



UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Summer, 2017

Course Title: Social Policy and Child Welfare

Course Prefix/Number/Section: SOCW 5363

Instructor Name: Professor Dorothea L. Ivey, MSW, MPA, PhD Candidate

Phone Number: 214-288-7974, please use with discretion. Email or text are my preferred methods of communication. Generally, I respond as quickly as possible but please allow up to 24 hours for responses on some occasions. If you text, please remember to include your name.

Email Address: dorothea.ivey@uta.edu

Office Hours: n/a

Classroom Location (Building/Classroom Number): Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

School of Social Work Vision and Mission

Vision:

Educating Leaders to create community partnerships for promoting a just society.

Mission:

The University of Texas at Arlington School of Social Work promotes the highest standards of integrity, and excellence in research, teaching and service, and creates collaborative scholarly and educational opportunities for students and the community, with the goal of achieving a just society.

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

Examination of current policies, programs, and practices. Attention given to new perspectives on the delivery system and staffing in child welfare. Through analysis and research, students are provided knowledge for more effective practice in the field of child welfare. Prerequisite: SOCW 5303.

B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:

Advanced Practice Behaviors – Direct Practice with Children and Families:

E.P. 2.1.5—Advance human rights and social and economic justice.

- Advocate at multiple levels for services to families that increase effective family functioning.

E.P. 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- Advance practitioners in children and families to communicate to stakeholders the implication of policies and policy change in the lives of children and families.
- Advocate for policies that advance the social and economic well-being of children and families.

Advanced Practice Behaviors – Community Administrative Practice

E.P. 2.1.5—Advance human rights and social and economic justice.

Advocate at multiple levels for services to families that increase effective family functioning.

- Analyze the human rights and social and economic justice implications of social policies and advocate for change is needed.

E.P. 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- Analyze the social and economic well-being implications of social policies and advocate for change as needed

At the conclusion of the course, students will be able to:

1. Assess the fields of child welfare and juvenile justice from perspectives of social justice.
2. Evaluate the special problems and needs of client groups in the protective service and juvenile justice systems and how these needs affect policy issues.
3. Assess the relevance of cultural and human diversity for the development and implementation of child welfare and juvenile justice policy.
4. Analyze how policy is made, through exploration of the historical development and current state of child welfare and juvenile justice policy.
5. Analyze child welfare and juvenile justice policy, programs, and practice issues.

C. Required Text(s) and Other Course Materials:

Jenson, J.M. & Fraser, M.W., Eds. (2016). Social policy for children and families, 3rd ed. Los Angeles, CA: Sage.

D. Additional Recommended Text(s) and Other Course Materials: as assigned

Additional journal article and web resource materials will be provided on blackboard

E. Major Course Assignments: All assignments due on Sundays by 11:59 pm. Please note that the final policy analysis paper will be due on Thursday, Aug 10

Item	Date	Points
Reaction Papers	6/26; 7/9; & 7/30	100
Abstract/Proposal	June 18 at 11:59 pm	50
Advocacy Assignment	July 16 at 11:59 pm	150
Policy Analysis Paper	August 10 at 11:59 pm	200
Total		500

Grade	Description
A	450 - 500 Points
B	400 - 449 Points
C	350 - 399 Points
D	300 - 349 Points
F	0 - 229 Points

a) 3 Reaction Papers 100 Points (3 papers at 33.3 points each due 6/25; 7/9 & 7/30) (Responses due on 6/27, 7/11, & 8/1)

Reading reaction papers will address student learning outcomes 1, 2, and 3

Students will individually submit 3 reactions papers for the semester. Each reaction paper can cover topics chosen by the student over the reading materials covered under the specified weeks (readings covered during the specific weeks). Due dates are specified in the course schedule. Emphasis should be on connections among course readings within the specified unit materials and can be over any relevant issue of interest to the student. These can also be connected to the student's field work or policy analysis paper topic. Keep the reaction 750 words minimum and a 2 page maximum. Please paste your reaction directly in the discussion window instead of attaching a document. This helps streamline the process for everyone to easily read your response. Although these are reaction papers, please also provide references.

In addition to your reactions, you are required to respond to a classmate's reaction paper by Tuesday after the paper due date to obtain full points. Quality of writing will be taken into consideration when awarding points for this assignment.

All reaction papers are due by on Sundays 11:59 pm on the due dates. All responses are due by Tuesday after the paper due date.

b) Abstract 50 points Due Sunday, June 18 at 11:59 pm

Abstract [addresses EPAS 2.1.5 (3/CAP), 2.1.8 (4/CAP) and student learning outcomes 4, 5].

This short assignment is due early in the course and has four purposes: (1) To get students started on their major papers early; (2) to give the instructor a chance to comment on, offer direction to, and approve the paper topics; (3) to practice a skill needed and used by social workers who wish to speak at professional conferences (writing a proposal or abstract of a paper); and (4) to get students to consider 1 of 3 policy analysis models as provided in the course materials. Abstracts give an overview of the topic of the final paper, including a specific social policy to be analyzed. Abstracts should be no more than 500 words. You should also include a sample list of references and sources that you intend to use (this does not count toward the 500 word limit). This will act as the abstract draft and should be edited and refined for your final paper. Students should also identify which policy model(s) he or she intends to use in the policy analysis paper. Please see course materials for policy analysis model options. You may combine two policy models if one does not fully meet your needs but you are only required to choose one.

If you need ideas for abstracts, you may use the following resources:

<http://libguides.usc.edu/writingguide/abstract>

<http://secure.sswr.org/2017-conference-home/abstract-submissions/> - see sample abstracts at the bottom of the page

c) Advocacy Assignment 150 points (4 to 6 pages due Sunday, July 16 at 11:59 pm)

Advocacy Assignment [addresses EPAS 2.1.5 (3/CAP & DP-F&C), 2.1.8 (4/CAP; 2/DP-F&C) and student learning outcome 6].

Students will engage in an advocacy activity of their choosing, preferably one that relates to their paper topic. Activity options include (but are not limited to) submit a letter to a newspaper editor, participate in or plan a march or public demonstration, plan and execute a social media activity, submit testimony to an elected body, correspond with an elected official or public administrator, meet with an elected official, coordinate a letter writing campaign, hold or attend a town hall meeting, hold a briefing conference, create and distribute pamphlets, and create and disseminate a fact sheet to policy makers. This assignment is documented and written up in approximately 2 to 4 pages. Please note that it is not acceptable to submit a previously submitted advocacy assignment from another policy course. This assignment will be scanned through Safe Assign to check for plagiarism.

d) Policy Analysis Paper 200 Points (15 to 17 pages due Thursday, Aug 10 at 11:59 pm)

Policy Analysis Paper [addresses EPAS 2.1.5 (3/CAP), 2.1.8 (4/CAP) and student learning outcomes 4,5].

Select a policy specific to juvenile or child welfare policy for this assignment. The 15-17 page policy analysis (body of paper) should be in 12 point, double-spaced font (must have a federal or state statutory or judicial basis). Specify the model of analysis to be utilized (please see options in course materials). Regardless of the model selected for the analysis, the policy analysis should include background, problem, underpinning values, unintended consequences, alternatives and recommendations for the policy. Selected topics from the list below, or alternative policies of comparable scope can be used to write this paper.

A minimum 12 sources are required (in addition the required readings, which you must use). Acceptable sources include social work or related fields' journals, scholarly periodicals, statutes, legislative histories and committee hearings/reports. Citations and reference list must be in APA format, and reference list and policy model are not included in the page limit.

Examples of Policies for Analysis:

- Adoption Assistance and Child Welfare Act of 1980
- Adoption and Safe Families Act of 1997
- Hague Convention on Intercountry Adoption
- Child Abuse Prevention and Treatment Act of 1974 or as Amended, 1996
- Juvenile Justice and Delinquency Prevention Act of 1974
- The Chafee Foster Care Independence Act of 1999
- Indian Child Welfare Act of 1978
- Omnibus Budget Reconciliation Act of 1993 (Family Preservation and Support)
- Multi-Ethnic Placement Act of 1994
- The Promoting Safe and Stable Families Amendments of 2001
- Missing, Exploited, and Runaway Children Protection Act
- Child Support Enforcement and Incentive Act
- The Children's Health Insurance Program (CHIP)
- Individuals with Disabilities Education Act (IDEA)
- National, State, or District School Lunch Program
- Foster Care Independence Act of 1999 (P.L. 106-169) and the Educational Training Voucher Provisions
- Keeping Children and Families Safe Act
- Adoption Opportunities Program (Title II of the Child Abuse Prevention and Treatment Act, (P.L.108-36).
- Protect Act (Amber Alert System)
- Fostering Connections to Success and Increasing Adoption Act (FCSIA) of 2008

For more policy topics refer to the textbook, web resources, and readings

IMPORTANT INFORMATION REGARDING THE POLICY ANALYSIS MODEL. For your policy analysis paper please choose at least one model listed in course materials that best suits your topic. You may mix more than one policy model if you desire. **THE KARGER AND STOESZ MODEL FROM YOUR FOUNDATION POLICY COURSE WILL NOT BE ACCEPTABLE.** A list of these policy models is provided below but please see course materials for details:

- Segal
- Haskins and Gallagher
- Popple and Leighnenger

It is not acceptable to use a previously submitted policy analysis paper. Papers will be scanned through Safe Assign.

Writing Details (You will be graded on the following):

Abstract: Be sure and state clearly on page 1 of your policy analysis paper: (a) what you are going to do in the paper: (b) how you plan to do it. This should be an edited version of what you submitted at the beginning of the semester

Outline Paper. Use one or more of the policy analysis models presented as your outline for the paper. The policy analysis model outline should be presented as headings throughout the body of the paper itself.

Issue Focus. Your paper should focus on the various issues and points of view on your topic. Example: If you are doing your paper on Social Security, and are discussing privatization as a proposed reform, then bring in both the pro privatization anti privatization perspectives. In other words, present both sides of an issue.

Definitions of Key Terms. Please consider your paper as presenting a topic that I have never read before. Define terms that may have a bearing on what you are writing about. This is a good place to identify jargon and acronyms related to your policy. Example, if you are writing about “home health care,” then you might also define “meals-on-wheels” or “long-term care,” if you think that this may be helpful to your reader or audience. Do not make too many assumptions about your reader or audience in respect to knowing what you may mean by the terms you are employing.

Conclusion. In the last one or two paragraphs of the policy analysis paper, please integrate, sum up, relate to the larger picture, asking yourself some larger questions such as “What does it all mean?”

References. A separate page(s) should include a listing of references or footnotes. It is not necessary to include a listing of footnotes on one page and bibliography on the other (in many style manuals they are one and the same). Style Manual. Please use the style manual of the American Psychological Association (APA).

Length. The policy analysis paper should be between 15 and 17 pages with one inch margins and double spaced. This includes the abstract, graphs, charts, diagrams, and text. Reference list **do not** count toward the required page length.

F. Attendance and Participation Policy

At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section:

I have the ability to monitor your engagement with the course by reviewing when you last accessed the course, reviewed course materials and submitted assignments online. However, as an online student, you are expected to complete all required activities and assignments within the time frames specified below.

G. Grading Policy:

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

For this course, the semester grade is calculated as follows:

Item	Points	Grade	Description
Abstract/Proposal	50		
Reaction Papers	100	A	450 - 500 Points
Advocacy Assignment	150	B	400 - 449 Points
Policy Analysis Paper	200	C	350 - 359 Points
Total	500	D	300 - 349 Points
		F	1 - 229 Points

H. Make-Up Exam or Assignment Policy:

10% per day will be deducted for late assignments.

I. Course Schedule:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

	DATE	TOPIC	READINGS	ASSIGNMENT
First Day	June 5	Introductions, Syllabus Review, and other business (see below)		Please post an introduction to the class and provide information about your specific interest area in child and youth policy. Five points will be awarded for the introduction and will be used as extra credit on the final grade Please respond to a classmate by June 11 at 11:59 pm for full points.
Week 1	June 5 to June 11	Complete the tutorial on Acknowledging sources (Plagiarism) by visiting the following website http://library.uta.edu/plagiarism/index.php Please copy/paste or screen shot the completion page on submission portal in Blackboard by Sunday at 11:59 pm. *This site offers many other helpful tutorials to assist you in your policy paper writing this semester. History of Child Welfare http://www.youtube.com/watch?v=qNPbHw5eM4U	Chapter 1: "A Risk and Resilience Framework for Child, Youth and Family Policy. Childs & Sullivan, 2013 Investigating the Underlying Structure Ungar & Leigenberg, 2011 Assessing Resilience Across Cultures	Complete the assigned tutorial on plagiarism by June 11 at 11:59 pm.
Week 2	June 12 to June 18	Integration of Child, Youth, and Family Policy	Chapter 10: Toward the Integration of Child, Youth, and Family Policy: Applying Principles of Risk, Resilience, and Ecological Theory Little & Shlonsky, 2010 Toward Evidence Informed Policy and Practice	Abstracts and selected policy analysis model due June 18 at 11:59 pm
Week 3	June 19 to June 25	Antipoverty Policies and Programs	Chap. 2: Antipoverty policies and programs for children and families Kalil, 2013 Effects of the great recession of child development	Reaction paper 1 due (covers readings from week 1 to week 3) on June 25 th at 11:59pm
Week 4	June 26 to July 2	Child Welfare Policies	Chapter 3: Child Welfare Policies and Programs	Paper response (respond to one person's paper) due by Tues 6/27
Week 5	July 5 to July	Education Policy	Chapter 4: Education Policy for Children, Youth, and	Reaction Paper 2 (covering weeks 4 and 5

	9		Families Kalifeh, 2011 The Federal Role in Early Childhood Education Freeman & Simonsen, 2015 Examining the Impact of Policy and Practice	readings) due by July 9 at 11:59 pm
Week 6	July 10 to July 16	Mental Health and Health Policy	Chapter 5: Child Mental Health Policy: Promise Without Fulfillment Chapter 6: Health Policy for Children and Youth Olsen, 2015 Applying Prevention and Positive Youth Development Theory Miller et. al., 2004 The STD and HIV Epidemics in AA Youth	Paper response (respond to one person's paper) due by Tues 7/11 Advocacy Assignment due July 16 at 11:59 pm
Week 7	July 17 to July 23	Children and Youth with Disabilities Policies	Chapter 7: Policies and Programs for Children and Youth with Disabilities Ritzema, 2014 Improving Outcomes for Children with Developmental Disabilities	
Week 8	July 24 to July 30	Substance Abuse Policies	Chapter 8: Policies and Programs for Adolescent Substance Abuse Williams, et al, 2015 Unintended Effects of an Intervention...	Reaction paper 3 (weeks 6 – 8) due July 30 at 11:59 pm
Week 9	July 31 to Aug 6	Juvenile Justice	Chap. 9: Juvenile Justice Policies and Programs Peterson-Badali et. al., 2015 Examining Implementation of Risk Assessment...	Paper response (respond to one person's paper) due by Tues 8/1
Week 10	Aug 7 to Aug 10	Wrapping it all up		Policy Papers Due by Aug 10 at 11:59 pm

Note: *Grades will be posted to the campus MyMav system after course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy:

See BSW/MSW Program Manual.

L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building A of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is Andy Herzog. His office is in the campus Central Library. He may also be contacted via E-mail: amherzog@uta.edu. Below are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page..... <http://www.uta.edu/library>
Subject Guides..... <http://libguides.uta.edu>
Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>
Database List <http://www-test.uta.edu/library/databases/index.php>
Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Catalog..... <http://discover.uta.edu/>
E-Journals <http://utalink.uta.edu:9003/UTAlink/az>
Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
Connecting from Off- Campus <http://libguides.uta.edu/offcampus>
Ask a Librarian <http://ask.uta.edu>

N. Emergency Exit Procedures:

This is an online course that do not require on campus visits. However, students often use campus resources when completing course work. Should the university experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships

(<http://www.uta.edu/aao/fao/>).

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of University's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

S. Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

T. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips

or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

V. School of Social Work - Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the "School's vision is to promote social and economic justice in a diverse Environment." Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply "symptoms". This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment
Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.