Children and Youth Services and Social Policies  
SW 633 Sections 001 & 004

Room 2816 SSW  
Date and Time: Mondays 12:30-3:30  
Wednesdays 9-12  
Email: sandrakd@umich.edu  
CTools: SWPS 633 001 W06

Winter Semester, 2006  
Instructor: Sandra K. Danziger  
Phone: 615-4648 or 764-5254  
Hours: by appt

Course Description

This course will critically analyze the various policies and social services that provide developmental, preventive, treatment, and rehabilitative services aimed at children, youth and their families. 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 cross-national comparisons of services and policies for families with children and youth will be examined.

Course Content

Substantive service and policy areas addressed in this course are listed below. These topics will be critically analyzed in terms of the four curricular themes: multiculturalism and diversity, social justice and social change, the continuum of care, and social and behavioral science research.

1. Indicators of the well-being of children and families in the United States, and the state of children and families in US compared with other developed nations.
2. Common frameworks used in policy analysis
3. The legal frameworks that shape the current system of family and children’s services and the role of the courts in the implementation of social policy.
4. Family support services – child care, Head Start, home visiting programs, and family support centers
5. Programs designed to encourage positive youth development.
6. Family Violence -- Child protective services and domestic violence
7. Family preservation services
8. Kinship care
9. Foster family care
10. Adoption services
11. Group homes, residential treatment
12. Delinquency services and other issues concerned with juvenile justice.
13. Proposed alternatives to the current child welfare system

**Course Objectives**

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

1. Demonstrate critical knowledge of the policies that govern services to Children & Youth and their Families in Society in the following areas:
   a. philosophies and ideologies that guide the development of policy instruments and service arrangements for children, youth and their families
   b. current policy frameworks (at the federal, state, and local levels) and how they reflect society’s social construction of the child, youth and family (e.g. do not take into account variant family/caretaking forms and structures)
   c. laws, regulations and judicial interpretations that govern the delivery of social services to children, youth, and families
   d. outcomes and implications of current policies for children, youth, and families
   e. funding mechanisms that are available to provide services to children, youth, and families
   f. analysis of how the structure of current policies maintain systems of power, privilege and oppression
   g. cross national comparisons of trends in well-being and policies and services

2. Demonstrate critical knowledge of the current service delivery system and articulate alternative design possibilities in the field of children, youth, and families to address such problems as:
   a. lack of attention to the basic needs of families
   b. lack of prevention as a focus of the service system
   c. lack of social services attached to basic needs provision
   d. unequal distribution of services based on the current policy framework
   e. racial and ethnic disparities among families in the child welfare system and the differential ways in which they are served
   f. structural discontinuities in the public vs. private provision of services

3. Demonstrate in depth knowledge and potential applications of evidence-based programming in the design and delivery of comprehensive, culturally responsive services to children, youth, and families.
4. Demonstrate in depth policy analysis research in one or more of the specific areas of services and policies to children, youth, and families (listed in Course Content section above).

5. Understand the importance of advocacy for clients in the children and youth services delivery system, and develop the skills to advocate 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 diverse client populations served by the service systems covered in the course; the design of programs so that they will be responsive to the varying cultural and ethnic circumstances of their clients; and the special child and family policy needs related to issues of poverty, race, ethnicity, discrimination, family structure, and other differences.

- **Social Justice and Social Change** will be addressed by considering the differential impact of policies and programs on the poor, race and ethnic groups, and gay, lesbian, bisexual, transgender youth; identifying mechanisms in these policies and services that support privilege and oppression; and develop awareness of ways 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.

- **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 the effectiveness of service programs and policies for children, youth, and families.

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 societal and legal presumptions of the child’s best interest and the family’s best interest, and ethical issues related to treatment of minors.

**Class Requirements**

**Class Participation**

Student attendance is expected at every class session. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent. More than two absences will result in a grade penalty.

Students are responsible for assisting in the creation of a learning environment that promotes professional socialization, and helps broaden our mutual awareness of human differences and diversity. Students will be encouraged in this class to examine how the structure of services and policies for children, youth, and families could better reduce inequalities and promote social justice.

Your participation grade will be based upon class attendance, the quality of your participation in classroom discussion, and your program & policy paper presentation (see below, after written assignments).

**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, coursepack, and CTools. The reading assignments are outlined in this syllabus. The two textbooks for this course are available at any of the university bookstores, Ulrich’s, Michigan Book & Supply or Michigan Union Bookstore:


A coursepack of readings is available at Excel Test Prep, 1117 S. University. A copy of the course pack will also be on Reserve at the SW Library. All of these readings will also be available in the Resources section of CTools SWPS 633-001 W06. In addition, some additional required readings are available online through CTools. Many of these readings can be directly downloaded from the following sites:

All articles that appear in any issue of *The Future of Children* can be downloaded from the web at [www.futureofchildren.org](http://www.futureofchildren.org)
Information on comparative social policies and the comparative state of children and families in western countries can be found at www.childpolicyintl.org

Publications from the Center for Law and Social Policy can be found at www.clasp.org/publications

Publications from the Census Bureau can be found at www.census.gov

Publications from the USDHHS, Administration for Children and Families, can be found at http://www.acf.hhs.gov/

Publications form the USDHHS, Office of the Assistant Secretary for Planning and Evaluation can be found at http://aspe.hhs.gov/index.cfm

Written Assignments

All written assignments 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 and put in the page header or footer your mailbox # NOT your name. All papers are to use proper grammar and bibliographic style. The suggested style to be followed is APA, in: The Publication manual of the American Psychological Association (5th Edition). A brief guide can be found online at: http://www.lib.umich.edu/ugl/research/citationguide/APA5thed.pdf.

The class assignments require students to conduct additional research that builds upon the information contained in both the readings and lectures. Students will be responsible for completing all assignments by the due date and in accordance with the guidelines that follow.

There will be one major paper required for this course, an Analysis of a Social Service Delivery and Policy Issue and two brief answer essay exams, to be done as take homes at the middle and end of the term.

**Short answer essays:** These will be reflective of readings and class discussion/class handouts, in multiple choice format, such as choose 2-3 out of 5 to answer, each in 3-5 double-spaced 12-pt font pages. The questions to address will be handed out a week in advance and the first set of essays are due on the day of class in Session 6, Feb. 20 (Monday section) or Feb. 15 (Wed. section). End of term essays will be handed out on the last session of class and due on Exam day, April 24 (Monday section) or April 19 (Wed. section).

**Program & Policy Analysis Paper:** This assignment is an analysis of a program area of the students choosing. The student will choose from one or two possible assignments.
The first option is to do a model program analysis. It will: 1) describe the need for the program; 2) describe the philosophical and theoretical basis for the service delivery model, 3) describe what is done in the program (program activities); 4) compare the program to others that address the same problem; 5) report available evaluation or demonstration research results on the model; and 6) discuss the emerging issues in the delivery of this service. Finally, the paper will propose changes in this program based on literature or information from site visits, professional practitioner interviews, etc. The paper should not exceed 10 pages in length and should make ample use of internet, outside reading sources, and local site visits or contacts with local service providers. The paper should reference these properly in the body of the paper and in the bibliography.

The second option is to do an issue brief on a “hot topic” in the field of children and family services. The student will choose a topic and explicate why the issue is controversial. The student will then be expected to argue the two sides of the issue and then come to a reasoned conclusion as to where they stand on it. Thus, the paper will discuss why the issue is important, and then take the form of “on the one hand,” “on the other hand,” and “where I stand and why.”

This paper will be due the first or second week of class after winter Break, and should be no more than 12 pages. Students’ topic choices and planned day of completion must be approved in writing by the Professor before Winter Break.

**Brief presentation of program & policy analysis paper:** In addition, during specified classes in the last 4 weeks of the term, students will be required to present on their paper findings. Students should be prepared to briefly highlight the paper’s target program and/or population of study and highlight your major findings and recommendations in the area. The presentation should be no more than 5-10 minutes, followed by questions for the presenter from the class. Feedback from other class (your peers) and the professor will be available.

A second option, if students would rather not present on their papers, is to bring a recent (after about 2003) social work research article to class that is relevant to ANY topic concerned with policy or service delivery to families and children. The student will present in 5-10 minutes the article’s research question, why it’s important, its target program or population of focus, methods of study, major findings and its services and policy implications. Feel free to critique problems/weaknesses with the study. Again, class feedback will be provided and the student will hand in the article at the end of the class session. With this option, the professor must approve the article as a recent example of social work research relevant for policy and services to children, youth, & their families at least one week prior to presentation.

A sign up sheet will be circulated in class over the first few weeks to select the date of your brief presentation. These will be scheduled over the last few sessions of class.
Grading

Grading Criteria for Written Assignments

The paper and discussion essays will be graded using the following criteria:

a) The quality of the analysis and depth of understanding of the concepts, ideas, and information presented.

b) The clarity of expression and organization of the paper - is there a logical order to the presentation of your thoughts.

c) The appropriate use of references and resources, and the variety of resources referenced. NOTE: this applies to the paper but NOT the essays which are based rather exclusively on required readings and class handouts. In the essays, it is expected that direct quotes from the readings will be cited in the text but a list of references is not necessary

d) The use of proper grammar and the over-all professional presentation of the paper. NOTE: Please make time to proofread your writing and make sure to turn in a second or third draft.

Grading Criteria for the Course

Each written assignment will be given a letter grade. The criteria I use are as follows:

**A or A-**  Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which these skills are demonstrated.

**B+**  Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

**B**  Mastery of subject content at level of expected competency – meets course expectations

**B-**  Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

**C**  Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

**E**  Student has failed to demonstrate minimal understanding of subject content.

The student’s final grade for the course will be based upon the following:

a) Class Participation/Brief Research Paper Presentation  15%

b) Mid semester and end of term essays, each 25%  50%

c) Paper  35%
Academic Integrity

Students have already been provided with information regarding plagiarism at their orientation, and materials addressing this issue appear in the Student Handbook. Students are reminded that this class will operate under the Student Code of Academic and Professional Conduct which appears on page 18 of this Student Handbook: http://www.ssw.umich.edu/studentGuide/2004/studentGuide2004.pdf. This section of the handbook describes plagiarism, procedures for processing alleged infractions, and the range of possible sanctions.

For other information on academic integrity and proper citations for papers see SSW Library online tutorial on this topic http://www.lib.umich.edu/ugl/searchpath/index.html as well as the SSW Library web page on writing a paper, with links to plagiarism information at http://www.lib.umich.edu/socwork/researchpaper.html. University Library and CRLT web resources on academic integrity can be found at http://www.lib.umich.edu/acadintegrity/

Communications with Instructor

I will be available after class each week. (Some Wednesdays I have to rush off to meetings). I am also VERY willing to make appointments at other times. It is important to meet with me on your paper and presentation, to make sure I am aware of your topic selections, that you are on the “right track” with preparing these assignments, and to consult with me on any questions you have.

Also, if any of you have special needs or religious observances that require accommodation, please make an appointment. Contact me by E-Mail, Fax or telephone: sandrakd@umich.edu; fax: 734-615-8047; phone: 764-5254 or 615-4648
Course Outline

Session 1  Introductions, Course Overview, the Idea of Family Policy and Review of Policy Analysis
January 9/11, 2006

*Course Syllabus

NO CLASS
January 16  MLK DAY: ALL STUDENTS REQUIRED TO ATTEND ONE OR MORE AWE-INSPIRING EVENTS ON CAMPUS – check out http://www.umich.edu/~oami/homepage/ and click on MLK Symposium

Session 2  Family and Child Well-being: An Overview of Indicators
January 18/23, 2006

Pecora, et al., Chapter 4


*Trends in the Well-Being of America’s Children and Youth: 2003
USDHHS, Office of the Assistant Secretary for Planning and Evaluation, 2004, Sections 1 and 2.

http://aspe.hhs.gov/hsp/03trends/index.htm

Health and Health Insurance – US

*Trends in the Well-Being of America’s Children and Youth: 2003
USDHHS, Office of the Assistant Secretary for Planning and Evaluation, 2004, Section 3

http://aspe.hhs.gov/hsp/03trends/index.htm

ON THE FOLLOWING OUTLINE:

* DENOTES THAT THE MATERIAL IS AVAILABLE ON LINE IN CTOOLS RESOURCES

+ DENOTES THAT THE MATERIALS ARE BOTH ON LINE IN CTOOLS AND IN THE COURSEPACK AVAILABLE AT EXCEL
*Income, Poverty and Health Insurance: Coverage in the United States.
U.S. Census Bureau, pp 10-28


Social Development and Education – US

*Trends in the Well-Being of America’s Children and Youth: 2003
USDHHS, Office of the Assistant Secretary for Planning and Evaluation, 2004, Section 4 and 5

http://aspe.hhs.gov/hsp/03trends/index.htm

Child Maltreatment – US


International Comparisons – Demographics, Employment and Poverty

*Tables 2.11, 2.12, 2.14, 2.15a, 2.17b, 2.18, 2.31b, 2.33, 2.35, 3.21, 3.22, 3.23, 3.26  www.childpolicyintl.org

International Comparisons – Health, Education and the Well-being of Youth


International Comparisons – Child Maltreatment


International Comparisons – Some Basic Policies

*Tables 1.121, 1.11, 1.15, 1.22  www.childpolicyintl.org


Session 4 Family Support Services
Feb.1/ 6, 2006

Pecora, et al., Chapter 8
Kluger et al, Chapters 1, 4, 5, & Section V.


Session 5    Positive Youth Development  
Feb. 8/13, 2006

Kluger, et al, Chapters 33, 34


Session 6    Family Violence and Child Protective Services
Feb. 15/20, 2006

FIRST ESSAYS DUE THIS SESSION

Michigan Child Protection Law. HANDOUT

Pecora, et al, chapters 5 & 7

Kluger, et al., 6, 7, 10, 11


NO CLASS Feb.27/March 1, 2006 – HAVE A GOOD SPRING BREAK
Session 7    Family Preservation
Feb. 22/March 6, 2006

Pecora, et al., Chapter 9

Kluger, et al., Chapters 2, 3


NOTE: PAPERS DUE FOR MONDAY SECTION MARCH 6 OR 13, FOR WEDNESDAY SECTION MARCH 8 OR 15

Session 8    Kinship Care
March 8/13, 2006

Pecora, Chapter 11

Kluger, et al, Chapter 13


NOTE: PAPERS DUE FOR MONDAY SECTION MARCH 6 OR 13, FOR WEDNESDAY SECTION MARCH 8 OR 15

Session 9  
Foster Care  
March 15/20, 2006

Pecora, Chapter 10

Kluger, et al., Chapters 14-17, 19-21.


Session 10  
Residential/ Group Care  
March 22/27, 2006

Pecora, Chapter 13

Kluger, et al., Chapter 18.


### Session 11: Juvenile Justice

**March 29/April 3, 2006**

Kluger, et al., Chapters 35, 36


### Session 12: Adoption

**April 5/10, 2006**

Pecora, Chapter 12

Kluger, et al, Chapters 22-27


Session 13  
April 12/17, 2006  

Future of Policy and Services: Class Presentations  

CLASSES END APRIL 18  

FINAL ESSAYS DUE APRIL 19 (Wednesday) OR APRIL 24 (Monday)