Children and Youth Services and Social Policies

SW 633, Section 002          Winter Semester, 2004
Date and Time: Tuesdays: 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 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 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.

Philosophy of the Course

This class will be delivered from the perspective of an egalitarian form of social justice. (See Van Soest, 1995 in *Encyclopedia of Social Work*, COURSE PACK.) This means the focus will be on the extent to which policies and services covered emphasize resources available to recipients in order to accomplish the goals to which the policies and services are directed.
Format of the Course

Class sessions will be interactive. In order for this to be successful, you should come to class having already read the reading assignments. You should also maintain a journal in which you make notes, as you read, of your thoughts about, reactions to, and questions regarding the material. Bring this journal to class every week and use it as a prompt to initiate or participate in discussions.

Establish a practice of a daily media review of stories relevant to children and youth services and social policies. Print out or copy those that are relevant and bring them to class to use in relevant discussions, or simply refer to these stories in your journal.

Class will begin promptly at 2:10 PM and end no later than 5:00 PM. The first half of the class session (2:10 PM – 3:30 PM) will be devoted to lecture and discussion of assigned readings and media reviews. There will be a 15 minute break at 3:30PM. The second half of the class (3:45 PM to 5PM) will be devoted to experiential learning, including case study discussions, “debate”, videos and other experiences.

Class Requirements

Attendance
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 and for the duration of the class period 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. It is your responsibility to make sure you are signed in on the attendance sheet for every class for which you are present. Students are prohibited from signing each other in.

Participation

My experience has been that active participation enhances learning. Therefore, you are expected to actively participate in all aspects of the course. This includes class discussions,
exercises, and other classroom activities, assigned reading, and completion of written assignments as described.

**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, course pack, course tools site, and on Social Work 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):


**Course pack:**


**Supplementary required reading materials** to be provided by the instructor or posted on Course tools.

**Required Media**


**Recommended Readings**


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:

- *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**
Assignments

General instructions. All written assignments should be presented with a title page on which should be included the title of the paper, the course and section number, the date on which it is being submitted, your UM Student ID#, and your SSW mailbox number.

All papers are to be typewritten (or word processed) using 12 point font. Papers should be in narrative format and 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 UM 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 2003-2004.

The Social Work Library has provided a website with instructions for researching policy-related questions. See http://www.lib.umich.edu/socwork/rescue/sw633.html

1. Weekly Journal. (DUE: Turn in your up-to-date journal on Tuesday, March 9, 2004 at the start of class. Maximum attainable: 15 points. The purpose of this journal is three-fold: a) to serve as an incentive to keep up with weekly reading assignments; b) to organize your thoughts and reactions; c) to serve as a reminder for points you want to bring up in class discussions. A composition book or loose leaf notebook will be best. Instructions:
   • Simply date and write (legibly) several thoughts, reactions, or questions that come up for you as you read the assigned material for each class session. Use these in class discussions.

2. Services Analysis Paper. (DUE: Tuesday, March 2, 2004 at the start of class. 5-6 pages. Maximum attainable: 25 points. Please submit in writing no later than January 20, 2004, the service you will be evaluating and where (i.e., agency, etc.) it is delivered.) The purpose of this paper is to familiarize you with the social context and policy-related elements of a service or service program delivered to children and/or youth. Instructions. The paper calls for a written description and evaluation of a service (e.g., family preservation, wraparound, child protection, foster care case management, children’s group) provided in the
agency in which you’re placed for field instruction, or in which you have current or prior employment. (If you have no exposure to a child-related service system, interview someone who is directly involved with such services.) The paper should be written within the context of other research and theory related to this service. The paper should address the following:

- Describe the service.
- According to what conceptual perspective is this service delivered and on what basis do you make this determination? (For example, egalitarian form of social justice - see Van Soest paper, or other, such as ecological, competence-centered, or developmental perspective – see pp. 65-72 in Pecora et al., both in the COURSE PACK)
- What are the goals of the service?
- What tools are used to evaluate goal attainment?
- What information do you have about outcomes for this service?
- What empirical and/or theoretical data exists in published literature that supports or contradicts this type of service or program? (Do an exhaustive search of the literature but feel free to make use of recommended text Kluger, Alexander, & Curtis, 2000).
- How would applying an egalitarian method of social justice (or how does such a perspective if already present) enhance or detract from the usefulness of this service toward the well-being of children and/or youth? (Include similarities to, and differences from an egalitarian social justice perspective.)

3. **Policy Analysis Paper.** (DUE: Tuesday, April 20, 2004 at the start of class, or before. Maximum attainable: 40 points.) The purpose of this paper is to provide the experience of fully analyzing a public policy related to a research question of interest and from the standpoint of an egalitarian form of social justice. **Instructions:**

- Select a first and second choice of interest from the five special topic areas on a policy issue related to the welfare of children and youth and scheduled for discussion on the course outline on March 9th through April 6th – child care and development, education, health, juvenile justice, mental health. Your choice should contain the topic area, the policy issue, and the specific question you wish to address. (These choices should be submitted by February 3rd. Every effort will be made to assign your first or second choice, based on selections by the entire class. Decisions will be returned to you in class on February 10th.) Write a 10-12 page paper addressing the following questions:

  - What is the policy issue or problem?
  - What knowledge exists regarding the issue or problem (e.g., prevalence or incidence; special populations).
  - What specific question do you wish to answer with regard to the issue or problem?
  - What controversies surround the issue or problem, if any?
  - What social justice (egalitarian) challenges does the issue or problem raise?
  - What key federal legislation addresses the issue or problem?
  - What conceptual perspectives are most evident in the legislation (i.e., egalitarian form of social justice, ecological, competence-based, developmental)?
  - Is the issue or problem being addressed adequately, in your opinion?
  - On what scientific evidence do you base your opinion?
  - What more do you believe is needed from a social justice (egalitarian) standpoint to better address the issue or correct the problem?
• Refer to the Policy Analysis Framework outlined in Pecora et al., pp. 58-59 (COURSE PACK) for additional guidance in writing your paper.
• Your paper should show evidence that you have read and are familiar with the entire policy as it is published, not merely a review of it by another author.
• Your paper should be a combination of published content and your own analysis.
• Your paper should be written as a formal research paper.
• Use of at least one case example is strongly encouraged. (Include an explanation in your paper if you do not include a case example.)

Library research and the use of references beyond the textbooks and s is required in the Services, Fishbowl, and Policy Analysis papers. Most citations and references should be taken from books and journals although you may also use the Internet, particularly for the text of laws you will be addressing.

4. “Fishbowl” Presentation. (DUE: On the date your topical area of the welfare of children and youth is scheduled – i.e., Child Care and Development, Education, Health Care, Juvenile Justice, Mental Health. See course outline. Maximum attainable: 20 points.

The purpose of this assignment is threefold: a) to provide an incentive to students to begin researching and writing their paper; b) to provide an opportunity to discuss findings and remaining issues with a group of other students who have similar but not the same interests and who have addressed a similar, but not the same issue or question. Instructions:
• The group discussing a particular topic area will assemble at the front of the class near the beginning of the class.
• Each person should prepare a one-page, single-spaced synopsis of their findings in preparing their policy analysis paper. (Make enough copies for the instructor and all class members.)
• Each group member will take a turn in giving an approximately 10 minute summary of her or his findings and answering questions from other group members.
• After all group members have given and discussed their summaries, the discussion will then be opened to the rest of the class.
• Group members and the rest of the class are strongly encouraged to make suggestions for any ideas or additions that might improve the paper, particularly information they may have been interested in that wasn’t present or questions they had that couldn’t be answered.

Grading
1. Grading Criteria for Written Assignments:

Oral and written assignments will be graded according to the following:
• Evidence that all parts of the instructions for completing the assignment were followed, including use of computerized data.
• 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 clarity of expression and organization of the paper - is there a logical order to the presentation of your thoughts.

The appropriate use of references and resources, and the variety of resources referenced.

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 11AM – 1:30 PM every Tuesday, except during Spring Break and during any unexpected absences (which I will attempt to notify you of in advance). 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


Required Reading:
Lindsey, including Introduction (pp. 1-7), The Child Welfare System (pp. 9-10), and Chapter 1 – “Emergence of the Modern Child Welfare System” (pp. 11-41).
Pecora et al., Chapter 1 – “The Purpose and Goals of Child Welfare Services” (pp. 1-20) (COURSE PACK)

Videos:
“Taken in: The lives of America’s foster children” (28152).

“The Orphan Trains” (26269-H).

“Our Healing Journey” (Our Healing Journey is a unique and profound video about the intergenerational impacts of residential schools on the lives of First Nations peoples. Ten residential school survivors from the Chippewas of the Thames First Nation, along with other family members and healers, share their first-hand experiences in four of these schools.)

January 20, 2004 From Child Welfare to Child Protection
Submit the service/program you will be examining.

Required Reading:
Lindsey, Chapter 5 – “The End of Child Welfare: The Transformation of Child Welfare into Child Protective Services” (pp. 119-158), Chapter 6 – “The Decision to Remove a Child” (pp. 159-175), Chapter 7 – “Dealing with Child Abuse, the Red Herring of Child Welfare” (pp. 177-204).

Video:
“Failure to Protect: The Taking of Logan Marr”. (PBS Special, 2/5/03)

January 27, 2004 Evaluation of Progress

Required Reading:
Lindsey, Chapter 2 – “Child Welfare Research: The Effectiveness of Casework” (pp. 43-65); Chapter 3 – “Child Welfare Reform through Demonstration Research: Permanency Planning (pp. 67-90).


Video:
Families First with Bill Moyers (26034). (Examines family preservation services and their success in keeping troubled families together.)


Required Reading:
Pecora et al., Chapter 3 – “Child and Family-Centered Services” (pp. 65-93, COURSE PACK);
Van Soest, “Peace and Social Justice” (all, COURSE PACK).

Submit the topic area, policy issue, and question you will be analyzing for the policy paper.

Video:
“Failure to Protect: Caseworker Files” (PBS Special: February 12, 2003)


Required Reading:
Pecora et al. Chapter 2 – “Understanding the Policy Context for Child Welfare” (pp. 21-62) (COURSE PACK)

Videos:
“Struggle for Identity: Issues in Transracial Adoption”. (In this thought-provoking 20-minute video, viewers hear the compelling voices of experience. Transracial adoptees and their families confront difficult issues of racism, identity and sense of place in candid discussions about their lives.)

“First Person Plural”. (A powerful documentary about the experience of a transracially adopted woman who is in search of her roots. "In 1966, Deann Borshay Liem was adopted by an American family and was sent from Korea to her new home. Growing up in California, the memory of her birth family was nearly obliterated until recurring dreams lead Borshay Liem to discover the truth: her Korean mother was very much alive. Bravely uniting her biological and adoptive families, Borshay Liem's heartfelt journey makes First Person Plural a poignant essay on family, loss, and the reconciling of two identities.")

February 17, 2004 The Social Context of Child Welfare

Required Reading:
Lindsey, Chapter 4 – “The Changing Portrait of the American Family” (pp. 91-117), Part II – “Ending Child Poverty” (pp. 201-204); Chapter 8 – “Wealth and Poverty in America:
The Economic Condition of Children” (pp. 205-242).

Videos:

“Family in Crisis” (35591-D). (The late Senator Daniel Patrick Maynahan (NY) and Dr. Joyce Ladner, Howard University sociologist, examine the plight of poor children growing up in single-parent homes. Possible solutions are discussed.)

“Almost Home” (29122-H) (Offers a raw and unsentimental look at the lives of children in a homeless shelter in the Bronx. Narrated by the children themselves, this is an evocative portrait of poverty and youth.)

“The Confessions of Rosalee” (25852-H) (Reporting on the interrelationships of poverty, racism, crime, illiteracy, and drug use, reporter Leon Dash spent four years getting to know Rosalee Cunningham, a thief, former prostitute and drug addict, and the mother of eight children. This program includes excerpts of his interviews with her.

February 24, 2004  NO CLASS – SPRING BREAK

March 2, 2004  The Political Context of Child Welfare

SERVICES ANALYSIS PAPERS ARE DUE AT THE START OF CLASS TODAY.

*Required Reading- all students: - Additional, selected reading will be assigned.
*Lindsey, Chapter 9 – “The Rise and Fall of Welfare for Disadvantaged Children in America” (pp. 243-276); Chapter 10 – “The Fading Promise of Welfare Reform to End Child Poverty” (pp. 277-227).
March 9, 2004  Addressing the Welfare of Children and Youth through Child Care and Development Policies and Services

Policy Issues:
- Disparities in resources available for adequate child care.
- Disparities in resources available to promote maximum development.
- Comparison of available child care resources in the United States and other countries.
- Others?

Required Reading – all students:


(Students choosing this topical area are encouraged to review other articles in this journal issue.)


Policy/Services Issues
- Children in adult jails.
- Disproportionate minority representation within the juvenile justice system.
- Juveniles sentenced as adults
- Mental health needs of youth in the juvenile justice system
- Children placed in juvenile justice facilities in order to receive adequate mental health services
- Others?

Suggested Reading:

*Resources for disproportionate minority confinement/Overrepresentation of youth of color:

*Resources for disproportionate minority confinement/overrepresentation of youth of color:


(Students choosing this topic are referred to the two references that do not contain asterisks for additional literature.)

Video:
“What we can do about violence: A Bill Moyers special” (29669). (Discussion by inmates from the Ventura School, California’s showcase juvenile prison.)


Policy/Services Issues:
- Group inequality in academic achievement
- Unequal educational opportunity
- Discrimination in educational opportunities
- Sexual harassment in schools
- Racial harassment in schools
- Harassment in schools according to sexual orientation
- Low educational expectations of children with disabilities
- Insufficient attention to applying knowledge acquired from research for teaching and learning for children with disabilities.
- Inequality in benefits obtained by minority group children from the Americans with Disabilities Act.
- Others

Required Reading: To Be Announced.

Video:
“Failing in Fairness, Part I” (from Dateline NBC, 4/7/92)
“Looking for common ground: One school’s struggle for gay and lesbian student rights (30257)
March 30, 2004  The Welfare of Children in the Health-Care System: Policy and Services Issues

Policy Issues:

- Access to adequate health care for children.
- Health disparities among children
- Reduction in Medicaid and other insurance benefits for poor children to balance state budgets
- Food insufficiency in the US
- Health of children in the juvenile justice system
- Asthma as a health problem affecting children living in poverty

Required Reading – all students:

(Students choosing this topic for their policy analysis paper and presentation should review other articles in this journal issue.)

Video:
“Our children at risk” (28150). (Discusses how inadequate health, welfare, and social services lead to malnourished children and families who can’t get appropriate medical attention.)

April 6, 2004  The Welfare of Children in the Mental Health System: Policy and Services Issues

Policy Issues:

- Marketing of psychiatric services for children and adolescents
  http://www.nmha.org/position/ps25.cfm
- Zero tolerance policies in schools http://www.nmha.org/position/zerotolerance.cfm
- Use of psychotropic medication to treat children’s mental health needs
  http://www.nmha.org/position/childrenandmedications.cfm
- Cultural competency in mental health services for children and youth.
  http://www.nmha.org/position/ps38.cfm
- Corporal punishment in schools. (http://www.nmha.org/position/ps26.cfm

April 13, 2004  Among the Solutions

Required Reading:
April 20, 2004

Wrap-Up, Course Evaluations. **POLICY ANALYSIS**
PAPERS ARE DUE AT THE START OF CLASS.

**Recommended Resources**

**Selected Social Work Journals**

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<tr>
<th>Adoption Quarterly</th>
<th>Child and Youth Services</th>
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<td>Children and Schools</td>
<td>Children and Youth Services Review</td>
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<tr>
<td>Child Welfare</td>
<td>Crime and Delinquency</td>
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<tr>
<td>Family Preservation Journal</td>
<td>Future of Children</td>
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<tr>
<td>Social Service Review</td>
<td>Social Work Research</td>
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**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:

New York: W. W. Norton & Company.

**Children in Historical Perspective:**


**Child Protective Services:**


**Family Preservation:**

Kinship Care:


Foster Care:


Adoption:


Youth Development:


Runaway, Homeless, and Abandoned Youth:

Juvenile Justice:


