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

Examination of current policies, 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 5303 or equivalent.

As an advanced MSSW course within the social policy sequence, this course is open to students who have completed or have credit for SOCW 5303. This course builds on the knowledge of U.S. social welfare policy gained in that course, as well as on a liberal arts base that includes U.S. history and political science. Students examine federal statutes, Supreme Court decisions, and state laws as instruments of social policy, and they learn and apply models for the systematic analysis of social policy.

Participants in this course explore, discuss, and analyze child welfare and juvenile justice policies and programs. Specific areas of concern are addressed each week, emphasizing the interplay of social work practice, research, and policy. Major emphasis is on the development and analysis of federal child welfare and juvenile justice policy, including: childhood poverty; immigration issues affecting children; juvenile detention; waiver to adult court; child protection, family preservation and reunification; substitute care of children, including group, foster family, and kinship care; adoption; and international, comparative, and emerging policy issues. Attention is given to how the effects of policy vary with race, culture, gender and sexual orientation, and socioeconomic status.

B. Measurable Student Learning Outcomes:

Advanced Practice Behaviors—Direct Practice with Children and Families:
Educational Policy 2.1.5—Advance human rights and social and economic justice.
1. Advocate at multiple levels for services to families that increase effective family functioning.

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

1. Advanced practitioners in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families
2. They advocate for policies that advance the social and economic well-being of children and families

Advanced Practice Behaviors—CAP:
Educational Policy 2.1.5—Advance human rights and social and economic justice.

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

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

1. Analyze the social and economic well-being implications of social policies and advocate for changes as needed.

Student Learning Outcomes: 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 and practice;
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.
6. Advocate concerning social policy decisions on the local, state, national, or international level.

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


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

N/A

E. Major Course Assignments & Examinations:

1. Reaction Papers (2 pp./500 words each)

Reading Reaction Papers (address student learning outcomes 1, 2, 3). Students individually choose 4 weeks in which to submit reaction papers for that week’s assigned readings (due by hard copy at the beginning of class the day readings are to be completed; late papers not accepted). Emphasis should be on connections among course readings and between readings and course-relevant issues of interest to the student, such as the student’s field work or paper topic. 500 words each, various
due dates (see meeting schedule below), no reference list or outside sources.

2. Paper Proposal (2 pp./500 words)

Paper Proposal [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 three purposes: To get students started on their major papers early; to give me a chance to comment on, offer direction to, and approve the paper topics; and 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). Proposals give an overview of the topic of the final paper, including specific social policy to be analyzed. Proposals should be 500 words, excluding a required, preliminary list of references and sources that the student has identified.

3. Advocacy Assignment (6 pp.)

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) the submit a letter to a newspaper editor, contribute an op-ed article (opposite the editorial page), 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 (perhaps at SW Day at Legislature in Spring semesters when held), 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 6 pages; it is worth 25 percent of the final grade.

4. Policy Analysis Paper (15-17 pp.)

Policy Analysis Paper [addresses EPAS 2.1.5 (3/CAP), 2.1.8 (4/CAP) and student learning outcomes 4,5]. Select for analysis a policy specific to juvenile or child welfare policy. 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 (Attach the policy analysis model only if not one provided in course readings). 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 must be submitted in writing six weeks before the paper’s due date and require prior approval of the instructor.

A minimum 12 sources is 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 School Lunch Program
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 and readings

F. Grading Policy

Guidelines for All Written Work: Grading criteria for written work include: thoroughness, logical development of points, clarity of written expression, application of theory/ readings from the course and from independent research, and appropriateness of the product to the assignment given. Each sentence or part of a sentence must be entirely in the student’s own words or ideas must be attributed by citation. Failure to do so constitutes failure to meet the assignment.

Graduate level writing includes the presentation of information developed by others, an analysis of the information, and the student’s critical response to the information. APA format is to be used in all written work. Papers should be carefully edited to ensure proper grammar, correct spelling, and professional presentation. Students are encouraged to discuss course assignments with the instructor. Written assignments are due as instructed below.

Assignments & Grading Scale

Reaction Papers (4 @ 5% each) 20%
Policy Paper Proposal 15%
Advocacy Assignment 25%
Policy Analysis Paper 40%
In computing course grades, the following percentages are used for the letter grades indicated on assignments: 98%=A+; 95%=A; 92%=A-; 88%=B+; 85%=B; 82%=B-; 78%=C+; 75%=C; 72%=C-; 68%=D+; 65%=D; 62%=D-. Grades lower than B- reflect work that does not meet graduate standards. Grades lower than 60% represent failure. After grades for all assignments are averaged, semester grades are based on the breakdown of 90%-100%=A; 80%-89%=B, 70%-79%=C, 60-69%=D, 0-59%=F.

Note: Grades will be posted to the campus MyMav system at 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.

G. Make-Up Exam or Assignment Policy:

Late assignments will be accepted only at the discretion of the instructor with up to 10 percentage points per day late deducted from the grade. Please communicate with the professor in advance about any delayed assignments.

H. Attendance 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:

Attendance is expected. Please e-mail the professor in advance about any absences.

I. Course Schedule:

COURSE OUTLINE & READINGS

Unit I: Introductory Concepts- Course, Values, Historical Development of Children’s Services

Class 1 Introduction to the course/goals/objectives/values
9/2/15 Historical overview, Poor Law through New Deal

In Class: History of Child Welfare- http://www.youtube.com/watch?v=qNPbHw5eM4U

PowerPoint: Important Dates in Child Welfare History

Class 2 Historical overview of child policy: New Deal through present
9/9/15 Guest lecturer: Olga Verbovaya

Assigned readings: Pecora et al., Chapter 1

Youth Services Review, 34 (11), 2170-2178. (Black Board)


In Class: The Orphan Trains (PBS American Experience, CWC V1052)

Unit II: Analysis of Social Policy and Policy Research

Class 3  Theory underpins policy: HBSE for the policy analyst
9/16/15  Policy research: Internet research and public documents
         Guest speaker: John Dillard, research librarian, 4-5 p.m.

Assigned readings: Pecora et al., Chapter 2


Class 4  Social Policy Models
9/23/15  A comparison of social policy analysis models and approaches;

Assigned readings: Pecora et al., Chapter 3

Value considerations in policy analysis


**In Class:** Values exercise

Video: *Policy Affects Practice—Students Affect Policy* from ISP Org.

**Power Point:** Values underpinning policy and policy analysis

**Unit III: Poverty and Health**

Class 6  
**Economic Security for Families with Children**

10/7/15

**Assigned readings:** Pecora et al., Chapter 4


In Class:

Wealth disparity in the U.S.: [http://www.youtube.com/watch?v=QPKKOnijnsM](http://www.youtube.com/watch?v=QPKKOnijnsM)


**Due:** Policy Paper Proposals

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**Class 7**  
**Immigration Reform and Children’s Welfare**  
10/14/15

**Assigned readings:**


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**Unit IV: Juvenile Justice**

**Class 8**  
**Juvenile Justice Services**  
10/21/15

**Assigned readings:**


**In Class:** InsideOut- Juvenile Detention- [http://www.youtube.com/watch?v=rDSekK66dHM](http://www.youtube.com/watch?v=rDSekK66dHM)

History of Juvenile Delinquency and Juvenile Justice- [http://www.youtube.com/watch?v=3iTG-T7wr2A](http://www.youtube.com/watch?v=3iTG-T7wr2A)

**Due:** Last day to hand in reaction paper #2

**Unit V: Child Protection Policy**

**Class 9  Child Protective Services**

10/28/15  Policy legacies of the 1960s and 1970s: The rediscovery of child abuse, mandated reporting, child abuse prevention and treatment; current CPS issues

**Assigned readings:** Pecora et al., Chapter 5, 6


Extra credit option: [http://www.dfps.state.tx.us/Training/Reporting/default.asp](http://www.dfps.state.tx.us/Training/Reporting/default.asp) Child Abuse reporting. Pursue site, include all links, and print certificate of completion (worth two points added to final grade). Due this class or next class (only).

**Class 10  Family-Based Services**

11/4/15

**Assigned readings:** Pecora et al., Chapter 7

Invest In Texas Kids: It Matters. A 20-Year Look At Texas' Budget For Our Children. *Center for Public Priorities*. (Blackboard)


DUE: Advocacy Assignment

Unit VI: Substitute Care of Children in Group and Family Settings/Adoption

Class 11

NO CLASS MEETING DUE TO NASW-TX CONFERENCE

11/11/15

Out-of-Class Assignment: (watch video on your own and be prepared to submit notes and to discuss on 11/18/15):

Policy of placing children in institutions and group settings; the case of Indian Boarding schools, group care, challenges and changes in child welfare services:


Assigned readings: Pecora et al., chapter 12, 10

In Class: In the White Man’s Image (PBS, American Experience)

Class 12

Kinship care, foster care and adoption from foster care

11/18/15

Focus on the Multi-Ethnic Placement Act of 1994, the Adoption and Safe Families Act of 1997’ Chafee Foster Care Independence Act of 1999, Kinship Guardianship Act

Assigned readings: Pecora et al., Chapter 8, 9, 11


Due: Last day to hand in reaction paper #4
Unit VII: Global Challenges to Child Welfare and International Policy Issues

Class 13  
NO CLASS MEETING

11/25/15  
Out-of-Class Assignment: (watch on your own and be prepared to submit notes and to discuss on 12/2):

International child welfare issues. Impact on female children: infanticide, abandonment, childhood marriage, genital mutilation

Re: Female Genital Mutilation:  
http://www.youtube.com/watch?v=U7p0tXICiZM#aid=P9GrOyxoxQ

Re: Female Infanticide in India:  
http://www.youtube.com/watch?v=0UZZk-15nQo

Class 14  
International child welfare issues. Global wealth disparities/International adoption and the Hague Conventions

12/2/15  
Assigned readings: Pecora et al., Chapter 13


In Class: Hans Rosling at 2012 World SW Conference in Stockholm  
http://swsd2012.creo.tv/sunday/hans_rosling/d1p8-hans_rosling

DUE: Policy Analysis Papers via SafeAssign

Class 15  
Course Wrap-up. Discussion of policy work, careers, advanced study, etc.

12/9/15

Resources:


Invest in Texas Kids It Matters. A 20-Year Look At Texas’ Budget For Our Children. *Center for Public Priorities*.


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.

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:


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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. 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.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. 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
Connecting from Off- Campus..... http://libguides.uta.edu/offcampus
Ask a Librarian..................... http://ask.uta.edu

N. Emergency Exit Procedures:

Should we 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://wweb.uta.edu/aa0/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,**

**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.