
| Section 1: Monday 8:00 AM-10:40 AM, SLHS 220 | Section 2: Monday 1:00 PM-3:40 PM, ENS 106 |

Instructor: Loring Jones HH 107  
Office hours  Monday: 10:40 AM -11:30 AM , 3:40 PM – 4:15 PM  
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I. Overview

The primary purpose of the course is to prepare graduate students for participation in the processes through which social welfare benefits are provided. Students are introduced to the history of social welfare policy in the United States as this policy relates to children, youth, and families. The current state of social welfare provisions for children and families is investigated. Since the U.S. lacks a comprehensive family policy selected domains of social policy that affect all families will be examined. Themes that connect these varied domains will be presented for the purpose of achieving a systems perspective of the meaning of these policies for children and families. The focus will be narrowed in the middle part of the course to analyze child welfare policies. Child welfare policies focus on specific groups of children at risk. Permanency planning and family preservation will be the organizing framework for this portion of the class.

Brief reviews will be made of children's policies in mental health, education, and juvenile justice in the final two classes. The role of allied disciplines in the development and implementation of social policy will be examined.

Social welfare policies and programs are presented as manifestations of political, economic, and ideological conditions that change over time. Students are exposed to the social inequalities attributed to racism, sexism, ageism, and class bias. Finally, the role of the social work profession in promoting social justice through engagement in the policy making process is highlighted.

II. Learning Outcomes


After completing this course, the student will be able to:
E.P.A.S. 1. Demonstrate Ethical and Professional Behavior
   • CF2. d. Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy, and research.
   [Measurement: Papers, presentation, reading documentation, participation]

EPAS 2 - Engage diversity and difference in practice (Advanced)
   • Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create and enhance privilege and power
   California Social Work Education Center (CALSWEC) Foundation Competencies (CF 4.a)
   • Demonstrate knowledge of historical legal, socioeconomic and psychological forms of oppression and ability to develop culturally sensitive interventions within that understanding
   [Measurement: Papers, presentation, reading documentation, participation, advocacy assignment]

EPAS 3 - Advance human rights and social, economic, and environmental justice.
   • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels [final paper].
   • Engage in practices that advance social and economic justice
   • CF5. b. Demonstrate a functional knowledge of advocacy theory, skills, and techniques and consistently engage in activities/tasks designed to promote social and economic justice in working with all client populations.
   [Measurement: Papers, presentation, reading documentation, advocacy assignment]

EPAS 4 - Engage in Practice-informed Research and Research-informed Practice
   • Demonstrate skill in applying research findings to practice, in program evaluation, and in knowledge dissemination [final paper]
   • Advocate for evidence-based programs and services
   • CF3. c. Understand and apply the principle that all oral and written communication must conform to audience needs and adhere to professional standards.
   [Measurement: Papers, presentation, reading documentation, advocacy assignment]

EPAS 5 - Engage in Policy Practice
   • Articulate knowledge of current agency, state, and federal child welfare policies. [final paper].
   • Engage in effective development and implementation of ethical and effective child welfare policies.
   • CF1.a Demonstrate beginning capacity to advocate for client services by utilizing a policy practice framework and negotiating for community based and culturally sensitive programs and services.
   • CF8. a. Begin systematically to collect and analyze knowledge and experiences to identify, formulate, and advocate for policies.
   [Measurement: Papers, presentation, reading documentation, participation, advocacy assignment]
Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.” - President Barack Obama

III. No text is required for this course. A list of required readings for each class is located in the course outline section of the syllabus. All readings can be found on Blackboard.

IV. Assignments and Grading

A. Summary of Assignments

You will do three major assignments. Choose one from each Column:

<table>
<thead>
<tr>
<th>1. FAMILY POLICY</th>
<th>2. CHILD WELFARE or ALTERNATE FIELD OF SERVICE</th>
<th>3. READING DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper or Group Presentation</td>
<td>Paper or Group Presentation if not used in 1</td>
<td>Summaries &amp; Critique or Paper if not used in 1 &amp; 2</td>
</tr>
<tr>
<td>or Group Paper</td>
<td>or Group Paper if not used In 1</td>
<td>Group Paper or presentation (if not used in 1 or 2)</td>
</tr>
<tr>
<td>or Child and Family Advocacy</td>
<td>Child Welfare Advocacy if not used for advocacy in FP</td>
<td>Either Advocacy Assignment if not used in #1 or #2</td>
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</tbody>
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* You may only do one group assignment
* You may do only 1 advocacy assignment

ASSIGNMENT 1: FAMILY POLICY OPTIONS

Choose one option from column 1

Option #1. Family Policy Paper

The U.S. does not have a comprehensive family policy, but there are a number of policies that have impact on families. Therefore, in many instances the impact of policy on families is implied. The U.S. also has a family policy by omission. Families pay a price because of an inattention to specific needs.

Select a family policy issue. The chosen policy could be an existing policy or a needed policy. Your
topic ought to be congruent with a topic covered in the family policy portion of this class (see outline on syllabus). This paper is not a child welfare paper. See the Ardetti or Rome articles* for an example of how you can view a policy not designed as a family policy, but has impact on families, as a family policy. You will analyze the development of that policy and its effect on family life. Develop a 10 to 12-page paper on your family policy. This paper should be typed double-space, properly referenced, and have page numbers. Submit a proposal abstract of your topic in writing to the instructor by February 13. This abstract should contain a tentative title, a 50 to 500-word description of your topic. If it is not apparent in description or outline you ought to also explain why this is a family topic. This abstract must be typed.

There are a number of analytic frameworks you could use for this paper. You should have a familiarity with a framework from your initial policy course. This assignment is worth 35% of final grade. This paper is due March 13.

*Sample family policy readings.


*Below is a summary of issues usually found within these frameworks that you want to address in this assignments.

A) Issues dealt with by the policy
   1. The need(s) (particularly those related to families) the policy addresses.
   2. The historical antecedents of the policy.
   3. Theories about causation concerning the need for the policy. How valid are these theories? How do these theories affect policy design? Are there competing perspectives?
   4. How are these issues dealt with in other industrial societies? (Not required for child welfare assignment)
B) Policy development and implementation
   1. Policy objectives
   2. Values underlying policy and objectives.
   3. Political and economic context of the development of the policy (feasibility and the political debate).
   4. Target segment. Who is it aimed at? Who is left out? Why this target population? Is the program adequate in coverage? Is the policy equitable?
   5. How is the policy implemented? How is the benefit of the policy delivered? Why this method of delivery? Is the benefit adequate?
   6. How is the policy expected to work?
C) Analysis of the policy.
   1. What were the effects of the policy (Intended and unintended)? What were the consequences
of those policies for families and society?
2. Did it strengthen or weaken family life?
3. Did it change families’ statuses? (Are they better off?)
4. Was the policy worth it? (CBA)
5. Can you think of alternate policies?

**Option 2: Presentation**

You may do your policy paper as a group presentation. This group can have up to six members (that is a ceiling. Do not ask me for more). When you form a group you will want to meet with the instructor to discuss your topic. You must present your topic in the class where it fits the content theme. For example, if you wanted to do a presentation on domestic violence you would present on February 20. The instructor will accept your topic if it is relevant to the course, and another group has not already reserved the topic. Each presentation will involve approximately a 45-60 minute presentation, and a 15-30 minute discussion (or one-half the class). Follow the guidelines that correspond to your presentation for what you want to cover for the paper assignment. Students will provide as a group: (a) a bibliography that is turned into the instructor on the day of the presentation, b) a one-page outline of the presentation, (c) and each person will provide a separate one-page assessment of their individual contribution to the presentation.

**Option 3: Group Paper**

This assignment may be substituted for the family policy paper option. You must submit a proposal on **February 13**. This paper is due **March 13**.

This group can have up to five members (that is a ceiling. Do not ask me for more). When you form a group meet you will want to meet with the instructor to discuss how you will proceed. The paper is due **March 13**. The papers will be approximately 15 to 25 pages in length, and be properly referenced, double spaced, and have page numbers. Paper should utilize evidence based literature where appropriate. Each member will complete a separate one-page description on their individual contribution to the paper.

**Option 4: Child and Family Policy Advocacy**

Select a Child and Family Policy issue for the purpose of lobbying decision makers. This assignment has 2 components. You must do a short writing assignment, and meet with a policy maker. You need to let me know in writing if you are submitting this option as your family policy assignment by **March 13**.

1. Written component: Influencing public opinion is one of the main features of public policy practice. You may choose to write an *editorial* or an *advocacy letter*. This portion is due by **April 24**.

   - Editorials present the essence of an argument in a truncated form. Generally, editorials appeal
more to the heart than head although the effective ones do both. You are to write an editorial on a subject that deals with some aspect of child and family policy. The editorial should be between 300 to 800 words maximum. Shorter more concise letters have a greater chance of being published. I suggest you review editorials published in the Union Tribune, The Los Angeles Times, New York Times, Washington Post, and the Wall Street Journal to name a few. Your review should give you an idea of the structure of an editorial. Letters are often counter arguments to points of view expressed in other letters, or the editorial position of the paper, or are a reaction to a public issue addressed by the newspaper. In addition, provide the instructor with a bibliography used to construct the letter. You need not have the editorial published for credit, though the instructor must deem it is worthy of publication. After a review of your letter by the instructor you may be asked to revise and resubmit.

Or complete:

- An advocacy letter is an alternative to the editorial and is prepared for policy makers you are attempting to influence. Policy letters are often written when a policy issue is under discussion, but is sometimes written when you want a decision maker to consider an issue. Letters to public policy makers should be direct, clearly argued, and should specify the course of action you would like taken. The letter can be longer than an editorial, but not too much longer. About 3 to 4 pages is the maximum length. You need to provide the instructor with a bibliography used in the assignment.

2. Direct Meeting with a Policy Maker: In addition to choosing one of the written assignments you must arrange a direct meeting with a policy maker. This assignment is designed to be completed with Legislative Days but need not be. You can meet with an elected official (or one of their staff) at the state, county, or federal level. Develop a 1-page issue brief related to your meeting to be presented to the decision maker. When you return write a 3-4-page paper about what you have learned about the issue and the policy making process. Document the process of preparation (information gathering, assessing the elected official’s receptivity to your point of view, the dynamics of the meeting, and the outcomes if any. This assignment will be completed by April 24. You need to let me know in writing if you are submitting this option as your family policy assignment by March 13.

Or as an alternative advocacy assignment:

Attend your member of Congress’ (MOC) Townhall meeting. MOC’s regularly hold public in-district events to show they are listening to their constituents. Make them listen to you. Prepare and gather information and before you go. Go to their official website (www.callmycongress.com), contact their office and get their official newsletter, review their voting history (VoteSmart.org), and research local news sources. Based on your data gathering do you think they will support your issue. Prepare one question with brief statement (one-minute or less), and to the best of your ability ask that question during that session. Townhall always have an opportunity for constituent input. What was the MOC’s response?

- Complete a 4 to 5-page write-up due on April 24. Include in the issue the following. What
was your issue? Document the process of preparation (information gathering, assessing the elected official’s receptivity to your point of view, the dynamics of the meeting, your question and statement, and the outcomes if any. You need to provide the instructor with a bibliography used in the assignment.

You need to let me know in writing if you are submitting this option as your family policy assignment by March 13.

You may also develop an alternative advocacy project in consultation with the course professor. The advocacy project should clearly advance human rights and/or areas of social justice or endeavor to prevent their infringement.

ASSIGNMENT 2: CHILD WELFARE OR ALTERNATE FIELD OF SERVICE

Choose one option from column 2.

Option 1: Child Welfare Paper

3. Adoption and Safe Families Act (1997)
5. Independent Living Initiative (1986)
8. Foster Care Independence Act of 1999
9. Promoting Safe and Stable Families Amendment
14. Fostering Connections to Success and Increasing Adoptions Act of 2008
15. Develop a composite assignment such as policies for emancipated youth.
16. Develop your own child welfare policy topic. Clear the topic with the instructor before you proceed.

The above are the major federal legislative acts affecting child welfare (and 1 state law). You may also analyze another child welfare policy topic or law not listed. Select a law and complete a policy analysis of that act. You may also use the framework for the family policy paper, but there are some other issues you may want to consider. Each law addresses weaknesses in previous legislation regarding the protection of children. Describe what those weaknesses were, and what specific provisions in the law addressed these problems. Identify ways the policies in the law have affected practice. Describe the implementation of these policies at the national, state, and local level. Did the law meet its intended purpose? What has been the effect of the law on children and families?
Describe how minority children fare under the law? What could be done to improve the provisions? This paper should be 10 to 12 pages in length. This assignment is due May 1.

Option 2: (Alternate paper open only to non-Title IVE students). This assignment is due May 1. You may develop an analytic paper on child and family issues in mental health, education, or juvenile justice. If you choose this option, you must clear your topic with the instructor. You must describe how the system you choose interfaces with child welfare. You must also address how children from diverse backgrounds are treated within your chosen service system. If you are a Pupil Personnel student, you may want to choose a policy topic related to social work practice in the schools.

Option 3: You may do a group presentation in lieu of a paper. See earlier description of the presentation assignment for requirements for this option.

Option 4: Group Paper

You may choose a group paper as one of your assignments to substitute for a paper. This paper is due May 1. See earlier description of the group paper for the requirements for this assignment.

Option 5: Child Welfare Advocacy

This assignment may be substituted for the child welfare paper option. Select a Child Welfare issue of interest for the purpose of lobbying decision makers on that issue. See earlier description of advocacy assignment for specific requirements.

Assignment 3: Documentation of Reading Assignments

You are required to read all assigned articles. The intent of this assignment is to give you a reward for reading. You will get more out of the class if you come prepared. You will be responsible for documenting that you have read 10 of the assigned readings. You will write a one-page summary (33%) and reaction/critique (67%) to each article. The format is your name at the top followed; by an APA citation of the article. This should be at the single spaced, and across the top not down. The assignment should be typed with the narrative portion double-spaced. You may not submit more than 2 readings from any one-week’s required readings. The reactions/critiques must be submitted during the class in which the chosen article is listed on the syllabus. No articles will be accepted after that class is over. Number and date each article submitted. See policy below on late papers and internet submissions. You may also use the advocacy assignment or do a group paper as an alternative to submitting the documentation. Save your articles in case there is an issue with the instructor on how many you have completed. Make sure your article was assigned during the week the week you are submitting it. Otherwise your submitted article will not count.

B. Participation is a factor in grading. Quiet students will not be penalized if their attendance is good. Attendance at all classes is required. Absences will adversely affect your final grade. If you attend all classes, you will receive an “A” for participation. If you miss 1 unexcused class, you will
lose points. Skip 2 unexcused classes you will receive a “B” for participation. Miss three unexcused classes and you will receive a “C.” You can earn these points back if you actively contribute in class. The instructor recognizes that there will be an occasional emergency that will keep you from class. You ought to inform the instructor when these emergencies occur so that your absence is not taken as a sign of disinterest. Students who are active contributors to the class can expect to be rewarded in their grades. If roll is called at the start of class, and you leave at the break without informing me you are communicating dishonesty, and will result in you losing one-half of the points for participation. If you arrive after roll is called it will be your responsibility to inform me of your presence during that class period. Please read the class etiquette section of the syllabus to learn how you can lose participation points even if you attend class.

C. General assignment policies

1. Papers will be submitted in hard copy at the start of the class it is due. Submissions by email are not accepted unless arrangements have been made with the instructor. You will also submit an electronic copy in Turnitin on Blackboard. This program allows for an assessment of the originality of your work. Another option is that you may request, in writing, that your paper not be submitted to Turnitin. However, if you choose this option you will be required to provide documentation to substantiate that the paper is your original work. Turnitin is fully integrated with Blackboard and should be easy to use. Please review instructions on how to use Turnitin well before your paper is due (see Turnitin resources on Blackboard under assignments for this course). If turning in a group assignment; only one student should submit the paper.

2. Late papers are not accepted unless the student can demonstrate that circumstances that could not be anticipated were the reason for lateness. The instructor must be informed in advance of lateness. Students who do not inform instructor in advance, and skip the class on the date the assignment is due, will not have the opportunity to make the case of unanticipated circumstances.

3. You want to demonstrate to the instructor that you are doing the readings. Approximately 20% of the grade on each assignment is based on whether the student has communicated to the instructor that they have done the reading. Therefore, it is to your advantage to cite readings in all written work, and to actively take part in class discussions.

4. IMPORTANT NOTES ABOUT WRITTEN ASSIGNMENTS: The written assignments must be typed, double-spaced on 8 1/2” x 11” white paper with 12-point font and 1” margins. Times New Roman font is suggested (i.e., it is a proportional font and gives the best possible use of available space). Use only one side of the paper. Students are expected to write at a graduate level and produce a clear, well-organized paper, with correct grammar and spelling. Papers should be carefully proofread, and use spellcheck. Proper citation of source material is required. Number your pages beginning with the first page of text. Abstracts are not required and if provided do not count toward your page count (Neither does the title page or references). Papers must be handed in stapled (not paper clipped). All of the above are factors in grading.
5. Approximately 15% of your grade on a group assignment will be based on individual effort. Take care in preparing your one-page summary of your personal contribution.

6. References should be predominantly peer reviewed sources. Avoid websites as sources unless they are nationally known source or you can tell me who they are.

7. Academic Honesty, Integrity, and Plagiarism: Please adhere to the guidelines set forth in the Graduate Bulletin (see Regulations of the Division of Graduate Affairs) concerning this issue. Not adhering to these guidelines ends badly for all parties involved. Turnitin has reference database that is used for the purpose of detecting plagiarism.

8. Extra credit assignments are not given, so please do not ask for one.

D. Assignments of Grades.

1. Students will earn points according to the grade distribution for each assignment described below. The Final Grade will be assigned according to the student’s total points on all assignments. The letter grade on each assignment will be divided by its assigned percentage to determine how many points the student has earned. Total points from all assignments will be cumulated and grades will be assigned in the following manner:

   A+=4.00; A> 3.70; A->3.50, B+=>3.25; B> 3.00; B->2.50; C+=>2.25; C> 2.00; C->1.75; D+>1.50; D> 1.25; D->1.00; F < 0.00

Final Grades will be tabulated as:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Final</th>
<th>Calculation</th>
<th>Percent of Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Policy**</td>
<td>35%</td>
<td>.35 X _____</td>
<td></td>
</tr>
<tr>
<td>Child Welfare or optional field of service**</td>
<td>35%</td>
<td>35 X _____</td>
<td></td>
</tr>
<tr>
<td>Reading Documentation</td>
<td>20%</td>
<td>.20 X _____</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>.10 X _____</td>
<td></td>
</tr>
<tr>
<td>** Final Course Grade</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

** If you choose a group assignment the breakdown will be 30% as a group grade & 5% will be an individual grade.

2. Grades are assigned in the following manner:

<table>
<thead>
<tr>
<th>A</th>
<th>Most Superior performance</th>
<th>Demonstrates mastery of content. Paper is without flaw. Shows creativity and a high level of critical thinking. Creativity refers to the student’s ability to approach the material in a unique, but valid manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Comments</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>A-</td>
<td>Superior performance</td>
<td>Demonstrates mastery of content. Shows high level of critical thinking in the analysis of material. Student is clearly able to express and defend ideas. Student links ideas to course concepts and demonstrates they have done the required reading. Uses empirical evidence to support positions consistently. The paper is well written, properly referenced.</td>
</tr>
<tr>
<td>B+</td>
<td>More than satisfactory performance</td>
<td>Demonstrates understanding of content without major flaws. Exceeds expectations for assignment. Student provides a balance of description and analysis. Student does an adequate job of expressing and defending ideas. Student more often than not links ideas to course concepts and demonstrates they have done most of the reading. Uses empirical evidence to support positions at least some of the time. A B+ is normally the ceiling grade for a late paper, even with an extension, unless the extension is given to the entire class. The student’s writing style is adequate for a graduate student. The paper is properly referenced.</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory performance</td>
<td>Meets expectations for assignment. Demonstrates understanding of content and most concepts, but needs improvement in at least one major area. Paper is probably more descriptive than analytical. Student does an adequate job of expressing and defending ideas. Student sometimes link ideas to course concepts and demonstrates they have at least read some of the readings. Uses empirical evidence to support positions at least some of the time. The student’s writing style is adequate for a graduate student. Some problems may be noted in referencing style.</td>
</tr>
<tr>
<td>B-</td>
<td>Less than satisfactory performance</td>
<td>Below expectations for assignment but demonstrates understanding of some areas of content. Several areas need significant improvement. At least one area has serious deficiencies. Little or no use of empirical evidence. Student may have trouble expressing ideas. Student’s writing skills may need improvement. The student makes minimal use of course concepts and readings. The student may not have followed directions for the assignment or used an unacceptable format.</td>
</tr>
<tr>
<td>C</td>
<td>Much less than satisfactory performance</td>
<td>Minimal grasp of content. Several significant areas are deficient. Paper is probably poorly written. Student is not using course concepts, and does not provide evidence of reading. Little or no use of empirical evidence. The student may not have followed directions for the assignment or used an acceptable format.</td>
</tr>
<tr>
<td>C- &gt; F</td>
<td>Very poor performance</td>
<td>Minimal to no grasp of content. Serious deficiencies in most areas. Student does not understand course concepts, and does not provide evidence of reading. Little or no use of empirical evidence. Paper is probably poorly written. The student may not have followed directions</td>
</tr>
</tbody>
</table>
V. CLASS ETIQUETTE. Students are expected to respect each other and the professor during class. The instructor will start the class on time and end on time. Students are expected to be on time and remain until the end of class. A fifteen-minute break will be given at the mid-point. The break will be canceled if students take longer than 15 minutes to return to class. Unless it is an emergency please reserve the break for leaving class. Also the break will be canceled if some students treat the break as the end of class, or if there are problems getting the students back into the classroom. Talking when others are speaking, texting, reading or working on non-course material is not permitted in the class. Students who are engaged in activities other than course work will be graded as absent for that day. Cell phones should be turned off and put away prior to class. Laptops may be used in class, but only for course related material. If you wish to use a laptop send me an email with a request for its use, and a statement that you will only use the laptop for class related material. Offenders of the texting and the laptop rules will be asked to leave class, and will not be readmitted until you have met with the Graduate Advisor. **You will be graded as absent for the day if I have to ask you violate the phone or laptop policy.** You may sit in the back row of seats only if there are no other seats available. **Students who sit in the back row may not use a laptop.** So if you wish to use a laptop with permission don’t sit there unless no other seats are available. Students are expected to treat each other’s contributions to discussions with respect. Students failing to conform to the above etiquette requirements of the may be asked to leave the class, receive a reduced grade in the course, and/or be referred to the Graduate Advisor for action. See Student Discipline and Grievance Policy, (Section 41301), if you believe you have been treated unfairly.

VI. NASW Code of Ethics: The NASW Code of Ethics is an academic standard at the SDSU School of Social Work. Students are expected to maintain a high standard of professionalism and to follow all the principles of the NASW Code of Ethics (Revised, 1996). The Code of Ethics specifies that social workers should be “continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them” (NASW, Revised 1996, Ethical Principles). Adherence to the Code of Ethics includes placing clients’ interests in highest priority, maintaining client confidentiality, demonstrating appropriate professional boundaries, treating one’s colleagues with respect, and maintaining standards of honesty and integrity.

VII. Accommodations for Students with Disabilities. If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

VIII. Accommodations will be made for student religious observances. Please inform the instructor of your needs.
IX. Students must obtain permission to record a class lecture or discussion and that without prior permission the student can be reported for misconduct (see http://www.calstate.edu/acadsen/Newsletter/June_2014/FA_Report.shtml).

X. COURSE OUTLINE AND CONTENT THEMES


B. Contemporary Family Policy. The first seven classes will examine a specific set of social policies that impact upon families. Discussion will begin with a look at how these policies affect all families, and then the view will be narrowed to focus on the impacts of specific families at risk. Policy products in the voluntary, governmental, and for profit sectors will be examined.

1. Introduction to Family Policy

Foundations of American Social and Public Welfare policies as they relate to children and families will be examined. The evolution of the "American welfare state" and the policies designed to reduce social problems will be presented. Competing perspectives on definitions and programs as they relate to family policy will be outlined. Demographic trends impinging on the family will also be described. The current state of family policy in America will be examined and contrasted with approaches in other industrialized countries. Come to class prepared to discuss the England & Folbre article.

Readings:


2. January 30: The Economic Context. The following topics will be considered with an examination of their impact on families: major economic theories that have influenced U.S. Social Policy. Restructuring of the American economy, and its attendant problems. The growth of inequality in America and its consequences for children and their families. The impact of the Great Recession on children and families. Welfare reform two decades after its passage into law. The state of America’s poor families. Neo-liberalism vs. Keynesian economics as competing economic policies. Various policy solutions under consideration for dealing with economic inequalities will be reviewed. How the economy affects family life will be a topic. We will do a preliminary review of Trump economic policy and how that affects those issues social workers care about.
Readings:


4. February 13, Basic Social Provisions: Housing, and Nutrition. Housing policy including those which impinge on the homelessness will be topics in this class. The current housing crisis will be examined. Evolution of government nutrition and feeding programs as well as their current state will be reviewed.

Readings:


**Family Policy Proposal Paper Due**

5. **February 20. Domestic Violence.** WE WILL BE DISCUSSING VIOLENCE AGAINST WOMEN. SOME STUDENTS MAY FIND THE MATERIAL DISTURBING. The development of awareness, intervention, and policy with intimate partner violence is discussed. The overlap with child welfare is reviewed. We will discuss the use of empirical data in policy making.


6. **February 27. Workplace Policies as Family Policies.** Child Care, Early Childhood Education and Family and Maternity Leaves. Recent reforms and current needs will be discussed. The work/family interface will also be a topic.

**Readings:**


7. March 6. Marriage as a Public Issue. The family values debate such as what constitutes a family, same sex marriage, the roles of unmarried fathers, policies to encourage marriage, the rights of children, youth, and parents, and who should be allowed to marry will be topics. The historic evolution of the concept of marriage and the government’s role in regulating marriage will be reviewed.

*Readings:*


C. Contemporary Child Welfare Policy. The next series of classes focus on public social policies for children at risk. Permanency planning and Family Preservation are used as a framework for analyzing those policies. The role of the voluntary and for profit sector is examined. The impact of service delivery on women, minorities, and special needs children is presented.

1. March 13. Protecting children from abuse and neglect. Prevention. The background and need for the Adoption and Safe Act Families Act of 1997 will be discussed. The child welfare performance standards and the outcomes of the recent state reviews will be examined. The conceptual framework for implementing family preservation and permanency planning will be described. Recent issues of concern with implementation will be topics. The ethical responsibilities of social workers in child welfare are discussed.

**FAMILY POLICY PAPER DUE**

*Readings:*


**2. March 20. Preserving Families and Planning for Permanency.** Alternatives to placing children out of the home will be discussed. The concept and role of family preservation in child protection. In the second half of the class we will examine the Indian Child Welfare Act.

*Readings:*


*If no reading documentations have been submitted by this date you will to do an alternative assignment.*

**MARCH 27 SPRING BREAK**

**APRIL 3. COMPREHENSIVE EXAM. NO CLASS**

**3. April 10. Foster Care, Congregate Care, and Disproportionality.** Policies impacting the placement of foster children will be reviewed. Special attention will be given to the vulnerabilities of out of home placement for minority and low income children. We will review institutional
arrangements for group care in child welfare and interacting systems that serve children. Reunification of families as a policy preference will be examined.


4. April 17. Adoption, Guardianship, and Emancipation. After a brief review of guardianship current issues in adoption will be reviewed. Specific attention will be given the relationship of adoption to permanency planning. Transracial adoption will be discussed. Issues in international adoptions will be reviewed. The Multi-Ethnic Placement Act will be reviewed. We will also take a brief look at the issue of international adoptions. Lastly we will look at children who age out of care.

*Readings:*


Transition to adulthood for foster children. Social Policy Institute. Read this and it counts as 2. You must do a 2-page response.


Students attending legislative days are excused from class. You may still submit reading documentations. We will have class that day.

D. Interacting Service Systems with Child Welfare. An overview of policy and program for children in the mental health, juvenile justice and education systems will be provided. Efforts to reform of the justice system; intervention with status offenders; and the current status of primary and secondary education along with reform attempts.
1. April 24. Juvenile Justice and the Adult Criminal Justice System. An overview of the juvenile justice system will be presented. Particular emphasis will be paid to reform of the justice system and intervention with status offenders. Crossover youth. Mass incarceration, Is it over?

Readings:


ADVOCACY ASSIGNMENT DUE 4/24.

2. May 1. Educational Policy. An overview of American educational policies, a nation at risk, directions for reform, and savage inequalities in the US education system will be reviewed. *No Child Left Behind* and Common Core as well as suggested reforms will be a topic.

Readings:


THE EDUCATIONAL OUTCOMES AND CHALLENGES OF FORMER FOSTER YOUTH

CHILD WELFARE OR THE ALTERNATE FIELD OF SERVICE PAPER IS DUE MAY 1

READING DOCUMENTATIONS MUST BE SUBMITTED BY THE LAST CLASS.
XI. ADDITIONAL BIBLIOGRAPHY

Adoptions


Child Care


Child Welfare


Child Welfare Accountability


Needel, B. & Patterson, K. (2004). Improving results for children and youth in California, Summer. Foundation Consortium for California’s Children


Child Welfare – Disproportionality


**Child Welfare Policy**


**Child Welfare – Reunification and Permanence**


**Demographics**


**Domestic Violence**


**Early Childhood Education**


**Economic Well-Being and Families**


**Education**


**Family Policy**


**Health Care**


**Homelessness**


Redd, V. (2010). “What can be done about homelessness and society’s NIMBY attitude? -America needs a way to eliminate the stigma of public housing. *Poverty and Public Policy, 2*(1), 175-185.


**Housing**


Matthews, W. & Driver, R. (2016). The global financial crisis and housing policy. Journal of Business and Retail Management Research, 10, (2), 105-

ICWA


Immigration


Juvenile Justice


**Marriage as a Public Issue**


Journal of Marriage and the Family. 66 (4), 943-.


Marriage--Same Sex


Mental Health


**Miscellaneous**


**Nutrition**


**Parental Leave**

Han, J. W. & Waldofofg, J. (2003). Parental leave: the impact of recent legislation on parent’s leave


TANF


Workplace Policies


X. Appendix

A. Knowledge Objectives

1. Identify the historical antecedents on social welfare policies and programs in the United States as they relate to children.

2. Identify the ways in which political, economic, and social ideological systems influence welfare policies, programs, and the delivery of social services to children and families.

3. Demonstrate a working knowledge of the special needs of disfranchised populations who have been exploited by racism, sexism, homophobia, and class bias.

4. Identify and analyze the basic welfare policies and programs specific to children and families.

5. Describe some of the consequences of this nation's lack of a coherent family policy.

6. Describe and analyze some of the current economic and social pressures on families.

7. Describe and analyze the structure and impact of selected social programs and their consequences for minorities and women.

8. Identify emerging child welfare and family issues.


B. Values

10. Analyze competing value perspectives on child welfare and family policy.

C. Skills

11. Apply concepts of social policy analysis to child welfare and family policies and programs.

12. Analyze the structure of the service delivery system in the field and interaction with other service delivery systems and professions.

D. Competencies Outcomes:
1. Have the ability to complete a social policy analysis of a child welfare, family policy, or policy affecting children.

2. Student knows how to implement the legal requirements affecting child welfare in their own practice.