) Due by the end of each class. Maximum 2 points per paper, 24 points maximum for 12 class sessions.

3. Case analysis, “jigsaw” discussions, fishbowl presentations. (See separate handout.) Four class sessions each will be devoted to these.
   a. Case analysis: Maximum 3 participation points per each of four classes; maximum 12 points total. Cases will be distributed in advance, along with questions students should be prepared to discuss in the following class.
   b. “Jigsaw” discussions: A total of 4 will be held during the semester, in which each student will have an assignment and will participate. Students will be assigned to a small group one week in advance of the Jigsaw. Students in each group will read 1-2 “extra” readings on a topic related to the topic to be covered and come to the following class prepared to discuss the readings with others assigned to the same reading. Maximum points possible: 3 per student for each of 4 class sessions or 12 points total.
   c. Fishbowl: A total of 4 will be held during the semester, one during each of four classes. Eight students will take the lead in each fishbowl – 4 taking the “yes” position and 4 taking the “no” position on controversial questions related to services and/or social policies in child welfare. Students will receive a maximum of 12 points for their research and participation leadership in one fishbowl during the semester.

Assignment of Letter Grades

Letter grades will be assigned at the end of the semester as follows, based on the number of points accumulated: A = 96-100 points; A- = 90-95 points; B+ = 88-89 points; B = 84-87 points; B- = 80-83 points; C+ = 78-79 points; C=74-77 points; C- = 70-73 points; D = 60-69 points; D- = 59 points and below.
Communications with Instructor

My office hours are Mondays 1-3PM. You may also call or e-mail me for an appointment outside these times. Generally, I am in my office whenever I’m not teaching or in a meeting. Feel free to knock. Please feel free to schedule an appointment to consult with me as you proceed with your program/policy analysis paper.

Course Outline

Tuesday, January 10, 2006  Introduction to the course/Review of the syllabus.

Tuesday, January 17, 2006  Historical Overview of Child Welfare Services and Social Policies

Required reading:
Introduction, Mallon & Hess. Text (pp. 1-9)
Duncan Lindsey. Part I – “The Child Welfare System” (pp. 9-10); Chapter 1 – “Emergence of the modern child welfare system” (pp. 11-41). From Lindsey’s The Welfare of Children – Recommended Text. (Social Work Library Reserves and Ctools site.)

Case study: To be announced

Tuesday, January 24, 2006  Facilitating the well-being of children and youth: A comparative analysis.

Required reading:
The Clearinghouse on International Developments in Child, Youth, and Family Policies at Columbia University. Website: http://www.childpolicyintl.org/
“Jigsaw Puzzle” readings to be assigned.

Tuesday, January 31, 2006  Service innovations

Required reading:

“Jigsaw puzzle” readings to be assigned.

Tuesday, February 7, 2006  Addressing the needs of special populations of children and youth.

Required reading:

http://www.buildingblocksforyouth.org/issues/

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

Case Study: To be announced

Tuesday, February 14, 2006  Child protective services.

Required reading:

Case Study: To Be Announced.

Tuesday, February 21, 2006  Family preservation.

Required reading:
“Jigsaw” readings to be assigned.

Tuesday, February 28, 2006  SPRING BREAK (Class will not meet.)

Tuesday March 7, 2006  Reunification and guardianship.

Required reading:
Barbara A. Pine, Robin Spath, & Stephanie Gosteli. “Defining and achieving family reunification.”
“Jigsaw” puzzle readings to be assigned.
**Tuesday, March 14, 2006**  
**Birthfamily issues**

**Required reading:**

“Fishbowl” Topic: To be assigned.

**Tuesday, March 21, 2006**  
**Foster care.**

**Required reading.**

**Case Study:** To be assigned.

**Tuesday, March 28, 2006**  
**Adoption**

**Required reading:**

“Fishbowl” Topic to be assigned.

**Tuesday, April 4, 2006**  
**Permanency for youth.**

**Required reading:**
Lloyd B. Bullard & Katherine Johnson. “Residential services for children and youth in out-of-
Robin Nixon. “Promoting youth development and independent living services for youth in foster care.” Text – pp. 573-582.
“Fishbowl” topic to be assigned.

**Tuesday, April 11, 2006**  
Health, education, and mental health.

**Note:** Program/policy analysis papers are due today!

**Required reading:**
“Fishbowl” topic – To be assigned.

**Tuesday, April 18, 2006**  
Justice issues, wrap-up, and course evaluations.

**Required reading:**