

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK**

MAIN INTENSIVE WEEKEND 2024-2025 (15-week)

19:910:591

Advanced Contemporary Policy Children and Youth

Time:

Location:

Instructor:

Office: Available upon request

Telephone:

E-mail:

Office hours: By appointment; phone and email contact is welcome.

I. Catalog Course Description

This advanced level policy course focuses on various policies, programs, and services for children and youth, with a particular emphasis on broad child-serving systems. The course will explore current federal and state policies and their impact on the intended recipients of these policy interventions as well as on social work professionals. The course will also examine recent trends in myriad social problems affecting children, youth, and their families.

II. Course Overview

This course will examine the broad array of state and federal policies for children, youth, and their families, with a particular emphasis on understanding policies and services for populations involved with child-serving systems. The course will also examine the historical foundations of these policies and how they have evolved over time in response to unmet needs. Students will develop critical frameworks for assessing the strengths and weaknesses of these policy interventions and of the delivery of child-oriented social services based on social and behavioral science research evidence and through the lens of multi-culturalism, anti-racism, inclusion, and social justice values. Emphasis will be placed on the role of the social work practitioner in enhancing the well-being of children and youth through social policy development, implementation, evaluation, and advocacy.

III. Place of Course in Program

This required course is offered as part of the Advanced Year curriculum. It fulfills the Advanced Policy requirement for the MSW program and for the Certificate on Promoting Child and Adolescent Well-being (ChAP). Satisfactory completion of the Professional Foundation Social Work Policy course (SWPS 1) is a prerequisite for enrollment in this course.

Updated July 2022

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at <https://www.cswe.org/accreditation/policies-process/2022epas/>

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the 2022 CSWE competencies within its curriculum.

The competencies assessed in this course include:

Enhanced Clinical Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic and environmental justice. Clinical social workers recognize the need to assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals can thrive. Practitioners in clinical social work:

- Contextualize all client conceptualizations (assessments) utilizing lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources.
- Assess the availability of clean and safe shelter, water, food, air, and other environmental resources and help individuals, families, groups and communities to develop mechanisms to advocate for and maintain these environmental resources.
- Advocate for equitable distribution of all social, economic, and practical resources, including the availability of a competent clinical social worker with commitments to anti-oppressive, justice-oriented clinical practice.

Enhanced MAP Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social work practitioners engaged in management and policy are committed to assuring that the work of the organization or community in which they practice, and the policies for which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of major laws and court decisions that affect such rights in their work. They are knowledgeable about social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root

causes. Accordingly they are able to develop and implement policies and training to assure such rights are fully accepted and integrated into the organization and its culture. They have the skills to understand how policies oppress the rights of others and recognize how these policies may not advance social, economic, or environmental justice; and how such policies may be amended to protect and further human rights and social, economic and environmental justice. Social workers engaged in management and policy practice reflect on their reactions to these injustices and discuss them with their colleagues and others in a professional manner. Practitioners of Social Work in Management and Policy:

- Contribute to the development and implementation of policies, funding, and/or programs that advance human rights and social, economic and environmental justice;
- Identify major laws and/or court decisions that are relevant to human rights and/or social justice in the human services domain in which they practice; and
- Contribute to the efforts of the management and leadership of the organization or community in which they are engaged to infuse this competency into the implementation of the mission, vision, programs, and values of the organization.

[Explore the entire set of 2022 CSWE competencies.](#)

V. Course Objectives

1. To develop students' fundamental understanding of Children's Rights and the essential privileges and basic civil and human rights that every child and adolescent is entitled to, both in the US and internationally.
2. To explore and critically question the historical and philosophical foundation of policy interventions and services for children, youth, and their families, including the extent to which this foundation is rooted in racist and oppressive approaches, beliefs, and practices.
3. To underscore the importance of how children and adolescents involved in these systems are frequently affected by a variety of interwoven mezzo and macro level influences such as systemic racism, poverty, violence, community violence, socioeconomic background, etc.
4. To critically apply conceptual frameworks and empirical research in the examination of social policies, services, and state and federal funding mechanisms for children, youth, and their families.
5. To develop knowledge about multiple different child-serving systems with which children may be involved and how these are interrelated.
6. To examine the role of policy practice and the reciprocal relationship between social policy and social work practice. This will include developing an understanding of how to apply social work values, ethics, skills and interventions to advocate for social and economic justice.

7. To develop and enhance social work skills that enable students to serve as change agents with and on behalf of children and adolescents who are involved in different system settings as well as across different caregiving settings.

VI. Textbooks and Required Readings

There are no required textbooks for the course. Instead, there are multiple required readings from academic journals, books, and agency or academic reports. These materials are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

See Course outline for more details about the reading assignment for each module.

VII. Course Policies & Requirements

This is a **collaborative and professional learning community**. Students are encouraged to make connections between the assigned course material and their other course work and Field experience. Students are expected to self-advocate, offer meaningful questions and comments in the class discussion and to share additional resources. Students are advised to communicate concerns, questions and requests to the Instructor early and often so as to be offered the highest degree of support and flexibility.

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with the Instructor if you experience any concerns in this area.

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in the on-the-ground (traditional) program.

For this course in particular, students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. In addition, students are expected to take leadership roles in class discussion or exercises.

Cell phones must be silenced during class and use of electronic devices is limited to use related to class activities and note-taking. Full attention and engagement in discussion and classroom activities is expected and distraction from the use of electronic devices may result in limitation of their use.

Students must **read all assigned material** and be fully **prepared for discussion** of the material as well as its application to their own practice experiences. Confidentiality as defined by the NASW Code of Ethics is expected of all class members, in regards to their clients as well as their class colleagues.

Netiquette

Please remember that communicating online should not be any different from when you communicate in a face to face class. Please refrain from using internet slang, abbreviations and acronyms as not everyone will know them. All communication should be courteous and professional. Here are some netiquette tips:

1. In all of your interactions, remember there is a person behind the written post.
2. Pause and reflect on a post that is uncomfortable before responding. Consider the root of your emotional reaction.
3. Remember, we are discussing ideas and disagreements that are not personal in nature. Take care in crafting your response to demonstrate your disagreement with the idea, not the person.
4. Do not participate in "flaming." *Flaming* is the use of inflammatory comments that are hostile and insulting and do not contribute to the learning process. Choose not to respond to "flames" to support a better learning experience for everyone.
5. Be careful with humor and sarcasm. Because the visual cues are absent, many people cannot tell if your comments are meant seriously or facetiously.
6. Contribute to a meaningful discussion by presenting your "best self" in the course environment: Take the time to explain your ideas respectfully and completely. However, also keep brevity in mind. You want to make your point clearly, but also make it concisely.
7. If a peer misinterprets your meaning, acknowledge this without being rude or defensive. It can be challenging to communicate some ideas in writing. This is your opportunity to practice clarifying your ideas to others.
8. Do not post in all caps. This is the equivalent of SHOUTING at someone and is not acceptable.

VIII. Assignments & Grading

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format.

All assignments are due at the beginning of the class for which they are assigned. Late assignments are not accepted. Any exception to this will be made only under compelling circumstances and with the professor's advance approval. If an assignment due date conflicts

with a religious observance, please consult with the Instructor prior to the assignment's due date.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. **All of these tasks require excellent writing skills. Therefore, proper grammar, syntax, spelling, and appropriate referencing (APA 7th edition style) are expected for all assignments.** Substantial credit will be deducted from a paper's grade for writing, spelling, and referencing errors.

Course Assignments

This course places a heavy emphasis on written assignments. Please see separate document (entitled Course Assignments) pertaining to instructions for the assignments along with grading rubrics for the assignments.

The overarching goals of the assignments are to:

1. Allow students to demonstrate sophisticated mastery of the course materials (lectures; readings; discussions; class exercises, etc.), as well as non-course materials;
2. Provide a space for integrating the course materials across several modules;
3. Provide a space for examining how social work and social policy are connected, especially regarding the goal of promoting child well-being;
4. Allow students to thoughtfully reflect on how social policies and programs are intertwined with race/ethnicity, gender, gender and sexual diversity, socioeconomic class, political disenfranchisement, under-resourced communities, and poverty and economic inequality;
5. Allow students to examine their own positionality in society and how they can foster social justice and social change;
6. Utilize instructor feedback toward improving or enhancing critical thinking skills and writing presentation over the course of the semester.

Assignment Value: Grades for the class will be calculated based on the following breakdown:

Class participation and Discussion Boards	5%
Asynchronous Assignments	10%
Brief In the News essays	10%
Critical Analysis Review Paper	20%
Semester Project	
• (Part 1) Identification of problem	25%
• (Part 2) Analysis of policy response; Advocacy development	30%
TOTAL	100%

IX. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

X. Course Outline & Readings

NOTE: Required readings are to be read in the module in which they are assigned. These readings are either in the required textbooks or on Canvas/Rutgers Library (see earlier section about accessing course readings). The **suggested readings** are not required, but are listed simply to provide additional resources about select topics.

UNIT 1: Setting the Context for Child and Youth Policy

Module 1: Introduction to the Course

Goals for Module:

- Examine how social policy affects the lives of children and adolescents
- Bridge Foundation and Advanced years' policy coursework
- Examine the concepts of social and racial justice
- Understand the goals and objectives of the course

Required Readings:

- Colby, I. (2018). *The Handbook of Policy Practice*. New York: Oxford University Press.
 - Chapter 1: *The Intersection of Social Policy, Social Work Practice, and Social Justice* (pp. 5-17)
 - Chapter 2: *Recognizing the Underpinnings of Social Policy and Social Welfare Policy* (pp. 19-37)
 - Chapter 3: *Justice Theory and the Social Work Profession: Is this Fair and Just?* (pp. 40-59)

Module 2: Importance of Social Policy for Children and Youth; Introduction to Children's Rights

Goals for Module:

- Explore the extent to which children have rights
- Examine the international context for understanding Children's Rights
- Understand the developmental periods of childhood and adolescence and how they have evolved across generations and in different cultural communities

Required Readings:

- *Child Development and Social Policy: Knowledge for Action* (2007). Edited by J.L. Aber, S. J. Bishop-Josef, S. M. Jones, K. T McLearn, & D. A. Phillips. Washington, DC: American Psychological Association.
 - Chapter 1: *Child Development Research and Public Policy: Triumphs and Setbacks on the Way to Maturity*. (pp. 11-25)
- *Child Welfare Journal*, (September/October 2010) Volume 89, #5: Special Issue: Convention on the Rights of the Child:
 - Introduction: Why Should the United States Ratify the Convention on the Rights of the Child? (pp. 7-11)
 - The USA and Non-Ratification of the Convention on the Rights of the Child (pp. 15-18)
 - Companion Piece: Convention on the Rights of the Child Special Protection Measures: Overview of Implications and Value for Children in the United States (pp. 139-155)
 - Glossary of Terms (pp. 5-6)

Website to Review:

- UNICEF Convention on the Rights of the Child <https://www.unicef.org/child-rights-convention>

Module 3: The Role of Advocacy in Policy Implementation and Evaluation

Goals for Module:

- Explore the vital role that social workers play in advocacy efforts
- Understand advocacy tools and methods
- Understand the necessity of embracing youth voice when advocating on behalf of--and with--children and youth
- Examine how data inform policy implementation, evaluation, and advocacy

Required Readings:

- *Child Development and Social Policy: Knowledge for Action* (2007).
 - Chapter 3: *Bridging the Gap between Research and Child Policy Change: The Role of Strategic Communications in Policy Advocacy*. (pp. 43-57)
- *The Handbook of Policy Practice* (2018).
 - Chapter 9: *Policy Practice Strategies, Tactics, and Techniques* & Chapter 10: *Social Media, Info Sheets, and Other Tools for Effective Communication*. (pp. 189-228).
- *Child Welfare Journal*, (September/October 2010) Volume 89, #5: Special Issue: Convention on the Rights of the Child:
 - Child Participation and Positive Youth Development (pp. 205-216).

Websites to Review:

- Youth Move National <https://youthmovenational.org/>
- SSWR's Grand Challenges (those specific to children and youth) <http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges/>

Suggested Readings:

- *Child Development and Social Policy: Knowledge for Action* (2007).
 - Chapter 2: *Policy Looking to Research* (pp. 29-41).
- Rosenwald, M. & Riley, B. N. (2010). *Advocating for Children in Foster and Kinship Care: A Guide to Getting the Best out of the System for Caregivers and Practitioners*. New York, NY: Columbia University Press.

UNIT 2: Policies and Services Addressing the Protection of Children and Youth**Module 4: Overview of Child and Family Services****Goals for Module:**

- Explore current social safety net for children and youth and critically interrogate its historical foundation
- Explore the interconnected system of addressing unmet needs; basic provisions, services
- Review concepts and domains pertinent to policy analysis

Required Readings:

- Blau, J. & Abramowitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th edition). New York: Oxford University Press.
 - **(skim)** Chapter 1: *Social Problems, Social Policy, Social Change*
 - Chapter 2: *Definition and Functions of Social Welfare Policy: Setting the Stage for Social Change*.
- *The Handbook of Policy Practice* (2018).
 - Chapter 5: *Contours of Analysis* (pp. 84-107)
- COVID-19's Impact on the Social Safety Net
<https://www.codeforamerica.org/news/covid-19s-impact-on-the-social-safety-net>

Websites to Review:

- Bringing Social Safety Net benefits online
<https://www.codeforamerica.org/features/bringing-social-safety-net-benefits-online/#scorecards>
- SSWR's Grand Challenges (those specific to children and youth)
<http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges/>

Module 5: Violence against Children as a Global Health Problem**Goals for Module:**

- Explore current scope of and trends in identifying, reporting, and responding to child maltreatment
- Understand the historical context for recognizing and responding to child maltreatment, including the extent to which this has resulted in oppressive and racist treatment of children and families in many communities
- Explore the international context for addressing and eradicating child maltreatment
- Address the complexity in defining and identifying child maltreatment, especially across diverse cultural communities

Required Readings:

- Roberts, D. (2020). Abolishing Policing also means Abolishing Family Regulation <https://chronicleofsocialchange.org/child-welfare-2/abolishing-policing-also-means-abolishing-family-regulation/44480>
- Guggenheim, M. (2020). Let's Root out Racism in Child Welfare, Too. <https://chronicleofsocialchange.org/child-welfare-2/abolishing-policing-also-means-abolishing-family-regulation/44480>
- Klika, J. B. & Cote, J. R. (Editors) (2018). *The APSAC Handbook on Child Maltreatment* (4th edition).
 - Chapter 1: *The More We Learn, the Less We Know* (pp. 1-11)
 - Chapter 2: *Defining and Estimating Child Maltreatment* (pp. 14-34)
 - **(skim)** Chapter 6: *Child Maltreatment in the Context of Child Rights: Obligations Under the UN Convention on the Rights of the Child* (pp. 79-92)

Websites to Review:

- World Health Organization <https://www.who.int/sdg/en/>
- Child Welfare Information Gateway: *Definitions of Child Abuse and Neglect*

Suggested Readings:

- Klika & Cote: Chapter 5: *The State of Child Maltreatment and Child Protection Worldwide* (pp. 65-77)
- Kempe et al (1962). The Battered Child Syndrome. *JAMA*. 1962;181(1):17-24.
- New Directions in Child Abuse and Neglect Research (Institute of Medicine & National Research Council; 2014): Chapter 2: *Describing the Problem*
- Child Welfare Challenge: Policy, Practice, and Research (2019). (Pecora et al). Chapter 2: *Child Maltreatment: Nature, Prevalence, and the Implications for Social Policy*

Module 6: Overview of Dominant Federal Policies that Guide the U.S. Child Welfare System**Goals for Module:**

- Review the history of Child Welfare System/programs in US
- Examine the major Child Welfare policy movements as well as the philosophical underpinnings and shifts of these policy efforts; some CW policies that will be reviewed include:
 - Child Abuse Prevention Treatment Act (CAPTA; originated in 1974)
 - Indian Child Welfare Act (ICWA) (1978)
 - Multiethnic Placement Act (MEPA, 1994; amended as Interethnic Placement Act (IEP, 1996)
 - Adoption and Safe Families Act (ASFA) (1997)
 - The Family First Prevention Services Act (2018)
- Critique the extent to which Child Welfare policies have effectively addressed race and ethnicity

Required Readings:

- *Child Welfare Challenge: Policy, Practice, and Research* (2019). Edited by P. J. Pecora, J. K. Whittaker, R. P. Barth, S. Borja, and W. Vesneski.
 - Chapter 1: *Purpose, Goals, Objectives, and Key Policies of Child and Family Social Services, with a Special Focus on Child Welfare* (pp. 1-41).
- Bussey, M. & Lucero, N. M. (2013). Re-examining child welfare response to ICWA: Collaborating with community-based agencies to reduce disparities for American Indian/Alaska Native children. *Children and Youth Services Review*, 35(3), 394-401.
- Duerr Berrick, J. (2018). *The Impossible Imperative: Navigating the Competing Principles of Child Protection*. New York: Oxford University Press.
 - Chapter 4: *The Oldest Debate in Child Welfare* (pp. 55-70)
- Hurley, K. (2020). When Child Welfare Cases Police Women in their Homes <https://www.bloomberg.com/news/articles/2020-06-11/how-child-welfare-cases-surveil-parents-of-color>
- (SKIM) Kalisher, Allon, Jennah Gosciak, and Jill Spielfogel. "The Multiethnic Placement Act 25 Years Later: Trends in Adoption and Transracial Adoption." Washington, DC: Office of the Assistant Secretary for Planning and Evaluation, November 2020. Available at <https://aspe.hhs.gov/pdf-report/mepa-transracial-adoption>

Websites to Review

- Child Welfare Information Gateway: *How the Child Welfare System Works*
- Child Welfare Information Gateway: *Overview of Family First*

HIGHLY Recommended (but not required):

- ***This Land Podcast*, by Rebecca Nagle.** Two seasons worth of podcast episodes, each about 30 minutes in duration. Excellent examination of the child welfare system's approach toward Native American children and about the current controversy to dismantle ICWA. Available for free at Crooked Media <https://crooked.com/podcast-series/this-land/>

Suggested Reading:

- *Improving the Odds for America's Children: Future Directions in Policy and Practice* (2014). Edited by K. McCartney, H. Yoshikawa, and L.B. Forcier. Cambridge, MA: Harvard University Press.
 - Chapter 10: *Child Protection and Child Welfare: Meeting the Needs of Vulnerable Children* (pp. 148-158)
- Brave Heart, M. Y. H., & DeBruyn, L. M. (1998). The American Indian holocaust: Healing historical unresolved grief. *American Indian and Alaska Native Mental Health Research*, 8(2), 60-82.
- Landers, A. L., & Danes, S. M. (2016). Forgotten children: A critical review of the reunification of American Indian children in the child welfare system. *Children and Youth Services Review*, 71, 137-147. .
- Lieberman, A. & Nelson, K. (2013). Women and Children First: The Contribution of the Children's Bureau to Social Work Education. Chapter 2: *The Children's Bureau as Exemplar for Social Work Education in the US*, pp. 25-40.

- Zlotnick, C. (2014). *Children Living in Transition: Helping Homeless and Foster Care Children and Families*. New York, NY: Columbia University Press.

Module 7: Adolescents Involved with the Child Welfare System

Goals for Module:

- Examine the unique needs of adolescents involved with child welfare
 - ‘Aging out’ of Foster Care
- Review the Foster Care Independence Act /Chafee
- Review policies and programs for post-secondary education support for foster care alumni

Required Readings:

- Collins, M. E. (2020). Transitioning from Foster Care to independence: Lessons from recent research and next steps. Special Issue of *Child Welfare*, Volume 97(5), 233-240.
- Mishraky, L., Notkin, S., & Greenblatt, S. B., (2020). Supporting healthy Development of adolescents with lived experience in foster care: The Youth Thrive Framework. Special Issue of *Child Welfare*, Volume 97(6), 271-287.

Websites to Review:

- Supporting Older Youth in Foster Care <http://www.ncsl.org/research/human-services/supports-older-youth.aspx>
- Child Trends: Older youth in foster care need support to make a successful transition to adulthood
<https://www.childtrends.org/older-youth-in-foster-care-need-support-to-make-a-successful-transition-to-adulthood>

Suggested Readings:

- Collins, M. E. (2015). *Macro Perspectives on Youths Aging Out of Foster Care* Washington DC: NASW Press
- Currie, J., & Widom, C. S. (2010). Long-term consequences of child abuse and neglect on adult economic well-being. *Child Maltreatment*, 15(2), 111-120.
- Simmel, C. (2012). Highlighting adolescents' involvement with the child welfare system: A review of recent trends, policy developments, and related research. *Children and Youth Services Review*, 34(7), 1197-1207.
- Shadow Program brings 100 youth to nation's capital to shadow members of congress
<https://www.casey.org/shadow-program-2016/>
- Child Trends: Supporting Young People Transitioning from Foster Care: Findings from a National Survey (November 2017)
<https://www.childtrends.org/publications/supporting-young-people-transitioning-foster-care-findings-national-survey>
- Child Trends: Supporting Older Youth Beyond Age 18: Examining Data and Trends in Extended Foster Care (June 2019)
<https://www.childtrends.org/publications/supporting-older-youth-beyond-age-18-examining-data-and-trends-in-extended-foster-care>

UNIT 3: The Broad Spectrum of Policies and Services for Children and Youth

Module 8: Addressing Children's and Families' Needs, Strengths, and Challenges

Goals for Module:

- Examine the scope of poverty and how children and adolescents are affected
- Examine the developmental impact of growing up in poverty
- Critique the extent to which policies use an anti-racist approach (or not)
- Explore 'Two-generation' policy approaches in designing programs and services for children and their families

Required Readings:

- *The Future of Children* (Spring 2014) Vol. 24, No. 1. Helping Parents, Helping Children: Two-Generation Mechanisms.
 - *Two-Generation Programs in the Twenty-First Century* (P. Lindsay Chase-Lansdale and Jeanne Brooks-Gunn)
- *Child Development and Social Policy: Knowledge for Action* (2007).
 - Chapter 9: *Poverty and Child Development: New Perspectives on a Defining Issue* (pp. 149-163)
- *Improving the Odds for America's Children: Future Directions in Policy and Practice* (2014).
 - Chapter 13: *Policies to Reduce Poverty, Supporting Family Income as an Investment in Children's Futures*. (pp. 189-202).

Suggested Readings:

- Chapter 14: *The State of Research on Children and Families in Poverty: Past, Present, and Future Empirical Avenues of Promise*. (pp. 203-216).
- Berger, L. M., McDaniel, M. & Paxson, C. (2006). How does race influence judgments about parenting? *Focus*, Madison, WI: University of Wisconsin Institute for Research on Poverty: 24-30.
<http://www.irp.wisc.edu/publications/focus/pdfs/foc242e.pdf>
- Center for Law and Social Policy (CLASP) Parents and Children Thriving Together: The Role of State Agencies in Crafting a Statewide Two-Generation Strategy:
https://classic.nga.org/files/live/sites/NGA/files/pdf/2018/EO/Products/NGA_CLASP_TwoGen.pdf

Module 9: Caring for Infants and Toddlers

Goals for Module:

- Examine child care policies and programs for infants and toddlers
- Explore demographic differences in need for and receipt of early childhood programs and services
- Understand the necessity of school readiness programs

Required Readings:

- New York Times, Feb 14, 2019. (Obituary) Edward Zigler.

- Improving the Odds for America's Children: Future Directions in Policy and Practice (2014).
 - Chapter 3: *A Great Beginning: Ensuring Early Opportunities for America's Youngest Children* (pp. 43-57).
- Zigler, E. & Styfco, S. J. (2010). *The Hidden History of Head Start*.
 - Chapter 1: *The Predawn of Head Start: Beginnings of Early Childhood Intervention* (pp. 3-24).
- Child Trends (April 2018). *Reflections on a Decade of Child Care Quality Improvement: Learning from Success by 6*. Publication #2018-11. Author: Washington, DC.

Suggested Readings:

- New York Times, Feb. 11, 2019. (Opinion piece by Katha Pollitt) *Day Care for All: The Progressive to-do List is Missing a Very Important Idea*.
- Child Development and Social Policy: Knowledge for Action (2007) Chapter 8: *Strategies to Ensure that No Child Starts from Behind* & Chapter 15: *Family Support: A Force for Change*

Module 10: Policies and Programs for Education Systems

Goals for Module:

- Examine the needs of children and youth with developmental disabilities
- Understand policies that are central to education in the US
 - Individuals with Disabilities Education Act (IDEA)
 - Elementary and Secondary Education Act (ESEA) of 1965
 - No Child Left Behind
- Explore role of School Social Work & Child Study Teams

Required Readings:

- *Child Welfare Journal*, (September/October 2010) Volume 89, #5: Special Issue: Convention on the Rights of the Child:
 - *The Education Landscape and the Convention on the Rights of the Child* (pp. 91-102).
- *The Future of Children* (Spring 2012), Volume 22, # 1. Children with Disabilities.
 - *The Changing Landscape of Disability in Childhood*
 - *Disability and the Education System*
- New York Times, May 14, 2020). *Without Fixing Inequality, the Schools are Really Going to Struggle*.
<https://www.nytimes.com/interactive/2020/05/14/opinion/inequality-schools-teachers.html>

Suggested Readings:

- New York Times (May 13, 2020). *The Extra Burden for Parents of Children with Special Needs*. <https://www.nytimes.com/2020/05/13/well/family/coronavirus-shutdowns-children-special-needs-adhd-autism.html>
- Kelly, M. S. (2015). The State of School Social Work: Revisited. *School Mental Health*, Vol 7 (3), pp. 174-183.

- Improving the Odds for America's Children: Future Directions in Policy and Practice (2014): Chapter 7: *Confronting the Achievement Gap* (Weast); Chapter 8: *Rising Inequality and the School Performance of Low and High and Income Children* (Gregory Duncan & Murnane)
- *Child Welfare Journal*, (September/October 2010) Volume 89, #5: Special Issue: Convention on the Rights of the Child: *Compliance Issues Raised by the United States' Ratification and Implementation of the Education Articles of the Convention on the Rights of the Child* (pp. 73-87).

Module 11: Policies & Programs to Address Nutrition and Food Insecurity

Goals for Module:

- Understand social problem and scope of childhood hunger and insufficient nutrition
- Explore the policy response to food insecurity
- Critique the punitive approach of food insecurity policies, especially toward many racial and ethnic communities

Required Readings:

- Blau, J. & Abramowitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th edition). New York: Oxford University Press.
 - Chapter 12: Food and Hunger: Programs and Policies
- *The Future of Children* (Fall 2014). Research Report: Childhood Food Insecurity in the U.S.: Trends, Causes, and Policy Options (Craig Gundersen and James P. Ziliak).

Module 12: Juvenile Justice System

Goals for Module:

- Examine the overlap between child welfare and juvenile justice systems
- Review Juvenile Justice and Delinquency Prevention Act (JJDP)
- Explore disproportionality of ethnic minority (male) youth in JJ systems

Required Readings:

- Benekos, P. J. & Merlo, A. V. (2019). A decade of change: *Roper v Simmons*, defending childhood, and juvenile justice policy. *Criminal Justice Policy Review*, 30(1), 102-127.
- *Improving the Odds for America's Children: Future Directions in Policy and Practice* (2014).
 - Chapter 11: *The Wheel Turns: Recreating a System of Justice for Juveniles*
- *Child Welfare Challenge: Policy, Practice, and Research* (2019).
 - Chapter 7: *Juvenile Justice and Crossover Youth in Child Welfare*

Module 13: Behavioral Health Needs of Children and Adolescents

Goals for Module:

- Examine the overlap between behavioral health challenges and involvement with child-serving systems

- Examine Systems of Care approach to addressing children's behavioral health needs
- Review policies for children with mental health/behavioral health/developmental disabilities

Required Readings:

- *Child Welfare Journal*, (September/October 2010) Volume 89, #5: Special Issue: Convention on the Rights of the Child:
 - *In Search of the Highest Attainable Standard of Mental Health for Children*
- Kieling, C. et al. (2011). Child and adolescent mental health worldwide: Evidence for action. *Lancet*, 378, pp. 1515-1525.

Suggested Readings:

- New York Times (April 23, 2020). *When Mental Distress Comes Home*.
<https://www.nytimes.com/2020/04/23/health/coronavirus-mental-health.html>
- Child Trends Reports and Briefs:
 - *Are the Children Well? A Model and Recommendations for Promoting the Mental Wellness of the Nation's Young People*. (July 2014)
 - *Access to Mental Health Care* (January 2013).
 - *The Health of Parents and Their Children: A Two-Generation Inquiry* (October 2018).
- United States Government Accountability Office. (2008). *Improved data and enhanced oversight would safeguard the well-being of youth with behavioral and emotional challenges*. Washington, DC: Author.
- Joint Commission on the Mental Health of Children. (1970). *Crisis in child mental health: Challenge for the 1970s*. New York: Harper & Row.
- Knitzer, J. (1982). *Unclaimed children: The failure of public responsibility to children and adolescents in need of mental health services*. Washington, DC: Children's Defense Fund.
- Shonkoff et al. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129(1)

Module 14: Children and Adolescents who Experience Homelessness

Goals for Module:

- Understand scope of housing insufficiency for children and adolescents
- Explore impact of homelessness on child development
- Explore programs and policies to address housing and homelessness

Required Reading:

- Homelessness Prevention and Intervention in Social Work Policies, Programs, and Practices (2019). Edited by H. Larkin, A. Aykanian, & C. L. Streeter. Springer Press.
 - *Youth Homelessness: A Global and National Analysis of Emerging Interventions for a Population at Risk* (pp. 301-332).
 - *Incorporating Youth Voice into Services for Young People Experiencing Homelessness* (pp. 335-358).

Website to Review:

- Grand Challenges <http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges/end-homelessness/>

Suggested Readings:

- Blau, J. & Abramowitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th edition). New York: Oxford University Press. Chapter 10: Housing Programs and Policies
- *Homelessness Prevention and Intervention in Social Work Policies, Programs, and Practices* (2019). Edited by H. Larkin, A. Aykanian, & C. L. Streeter. Springer Press.
 - “If I Don’t Fight for It, I Have Nothing”: Supporting Students Who Experience Homelessness While Enrolled in Higher Education

Module 15: Course wrap-up**Reading:**

- *Child Welfare Challenge: Policy, Practice, and Research* (2019). Edited by P. J. Pecora, J. K. Whittaker, R. P. Barth, S. Borja, and W. Vesneski.
 - Chapter 10: International Innovations in Child and Family Services

XIV. Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student

must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

Use of artificial intelligence (AI) such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

XV. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XVI. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.