THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 832
Monday 9-10:20 am
Room: 101

MULTI-GENERATIONAL FAMILY POLICY
INSTRUCTOR: Lisa T. Cauley
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OFFICE HOURS: Mondays 1-2:00pm
Tuesdays 9am-1pm
Other hours by appointment

COURSE DESCRIPTION: This course will provide students with a framework for advanced policy analysis and strategies for policy change, with a focus on multi-generational families.

COURSE OBJECTIVES:

At the conclusion of this class students will be able to:

1. Identify current demographic trends associated with multi-generational families in need of supportive, supplemental and substitute care.
2. Identify the principles, foundation and provisions of the primary social welfare programs that affect multi-generational families.
3. Conceptualize the interaction between various social, economic and political factors that shape family policy.
4. Demonstrate the analytic, theoretical and value assessment skills that enable social workers to evaluate policies, apply change strategies and advocate for client needs utilizing evidence based practice.
5. Develop leadership strategies for planning, developing and changing policies that affect multi-generational families in the context of empowerment and partnership with individuals, families and communities.
6. Discuss ethical issues in current policy affecting multi-generational families including individual and family rights, issues of distributive justice and power, as well as discrimination and oppression particularly with regard to racial and ethnic minorities.
EXPANDED DESCRIPTION
Multi-generational families include grandparents providing kinship care to grandchildren, families with children providing care for elderly adults, and families that contain an adolescent parent. These families are challenged with meeting the often conflicting needs of family members at different stages of the life cycle. Focusing on multi-generational families, students will explore the history, development, goals, and ideologies of policies and programs that affect this population. Additionally, students will analyze the outcomes and intended and unintended consequences of policies and programs as a means of identifying opportunities for advocacy and enhanced service delivery for multi-generational families. Given the prominence of grandparents raising grandchildren in our society, the majority of this course will be devoted to kinship care.

REQUIRED TEXTS/READINGS
(Referred to as DFP in course outline)

Other required readings will be posted on Blackboard.

TEACHING METHODS
Class time will be devoted to the discussion of issues and policies that affect multi-generational families through the use of case scenarios. Students will be presented with scenarios that depict typical encounters social workers have with multi-generational families and explore how current policies and programs affect the well-being of these families. Assignments and readings are designed to allow students full participation in these discussions and are therefore essential.

The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. Your contributions to making this a safe and respectful class for learning and growth will be appreciated.

CLASS ASSIGNMENTS

ASSIGNMENT 1: READING SUMMARIES
The material in this course is only mastered by careful reading, critical thinking and thoughtful discussion. To facilitate this process, students are required to submit a one page reading summary for six of the eight sessions as noted in the course outline. These summaries should be single spaced, grammatically correct, and cohesive in thought. Summaries should reflect the student’s comprehension of the reading and preparation for application to scenarios in the classroom. Each summary should answer the following questions:
• Briefly describe the policy or policies.
• What are the intended and unintended consequences of these policies?
• What is the relationship between these policies and multi-generational families?
Summaries will be graded on a student’s ability to answer these questions in a grammatically correct and concise manner.

Assignment 2: Letter to Policy Maker or Opinion/Editorial Submission
Students can choose between one of these two options.
Letter to Policy Maker:
Write a one page letter to a policy maker expressing your views and support of an issue, cause or program that is addressed in pending legislation or a stage of policy making relevant to multi-generational families. The letter should catch the attention of the reader using relevant data or a case example, provide background on the issue and propose a solution.

Opinion/Editorial Submission
Write a 500 word response to a current social issue, program or policy designed to be submitted to a newspaper or other publication. The submission can address a problem on the local, state, or national level relevant to multi-generational families. The submission should catch the attention of the reader using relevant data or a case example, provide background on the issue and propose a solution.

Grades will be assigned based on the student’s ability to make a strong compelling argument, in a well organized and sequential manner using writing structure, spelling and grammar that are correct.
Due February 22

Assignment 3: Social Policy Analysis
This assignment requires the student to complete a comprehensive analysis of a policy of interest and relevant to multi-generational families. It requires research into the development of a policy, implementation issues: planned outcomes and unintended effects of a policy, as well as evaluation of a policy.
Product: A formal paper of 10-15 pages, double spaced, using APA format that addresses the following areas:
• History of the creation of the policy, what programs does the policy support?
• Outcomes of the policy since inception.
• Who is served? Does the policy support the population for whom it was intended?
• How is the program funded? What effects on the program and policy has the funder had?
• How are vulnerable populations affected by the policy?
• How are front-line staff trained to carry out policy? Where is the oversight?
• Your position on the policy.
• Recommendations for policy shifts and rationale for your position.
• A one page hand out summarizing what every social worker needs to know about this policy.
Due April 19
**Grading System**

- **H** = 94-100
- **P** = 80-93
- **L** = 70-79
- **F** = 69 and below

**Distribution of Grades**

- Class Participation : 20%
- Reading Summaries : 25%
- OP/Ed or Letter : 25%
- Policy Paper : 30%

**Policy on Incompletes and Late Assignments**

All work is to be handed in during class unless the student has received prior approval from the professor for an extenuating circumstance. Late work loses two points per day for each day late, including weekends and holidays. A grade of Incomplete is given on rare occasions when there is sufficient reason to warrant it. It is the student’s responsibility to initiate a conversation with the instructor to request an Incomplete.

**Policy on Academic Dishonesty**

The Honor Code is in effect in this class and all others at the University. I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at [http://instrument.unc.edu](http://instrument.unc.edu). If you have questions it is your responsibility to ask me about the Code’s application.

Please refer to the [APA Style Guide](#), The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work.

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**Policy on Accommodations for Students with Disabilities**

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University’s Disabilities Services and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g. changes in instructional format, examination format) directly with the instructor.

**Electronic Devices in the Classroom**

Students are allowed to use electronic devices in the classroom for the purpose of note taking if they desire. Please note that use of electronic devices for non-class related activities (e.g. checking email, playing games) is prohibited.
READINGS AND COURSE OUTLINE

1. **DATE: JANUARY 11**
   **Introductions, Course Overview**
   Review of Syllabus

   **Exercise:** Ice breaker and Class Norms
   **Readings:** None required

2. **DATE: JANUARY 25**
   **Policy Analysis Frameworks**

   **Readings:**

   **In Class Discussion:**
   How do we understand policies that affect M-G Families?
   Policy Making: What makes a policy “good” or “bad”?
   What influences the development of policy?

3. **DATE: FEBRUARY 1**
   **Demographics of Multi-generational Families**
   Who are they and what are distinguishing characteristics?

   **Readings:**

   **In Class Discussion:**
   What makes these families more vulnerable and what are common risk factors to children in the home?
   Do these families exist proportionate to the general population when you consider race, ethnicity and gender orientation? What are some of the factors that may affect this?
4. **DATE: FEBRUARY 8**  
Policies related to poverty

**Readings:**  
DFP: Chapter 4 & 5 pgs. 95-155

In Class Activity: Case Scenario Review and Discussion  
Reading Summary Option

5. **DATE: FEBRUARY 15**  
Policies and Programs that Provide Income Support

**Readings:**  
[http://www.cbpp.org/8-17-06tanf.htm](http://www.cbpp.org/8-17-06tanf.htm)  
DFP: Chapter 6 pgs. 158-174

In Class Activity: Case Scenario Review and Discussion  
Reading Summary Option

6. **DATE: FEBRUARY 22**  
Health and Disability Policy

**Readings:**  
DFP: Chapter 8 pgs. 247-283

Assignment 2 Due

7. **DATE: MARCH 1**  
Housing

**Readings:**  
DFP: Chapter 6 pgs. 175-196

In Class Activity: Case Scenario Review and Discussion  
Reading Summary Option
8. **DATE: MARCH 15**

   Focus on Caregiver Concerns: Day Care & Education of Children

   **Readings:**

   **DFP: Chapter 9 pgs. 289-31.**
   
   Research one of the following:
   
   What is the difference between Smart Start?
   
   What is the McKinney Vento Act?

   Reading Summary Option
   In Class Activity: Case Scenario Review and Discussion

9. **DATE: MARCH 22**

   Focus on Caregiver Concerns: Kinship Care vs. Foster Care

   **Readings:**


   Reading Summary Option
   In Class Activity: Case Scenario Review and Discussion

10. **DATE: MARCH 29**

    Employment Policy

    **Readings:**

    **DFP: Chapter 7 pgs. 204-242**

    Reading Summary Option
    In Class Activity: Case Scenario Review and Discussion
11. **DATE: APRIL 12**  
Caring for Older Adults  

**Readings:**  

**DFP: Chapter 12 pgs. 382-409**

Reading Summary Option  
In Class Activity: Case Scenario Review and Discussion

12. **DATE: APRIL 19**  
Adolescent Parenting  

**Readings:**  
*A Policy Brief to Promote Health and Success among Young Families.* (2008)  
Healthy Teen Network, Baltimore, MD. Retrieved from:  
[http://healthyteennetwork.org/index](http://healthyteennetwork.org/index)

Assignment 3 Due

13. **DATE: APRIL 26**  
Family Advocacy  
Family Policy from a Global Perspective  

**DFP: Chapter 13 pgs. 413-423**  
Chapter 3 pgs. 47-91