Children and Youth Services and Social Policies

SW 633-003        Winter Semester, 2003
Date and Time: Mondays, 2:00 – 5:00 PM        Instructor:  L.Hollingsworth
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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 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 service and policy areas addressed in this course 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). Students should use this list to select research paper topics:

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 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.

**Class Requirements**

**Attendance and Participation**

I want this course to be beneficial to you in your future work as a social worker. Therefore, I will make every effort to facilitate your success in the learning experiences that have been
incorporated 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 is expected. However, two absences from scheduled classes are permitted without penalty. You should 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.

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 and on SW Library Reserve. The reading assignments are outlined in this syllabus. The textbooks for this course are available at Ulrich's Bookstore, Michigan Book and Supply, and the Michigan Union Bookstore (and on reserve in the Social Work Library):


Supplementary required reading materials to be provided by the instructor as handouts or on Course tools.

- At the end of the Syllabus is a comprehensive but selected reference list of Social Work journals, articles and books that may be useful for research for your written assignments.
- There are also several free government reports and on line journals, including:
- All articles that appear in any issue of The Future of Children can be downloaded from the web at www.futureofchildren.org
- Guide for Implementing the Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U. S. Department of Justice. NCJ 153681. To order this free publication, call 1-800-638-8736 or e-mail: askncjrs@ncjrs.org
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@gao.gov.

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. (For reaction papers, include the assigned reading you are reacting to. 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 the Student’s Guide to the Master’s in Social Work Degree Program 2002-2003 for guidance on writing papers. You may also take advantage of the U of M LSA writing workshop – (734) 764-0429. All papers are to use proper 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. An abbreviated version is also available through the Social Work Library at: http://www.lib.umich.edu/libhome/Social.lib/apa_style.html Plagiarism in any form is not acceptable. Please review the discussion of plagiarism in the Student’s Guide to the Master’s in Social Work Degree Program 2002-2003.

1. Weekly Reaction Papers. Each week write a one page paper in which you react to one or more elements of the assigned readings, using social justice theory to frame your discussion. First reaction paper is due January 14th; last reaction paper is due April 8th. 3 points each; total of 11 papers; 33 points total maximum.

2. Media Journals. From a national or local newspaper, news service, or news magazine (in print or on-line), select a story each week that has some relation to child, youth, and/or family policy or services, and write a one- to two-page summary/analysis, using social justice theory. Staple the news clipping or print-out to the back of you’re the last page of your summary/analysis. Bring your journal to every class and be prepared to discuss the story you review although we will not be able to get to all of them during each class. Up-to-date journals should be turned in to me on February 11th and April 8th (the last day summaries are due). Maximum 2 points each; total of 11 summaries; 22 points maximum.

3. Policy Analysis Paper. The primary purpose of this assignment is to provide you with the experience of using social welfare policy theory and other social theories to carefully consider one piece of federal legislation related to children and youth and to consider its impact on State of Michigan policies related to children and youth.

(a) No later than February 4th, select and submit to me for approval (to prevent duplications) choice 1 and 2 of a federal law related to child welfare, the education of children and youth, juvenile justice, or mental health for children and youth that is of special interest to you. (I
will return your approved selection or make a recommendation for change and resubmission by February 11th.) A partial list of such legislation can be found in Pecora et al. (1999), pp. 29-52).

(b) Select (from the policy theoretical literature or other theoretical literature) a framework by which you will analyze the policy. (One example can be found in Pecora et al., pp. 58-59.)

c) Using (and documenting) your chosen policy analysis framework, and scholarly research and publications related to the legislation you chose:
   • discuss the history of the policy and the research and theory used to support it;
   • analyze the impact, strengths, weaknesses, controversies, and implications of the policy. (Read the actual legislation)
   • If you chose the example in Pecora et al., pp. 58-59, follow those guidelines but, in all cases, specify what framework you’re following and the elements of the framework.

(d) Discuss how the federal legislation you’ve analyzed has been implemented and/or has had an impact on child and youth policy in Michigan.

(e) State the opinion or conclusion you’ve reached about the utility of the policy, based on this research.

Library research and the use of references beyond the textbooks and handouts is required. Most citations and references should be taken from books and journals although you may also use the Internet. (The Internet generally contains the text of laws you will be addressing.)

50 points maximum. Due: On or before April 15, 2003.

Grading

1. Grading Criteria for Written Assignments:

   Reaction papers and news summaries will be graded on the basis of their inclusion of substantive content, application of social justice theory, and evidence of careful thought on the part of the study, in addition to their adherence to guidelines for written assignments.

The policy analysis paper will be graded on the basis of:

1. Evidence that all parts of the instructions for completing the paper were followed, including use of the microfiche/video material segment.
2. 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.
3. The clarity of expression and organization of the paper - is there a logical order to the presentation of your thoughts.
4. The appropriate use of references and resources, and the variety of resources referenced.
5. 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; E = Below 59 points.

Letter grades are interpretable 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 is 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 or 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.

**Communications with Instructor**

My office hours are 12PM – 2PM every Tuesday, except during Spring Break and on March 11th when I will be out of town, and during any emergency absences. Please call me (763-6572) or e-mail me (lholling@umich.edu) for a specific appointment during my office hours or to schedule an alternate time.

**Course Outline**

**Session 1 January 7, 2003**

**Introductions, Course Overview, and Child Well-Being**

**Handouts:**
- Course Syllabus & Class Assignments

**Session 2 – January 14, 2003**

**Policy Principles and Frameworks and System Challenges**

**Required Readings:**
- Textbook (Pecora) Chapters 1 & 2
- Other reading assignments to be announced
Session 3 – January 21, 2003  Principles and Philosophy of Family Centered Practice

NOTE: 2:15-3:15 – Class will meet in the usual place; 4:00-5:30, class will reconvene at 300 N. Ingalls, 7th Floor Conference Rm.

Required reading:
• Textbook (Pecora) chapters 3 and 4
• Kluger, Chapters 29-32.
• Other reading assignments to be announced.

Session 4 – January 28, 2003  Child Safety and Well-being I (Family Preservation and Family Support)

Required Readings:
• Textbook Chapters 8 and 9
• Kluger, Chapters 1, 2, and 3
• Other reading assignments to be announced.

Session 5 – February 4, 2003  Child Safety and Well-Being II (Child Physical Abuse)

Required readings: (Legislation choices are due today!)
• Textbook (Pecora) chapter 5.
• Textbook (Kluger) Chapters 6, 7, 10
• Other reading assignments to be announced.

Session 6 – February 11, 2003  Child Safety and Well-Being III (Child Sexual Abuse and Child Neglect)

(First media journal is due for submission today!)
Required readings:
• Textbook (Pecora et al.), Chapters 6, 7
• Textbook (Kluger), Chapter 8.
• Other reading assignments to be announced.

Session 7 - February 18, 2003  Out of Home Services I (Family Foster Care)

Required readings:
• Textbook (Pecora et al.), Chapter 10
• Textbook (Kluger), Chapters 13, 14, 15.

February 25, 2003 - SPRING BREAK – CLASS WILL NOT MEET!
Session 8 – March 4, 2003  Out of Home Services II (Family Reunification)

Required readings:
- Textbook (Pecora), Chapter 11.
- Textbook (Kluger), Chapters 16, 17.
- Other required readings will be announced.

March 11, 2003  Class will not meet.

Session 9 – March 18, 2003  Out of Home Services III (Adoption)

Required readings:
- Textbook (CWLA) section III, chapters 14-17, pp. 139-176.
- Other required readings to be announced.

Session 10 – March 25, 2003  Other Systems that Impact Children and Families: Juvenile Justice System & Group Residential Care.

Required readings:
- Textbook (Pecora), Chapter 13.
- Textbook (Kluger), Chapter 36.
- Other required readings to be announced.

Session 11-April 1, 2003  Other Systems that Impact Children and Families: Children and Youth Educational Policy.

Required readings:
- Textbook (Kluger) Chapter 28, 34.
- Other required readings to be announced.

Session 12 – April 8, 2003  Other Systems that Impact Children and Families: Health

Required readings: (Last journal submission and reaction paper are due today!)
- Required reading assignments to be announced.

Session 13 -- April 15, 2002  Other Systems that Impact Children and Families: Mental Health.

Required readings:
- Required reading assignments to be announced.
COURSE EVALUATIONS TODAY!
POLICY ANALYSIS PAPERS ARE DUE TODAY!

Recommended Resources

Selected Social Work Journals

- Adoption Quarterly
- Children and Schools
- Child Welfare
- Family Preservation Journal
- Social Service Review

- Child and Youth Services
- Children and Youth Services Review
- Crime and Delinquency
- Future of Children
- Social Work Research

Selected Articles (SOCIAL WORK LIBRARY RESERVE)

(Additional required reading assignments may be taken from this list.)


### Selected Bibliography

#### Theories and theoretical frameworks:


#### Child Welfare – General:


**Child Development and Child Care:**


**Family Theory, Policy, and Services**


**School Social Work:**


Family Support:


Children in Historical Perspective:


Child Protective Services:

Deerfield Beach, FL: Health Communications, Inc.

**Family Preservation:**

**Kinship Care:**

**Foster Care:**
Adoption:


Youth Development:


Runaway, Homeless, and Abandoned Youth:


**Juvenile Justice:**


