PubH 7200 Section 111 Course #88055
Parental Incarceration and Child Welfare
May Term 2017

Credits: 1
Meeting Days/Time: June 5 9am-12pm
June 6, 7, 9 8am-12pm
Meeting Place: Blegen Hall – Room 240
Instructor: Rebecca Shlafer, PhD, MPH
Assistant Professor, Department of Pediatrics
Office Address: 717 Delaware Street SE, Rm. 382
Office Phone: 612-625-9907
E-mail: shlaf002@umn.edu
Office Hours: By Appointment

A. Course Description

It is now estimated that more than 2.7 million children have a parent currently behind bars, and more than 5 million children have experienced a parent’s incarceration in their lifetime. Many of the factors that increase a parent’s risk for involvement in the criminal justice system are the very same factors that increase risk for involvement in the child welfare system. When parents are incarcerated or families are involved in child protection, there are collateral consequences for children, families, communities and society. Children of incarcerated parents and those who have been victims of abuse and/or neglect are at risk for a number of adverse outcomes, including behavior problems, academic difficulties, substance abuse, and criminal activity. This course will use an interdisciplinary perspective to explore the complex intersection between parental incarceration and child welfare, focusing on the ways these systems intersect and the impacts on children and families. This class will include opportunities to learn from local and national experts from practice and policy settings. Topics will include parent-child contact during incarceration, intersections between incarceration and child welfare, and systemic disparities by race and class.

B. Course Prerequisites

None

C. Course Goals and Objectives

• Use Adverse Childhood Experiences (ACEs) as a framework for understanding how parental incarceration and child abuse/neglect impact health and development across the lifecourse.
• Describe mass incarceration as a major public health problem in the United States, and articulate historical changes and current challenges.
• Recognize key terminology and basic processes used in the criminal justice and child welfare systems in the United States.
• Discuss the complex intersections between the criminal justice and child welfare systems in the United States.

D. Council on Education for Public Health Competencies

This course meets the following competencies outlined by the Council on Education for Public Health:

• Evidence-based Approaches to Public Health
  4. Interpret results of data analysis for public health research, policy or practice
• Planning & Management to Promote Health
  7. Assess population needs, assets and capacities that affect communities’ health

E. Methods of Instruction and Work Expectations

The course will use a combination of lecture, audio/video, guest presenters/panelists, small and large group discussion, and review of court cases. Students are expected to complete assigned readings in preparation for class; participate in class discussions; complete an online quiz, prepare brief reflection papers; and participate in a group presentation.

F. Course Text and Readings

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

Access Course Moodle Site

- go to www.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Moodle site link

G. Assignments

Online quiz. After you complete the pre-reading, take the pre-reading quiz on the course Moodle. The quiz will test your knowledge and understanding of broad issues raised in the readings. The quiz will be multiple choice, open-booked (i.e., you can use your notes) and timed.

Reading Reflections. You will be asked to write very brief response papers to the assigned readings for Day 2, 3, & 4 (see course schedule for reading assignments and due dates). Reading reflections should be typed and approximately 1-2 pages in length (double-spaced, 1-inch margin, 12-point font). Reading reflections should demonstrate that you have completed the assigned readings and are thinking critically about the issues presented. In your response, include one or two discussion questions based on the assigned readings. Your reflections should be thought provoking and demonstrate an integration of course material, not simply a summary of the readings.

Final Presentation. In groups of 2-3 students, identify one programmatic or policy solution that would address one or more of the challenges we discussed in class. Groups can identify model programs/policies that exist in other states (e.g., trauma-informed arrest protocols, prison nursery program) or develop their own. Final presentations should review the key elements of the program/policy, stakeholders, and barriers to implementation. More information about final presentations will be shared in class.
## H. Course Outline/Weekly Schedule

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<th>Daily Schedule</th>
<th>Assignments</th>
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<tr>
<td>Pre-Course</td>
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<td>• Complete readings before Day 1</td>
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<td>Definitions of Child Abuse and Neglect: <a href="https://www.childwelfare.gov/pubPDFs/define.pdf">https://www.childwelfare.gov/pubPDFs/define.pdf</a></td>
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<td>• Complete online quiz; due by 10pm on June 4.</td>
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<tr>
<td>Day 1</td>
<td>June 5</td>
<td>• Introduction to the criminal justice and child welfare systems</td>
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<td>• Framing mass incarceration as a public health problem</td>
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<td>• Using ACEs to understand the impacts of parental incarceration and child welfare involvement on health</td>
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<td>• Complete readings for Day 2</td>
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<td>• Complete reading reflection; due by 8am on June 6.</td>
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<td>Day 2</td>
<td>June 6</td>
<td>• Federal initiatives addressing the intersection of incarceration and child welfare (Guest: Maddie Solan, Health and Human Services)</td>
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<td>• Professional/Family Panel (Guests: Shinay Rasmusson, Lutheran Social Services; Lori Timlin, Shakopee Women’s Prison; Chris Heiges, caregiver)</td>
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<td>• Complete readings for Day 3</td>
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<td>Child Welfare Practice with Families Affected by Parental Incarceration: <a href="https://www.childwelfare.gov/pubPDFs/parental_incarceration.pdf">https://www.childwelfare.gov/pubPDFs/parental_incarceration.pdf</a></td>
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<td>• Complete reading reflection; due by 8am on June 7.</td>
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| Day 3  | June 7 | • Legal Panel (Guests: Diana Wilke, Hennepin County Dispositional Advisor; Joanna Woolman, Director of the Child Protection Program at Mitchell Hamline) | • Complete readings for Day 4  
  The Boy They Couldn’t Save: http://www.startribune.com/eric-dean-the-boy-they-couldn-t-save/273325741/  
  • Complete reading reflection; due by 8am on June 9.  
  • Collaborate with group members to prepare final presentation |
| Day 4  | June 9 | • Implications for research, practice, and policy (Guests: Brandon Stahl) | • Presentations  
  • Complete course evaluation |

### I. Evaluation and Grading

This is a short course and therefore imperative that students attend all class sessions and actively participate in class discussions, activities, and assignments. In addition, students are expected to complete all required readings in order to obtain a satisfactory grade. The following is a breakdown of the grading structure:

- **Online Quiz**  
  5 points
- **Class Participation**  
  40 points
- **Reading Reflections**  
  5 points x 3 reflections = 15 points
- **Final Presentation**  
  40 points

Late submissions will be penalized and total scores will be reduced by 20% each day past the due date. No late work will be accepted after the last day of the course (June 9).

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following: Examples of point/percent equivalencies are also listed but they are suggestions only.

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<tr>
<th>Grade</th>
<th>Points/Percent</th>
<th>Description</th>
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| A     | 4.000 (94-100 points/percent)  
  Represents achievement that is outstanding relative to the level necessary to meet course requirements |
| A-    | 3.667 (90-93 points/percent) |
| B+    | 3.333 (87-89 points/percent) |
| B     | 3.000 (83-86 points/percent)  
  Represents achievement that is significantly above the level necessary to meet course requirement |
<p>| B-    | 2.667 (80-82 points/percent) |</p>
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<tr>
<th>Grade</th>
<th>Points/Percent</th>
<th>Notes</th>
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<tr>
<td>C+</td>
<td>2.333 (77-79)</td>
<td>Represents achievement that meets the course requirements in every respect.</td>
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<tr>
<td>C</td>
<td>2.000 (73-76)</td>
<td>Represents achievement that meets the course requirements.</td>
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<tr>
<td>C-</td>
<td>1.667 (70-72)</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>D+</td>
<td>1.333</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>D</td>
<td>1.000 (60-64)</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>F</td>
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<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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<tr>
<td>S</td>
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<td>Represents achievement that is satisfactory, which is equivalent to a C- or better.</td>
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For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

J. Other Course Information and Policies

Grade Option Change (if applicable):
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal:
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

**Student Conduct Code:**
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: **Student Conduct Code**. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.”

**Use of Personal Electronic Devices in the Classroom:**
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Scholastic Dishonesty:**
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials:**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom...
community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment:
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf.

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: for courses that do not involve students in research:
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this
freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

**Student Academic Success Services (SASS): [http://www.sass.umn.edu](http://www.sass.umn.edu):**
Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

*Template update 9/2014*