

SWK-S 618 Social Policy and Services - Children Youth & Families (3 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

The purpose of this course is to develop the competencies necessary to effect policy change for service delivery systems at an organizational, community, or legislative level. Emphasis is placed on policy practice, policy analysis, and advocacy leadership with direct involvement in the political and organizational processes as an integral part of the learning process. The content of the course will focus on the role of the "social policy practitioner" examining closely the relationship of social work values and ethics to social policies and service delivery systems especially as they relate to diverse and oppressed populations.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 5: Engage with Policy Practice

Social workers identify, assess, analyze, and advocate for social policies at the local, state, and federal level that impact well-being, service delivery, and access to social services.

Course Objectives

- S618-01:** Understand and analyze the major social issues and trends along with historical context that have consistently affected the development of social policy at all levels, locally, nationally, and globally.
- S618-02:** Demonstrate a grasp of the political, economic, and social constraints on agencies, historically and into the twenty-first century along with the legal frameworks which influence and govern services.
- S618-03:** Develop an awareness of the integral relation between policy and the structure, organization, and funding arrangements of service delivery systems as well as the intergovernmental relationships involved in dealing with policy issues.
- S618-04:** Examine current data and trends to create policy solutions through interprofessional collaborations that promote the overall well-being of society.
- S618-05:** Analyze critically the issues of social, economic, and environmental justice, power, and equity that lead to discrimination and oppression (for age, class, color, culture, disability, ethnicity,

family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status) in relation to policy development, implementation, and evaluation.

- S618-06:** Demonstrate cultural humility, cultural competence, and enhanced self-awareness when working with populations that have been traditionally marginalized (on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status) recognizing the significant impact social programs and policies can have on these groups.
- S618-07:** Develop policy practice competencies using ethical frameworks to constructively engage in policy design including an overall understanding of the policy formation process, policy research and analysis, and the strategic planning needed for policy initiatives.
- S618-08:** Apply advocacy skills and strategies working with community members, groups, and organizations to participate effectively in the legislative process.
- S618-09:** Understand the framework for and participate in writing a bill, proposal or grant using evaluative measures that gauge the policy impact and the potential for unintended consequences.

Children, Youth, and Families Specific Objectives

The following objectives are related to the specific content of this course concerned with children, youth, and families. Consequently, at the end of this course, the student is expected to be able to:

- S618-10:** Apply understanding of the structure, organization, and funding of child welfare services at the federal, state, and local levels.
- S618-11:** Synthesize understanding of the legal framework that influences and governs child welfare with respect to the role of government, the rights and responsibilities of parents, and the rights of children.
- S618-12:** Analyze the relationship between a person's values and attitudes and professional decision making regarding problem definitions, policy development, program planning, and service delivery to children, youth, and families.
- S618-13:** Apply current informed research and outcomes of innovative child welfare programs and practice approaches to the current policies utilized in administering, developing, and providing social services to children and families.
- S618-14:** Synthesize the appropriate strategies and advocacy methods to facilitate effective advocacy for policies in the legislative, political and/or organizational arenas which promote the well-being of children and their families.
- S618-15:** Apply understanding and differentiate the needs of diverse population groups, including people of color, women, lesbians, gay men, transgender and bisexual individuals and other populations at risk, as well as those groups distinguished by age, ethnicity, culture, class religion, and physical and mental ability in support of development of effective child welfare policies.
- S618-16:** Critically analyze the major social policies, programs and services (public, voluntary nonprofit and private for profit) affecting children and families.
- S618-17:** Synthesize the theories, policies and research informed practices impacting children and families in an effort to identify policy gaps and service needs.

Course Content

In this course, students will develop essential policy practice skills with a focus on assessment, analysis and advocacy in relation to service delivery systems that address diverse populations and correlating social issues. These populations include, but are not limited to, age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status. Students will examine the significant political and policy contexts at organizational, community, and legislative levels and will consider multiple policy strategies for achieving social, economic, environmental justice and combating the causes and effects of institutionalized forms of oppression. This course will also utilize a variety of policy frameworks and models to advance skill building with an emphasis on social work values and ethics and a focus on cultural humility at all levels of policy intervention.

Students will accomplish the learning objectives in this course through a variety of classroom tools including lectures, videos, small and large group discussions, group projects, written assignments and/or student presentations. The primary evaluation of student learning will be completed through a policy analysis assignment that provides students the opportunity to research and evaluate a specific policy then develop a policy statement based on the outcomes of the overall policy analysis.

Required Texts

Jenson, J. and Fraser, M. (2016). Social policy for children and families: A risk and resilience perspective (3rd Ed.). Sage: Los Angeles, CA

- 13 digit ISBN#: 978-1-4833-4455-3

Kunjufu, J. (2006). An African centered response to ruby Payne's poverty theory. African American Images: Chicago, Illinois

- 10 digit ISBN#: 934155-00-4
- 13 Digit ISBN#: 9 781934 155004

Payne, R. (2003). A framework for understanding poverty. (3rd Ed.). Aha!: Highlands, TX.

Course Outline

Module 1: Introductions

Dates:

Overview

- Syllabus
- Review of assignments

Note: Topics will be divided between students for in-class discussion. Students will lead the discussion at the beginning of each class period and should be prepared to discuss the chapter's content as well as provide some additional resources relevant to social work practice (we will discuss this on the first day).

Module 2: Overview of Child Welfare

Dates:

Overview

- Lecture and Readings

Assignments

Readings

Jenson, J. and Fraser, M. (2016). Social policy for children and families: A risk and resilience perspective (3rd Ed.): Chapter 1

Online Resources

Downs, S., Moore, E. & McFadden, E., (2009). Child welfare and family services: Policies and practice: Chapter 1

Module 3: Poverty

Dates:

Assignments

Readings

Jenson, J. and Fraser, M. (2016). Social policy for children and families: A risk and resilience perspective (3rd Ed.): Chapter 2

Module 4: Poverty cont'd

Dates:

Overview

- Lecture and Readings
- Group Discussions of Payne and Kunjufu.

Assignments

Readings

Payne, R. (2003). A framework for understanding poverty

Kunjufu, J. (2006). An African centered response to ruby Payne's poverty theory

Assignment

Student Presentation on Kunjufu/Payne

Module 5: Child Welfare Policies

Dates:

Assignments

Readings

Jenson, J. and Fraser, M. (2016). Social policy for children and families: A risk and resilience perspective (3rd Ed.): Chapter 3

Online Resources

[Federal Legislation Impact Factsheet on Children's Bureau Child Welfare Information Gateway website](#)

[Major Federal Legislation Factsheet on Child Welfare Information Gateway website](#)

Individual Assignment

Assignment #1 – Analysis and learning reflection on poverty (paper)

Module 6: Family Preservation, Foster Care, and Adoption

Dates:

Assignments

Online Resources

Downs, S. W., Moore, E. & McFadden, E. J. (2009). Child welfare and family services: Policies and practice (8th Ed.). Pearson Education, Inc.: Boston, MA: chapter 8 – read to page 284; chapter 10 - all

Graham, C. (2000) Implementation of AFSA.

Module 7: Children and Youth with Disabilities

Dates:

Assignments

Readings

Jenson, J. and Fraser, M. (2016). Social policy for children and families: A risk and resilience perspective (3rd Ed.): chapter 7

Module 8: Health for Children and Youth

Dates:

Assignments

Readings

Jenson, J. and Fraser, M. (2016). Social policy for children and families: A risk and resilience perspective (3rd Ed.): chapter 6

Module 9: Mental Health and Children and Youth

Dates:

Assignments

Readings

Jenson, J. and Fraser, M. (2016). Social policy for children and families: A risk and resilience perspective (3rd Ed.): chapter 5

Module 10: Substance Abuse and Children and Youth

Dates:

Assignments

Readings

Jenson, J. and Fraser, M. (2016). Social policy for children and families: A risk and resilience perspective (3rd Ed.): chapter 8

Module 11: Education for Children and Youth

Dates:

Assignments

Readings

Jenson, J. and Fraser, M. (2016). Social policy for children and families: A risk and resilience perspective (3rd Ed.): chapter 4

Module 12: Child Welfare and Juvenile Justice Policies

Dates:

Assignments

Readings

Jenson, J. and Fraser, M. (2016). Social policy for children and families: A risk and resilience perspective (3rd Ed.): Chapter 11

Module 13: Professional Responsibilities

Dates:

Assignments

Online Resources

Downs, S., Moore, E. & McFadden, E., (2009). Child welfare and family services: Policies and practice: Chapter 12

Ethical Child Welfare Practice (excerpt).

Individual Assignment

Assignment #2: Reflection paper on juvenile justice

Module 14: Class Presentations

Dates:

Module 15: Class Presentations & Course Wrap-up

Dates:

Assignment

Assignment #3: Policy Analysis Paper

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced using Microsoft Word), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments - Overview

1. Assignment #1 Analysis and Learning Reflection on Poverty. (paper and presentation)

- a. DUE:[date]
 - b. Point value, paper:40
 - c. Point value, presentation.....25
2. Assignment #2 Reflection Paper on Juvenile Justice
- a. DUE:[date]
 - b. Point value:30
3. Assignment #3 Policy Brief
- a. DUE:[date]
 - b. Point value:50
4. Assignment #4 In-class position presentation
- a. DUE:[date]
 - b. Point value:30
5. Quizzes/Critical Thinking Essays
- a. DUE:[dates]
 - b. Point value50
6. Chapter Discussion
- a. DUE:
 - b. Point value:30

Assignment 1: Analysis and Reflection Paper & Presentation Poverty Theory

The purpose of this assignment is to have the MSW student learn:

- how the existence of a system of care with supportive policies and practices for children and their families may or may not be supportive of the “child and family” from a family’s perspective
- how to exam a perspective different than a perspective that is readily accepted by mainstream and which may either not consider or minimizes the specific circumstances of oppressed populations in a specific environment

As part I of this assignment, the MSW student will develop an analysis related to the works of Dr. Jawanza Kunjufu and Ruby Payne. As part II of this assignment, the student will move beyond the analysis, and will develop a reflection of learning.

Requirements:

- Ten (10) Pages excluding the title page and the reference page. (This is one assignment and one paper, therefore, only one title page and one reference page or pages are necessary).
- Formatted APA
- Part II of the assignment will need to follow the DEAL model for reflection.

Paper should include:

- A. Title Page (One Page)

- B. MSW Student Analysis of Poverty using the assigned reading relative to Kunjufu and Payne:
- Major Theme (What is the major message in each work?)
 - Examples of the Major Themes (What areas of agreement exist between Payne's theory and Kunjufu's? What areas of disagreement exist?)
 - Analysis of Kunjufu's Approach (Identify the specific areas and possible solutions that Kunjufu indicates need considered or reconsidered by those charged with the care and education of America's children? Why is Kunjufu steadfast in believing his approach has merit?)
- C. MSW Student's Reflection of Learning (Follow the DEAL model format for reflective learning).
- DESCRIBE
 - EXAMINE
 - ARTICULATE LEARNING
- D. Reference Page (Minimum-One Page)

*Part I of this assignment must be written from an objective and professional point of view which will require using third person. Therefore, the use of "I", "we" and "you" must not be used.

**Part II of this assignment may be written in first person since it is subjective and from your personal learning experience.

Presentation should include (individual 10 minutes):

- A. Presentation style/tools that engage the audience
- B. Overview of the paper
- C. Where do you stand on this issue? Is there a "right/wrong" answer here? Is there merit to both theories?
- D. How you will use this learning in your social work practice

Assignment 2: Reflection Paper on Juvenile Justice

The purpose of this assignment is to have the MSW student examine their perspective on a current and relevant child welfare issue relative to the impact laws and policies have on vulnerable populations and relative to the values and beliefs that are expressed through those policies by our society.

- View Assigned Documentary (or other media) that will examine a current child welfare issue. (This will be shown in class)
- Develop Reflection Paper based upon documentary:
 - Reflection on Learning relative to assigned documentary
 - APA formatted
 - Reflection to follow the DEAL model
 - Title page
 - 5 pages of content (Describe, Examine, Articulate Learning)
 - Reference

Signature Assignment: Policy Brief

The purpose of this assignment is to have the MSW student learn how federal policies impact the practice of child welfare service delivery systems and the children and families served.

Identify an existing federal or state policy that affects the service delivery system from a specific practice area. Then develop a four to six page policy brief that analyzes the policy and addresses implications in an effort to educate and influence decision makers. Keep in mind that it is critical to know the anticipated readers when writing a policy brief, so particular attention must be directed to the use of language and presentation. The completed brief should be visually and professionally appealing to a broad audience. Example policy briefs may be used as a framework, but these sources should be cited and referenced. The policy brief should incorporate at least four scholarly references and include existing data to support major assertions. Due to the unique structure of the policy brief, APA will only be required for formatting references. This brief should incorporate the following components:

- Introduce the policy brief by clearly describing the focus and the purpose of the brief (why it is important); include a concise overview of what you are proposing
- Identify and outline the policy to be addressed
- Describe any relevant history and background of the policy, including past and current policies that have impacted the issue
- Provide evidence that supports the policy analysis and position (Use specific data to support your stance.)
- Discuss the policy issue from varying stakeholder perspectives as it relates to practice settings and other systems Outline how the issue relates to different system levels of social work practice?"
- Include what is working (strengths and opportunities) as well as potential or existing challenges related to the proposed policy position
- Incorporate information on how the policy position promotes culturally responsive practice
- Summarize policy recommendations based on the overall policy brief

Assignment 4: Position Presentation

The MSW student will be provided an opportunity to demonstrate her/his ability to take analysis of the anchor assignment and present the content in a cogent, respectful, authoritative manner to the class. Students will condense written material to a 15-minute position presentation. During the allotted time student will have to name and describe the chosen federal legislation then present background, position and support of position. If time is allotted for questions from the class it will be within the 15-minute time limit. Attendance will be taken for these classes and class is expected to listen attentively and respectfully.

Students will condense written material to a 15-minute position presentation. During the allotted time student will have to name and describe the chosen federal legislation then present background, position and support of position. Further discussion will occur about this assignment.

Further written information will be provided during class.

Quizzes/Critical Thinking Essays

Quizzes/critical thinking essays will be announced at the beginning of class. The purpose of quizzes and critical thinking essays is to provide the MSW student an opportunity to learn specific concepts through

reading professional literature and apply those concepts via written communication. Quizzes and critical thinking essays are also intended to encourage the student to stay current with assigned readings, attend class regularly and participate in class discussions and an overall learning process that will enhance one's critically thinking skills when evaluating child welfare issues and creating possible solutions.

Generally, quizzes and critical thinking essays will be administered after the class, as a group, has had an opportunity to discuss the assigned reading materials. The Professor does reserve the right to administer announced and unannounced quizzes and critical thinking essays at any time during a class session.

Quizzes may take the form of one or a combination of several forms and types of questions.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

| | | |
|----|-----|--|
| A | 93% | Excellent, Exceptional Quality |
| A- | 90% | Superior Quality |
| B+ | 87% | Very Good, Slightly Higher Quality |
| B | 83% | Good, High Quality (expected of most MSW students) |
| B- | 80% | Satisfactory Quality |
| C+ | 77% | Marginal, Modestly Acceptable Quality |
| C | 73% | Marginal, Minimally Acceptable Quality |
| C- | 70% | Unsatisfactory Quality |