CPSYC 2402.01: Child Homelessness

Fall 2013

Tuesday/Thursday 2:30p – 3:45p WOLF 204

Instructor: **Dr. Kenneth Miller**

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Office hours: **TBA**

Catalog Description

This class will bring a multidisciplinary perspective to the understanding of the nature, origins, and possible solutions to child homelessness. Although the focus will be primarily on homeless children in the United States, a global perspective will enable students to develop a comparative perspective on the problem of homelessness and its impact on children and families. Students will examine the challenges facing homeless children and families from various perspectives, including: community, developmental, and clinical psychology; neuroscience; sociology; social policy; and social work. The course will draw on the expertise of faculty at Lesley University and of local experts in child homelessness in the greater Boston area.

Goals and Learning Objectives

Welcome to CPSYC 2402: *Child Homelessness.* I'm looking forward to sharing the semester with you. Please take a few moments to carefully read through the syllabus. It covers a lot of ground, and provides a lot of detail regarding the material we'll be covering in the class, the learning objectives of the class, the requirements and grading system, and the absence policy.

Learning Objectives

1. Students will demonstrate a multi-disciplinary perspective on the causes and effects of child homelessness.
2. Students will critically evaluate existing psychosocial and educational interventions for homeless children and families.
3. Students demonstrate knowledge of the diverse strategies for reducing or ending homelessness among children and families.
4. Students will demonstrate integrative learning and practice in order to complete internships for organizations serving homeless children.

Requirements

Reaction paragraphs on weekly readings: Students will be required to write a brief reaction paper to some aspect of the assigned weekly readings they find interesting, and to prepare a question for class discussion based on the reading. This assignment is meant to help students keep up with the assigned readings and come to class prepared for discussions.

Mid-term exam: The mid-term exam will assess student's knowledge of key concepts and research findings using a combination of multiple choice and short answer items.

Small group presentation: Working in groups of 4-5 people, students will prepare and present to the class a 10-15 minute presentation, using audiovisual resources as appropriate, on a topic of their choosing related to child homelessness.

Final paper: Students will each write a final paper of approximately 6-7 pages on a topic related to child homelessness. The paper will be research-based, and students will be expected to cite a minimum of six empirical sources in their paper.

Attendance in class and participation in class discussions: Students will be expected to attend all classes during the semester, and to participate in class discussions.

Grading

Reaction papers to weekly readings:..... 15%
Midterm Exam: 25%
Attendance and Participation in class discussions and activities: 10%
Small group presentation: 20%
Final Paper: 30%

Attendance, Absence, and Late Assignment Policy

Students are expected to attend all meetings of the class. I do understand that illness and personal conflicts do occur; however, *a maximum of two unexcused absences will be allowed*.

No assignments will be accepted after their stated due dates.

Required Texts

Kozol, J. (2006). *Rachel and her children: Homeless families in America.* New York: Broadway.

Ryan, K., & Kelly, T. (2012). *Almost home: Helping kids move from homelessness to hope*. New York: Wiley.

Additional readings (articles, book chapters) can be found below in the bibliography.

Academic Responsibility:

Unless prior approval is granted by the instructor, all work submitted for this course is to be your own original work completed specifically for this course and not previously or concurrently submitted to any other instructor. All infractions of this policy will be taken seriously and pursued accordingly. Please refer to the Student Handbook for more specific policy guidelines.

Disability Services for Students:

Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), and provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided.

If you are a student with a documented disability, or feel that you may have a disability, please contact the following.

For students with learning disabilities or attention disorders:

Maureen Riley,
Director of Academic LD/ADD Services
Doble Hall, 2nd Floor
617-349-8464 (voice)
617-349-8324 (fax)
mkriley@lesley.edu (email)

For students with physical, sensory, psychiatric disabilities:

Coordinator of Disability Services for Students
11 Mellen St.
617-349-8194 (voice); 617-349-8544 (TTY)
617-349-8558 (fax)
lpatey@lesley.edu (email)

Discrimination, Harassment, and Sexual Harassment Policy

--Definition of Discrimination, Harassment, and Sexual Harassment:

Discrimination is defined as unwelcome verbal and/or physical conduct that shows bias, favoritism, prejudice, unfairness, inequity, bigotry or intolerance for another person because of his/her protected status, i.e., race, color, religion, sex, national origin, age, veteran status, disability, or sexual orientation.

Harassment is defined as the use of derogatory comments or acts directed toward an individual's race, color, religion, sex, gender identity, gender expression, national origin, age, veteran status, disability, or sexual orientation that is designed to: Humiliate or intimidate an individual; and/or impede or interfere with academic status, academic performance, work performance, or create an intimidating, hostile, offensive classroom or work environment, cyber environment; and/ or interfere with University life.

Schedule

Week 1

- **Intro to Course, Review of Syllabus**
- **Scope of the Problem**
- T3: Homelessness in America: The Big Picture

Week 2

- **Who are "The Homeless"?**
- T3 Module in class: Who is Homeless and Why?

Hendricks, K. (2010), Open Our Eyes: Seeing the Invisible People of Homelessness. Create Space Independent Publishing Platform.

Rog, D., Holupka, C., & Patton, L. (2007). Characteristics and dynamics of homeless families with children. Washington, DC: U.S. Department of Health and Human Services.

Week 3

- **The Lived Experience of Homeless Children & Families I**
- T3 module: Homeless Children: America's Youngest Outcasts

Kozol, J. (2006). Rachel and her children: Homeless families in America. New York: Broadway. Chs. 1-2

Ryan, K., & Kelly, T. (2012). Almost home: Helping kids move from homelessness to hope. New York: Wiley. Ch. 1

Week 4

- **The Lived Experience of Homeless Children & Families II**

Kozol, J. (2006). *Rachel and her children: Homeless families in America.* New York: Broadway. Ch. 3

Liebow, E. (1995). *Tell them who I am: The lives of homeless women*. New York: Penguin. Appendix B, Life Histories.

Week 5

- **The Lived Experience of Homeless Children & Families III**

Ryan, K., & Kelly, T. (2012). *Almost Home: Helping Kids Move from Homelessness to Hope*. New York: Wiley. Ch. 2

Obradovic, J., Long, J. D., Cutuli, J. J., Chan, C. -K., Hinz, E., Heistad, D., et al. (2009). Academic achievement of homeless and highly mobile children in an urban school district: Longitudinal evidence of risk, growth, and resilience. *Development and Psychopathology, 21,* 493–518.

Week 6

- **Pathways to Homelessness I: Origins of Child and Family Homelessness, Part 1**
  - Poverty and homelessness
  - Concept: Blaming the Victim

Ryan, W. (1971). *Blaming the victim* .New York: Pantheon Books.

Ryan, K., & Kelly, T. (2012). *Almost home: Helping kids move from homelessness to hope*. New York: Wiley. Ch. 3

Week 7

- **Pathways to Homelessness II: Origins of Child and Family Homelessness, Part 2**

Anooshian, L. J. (2005). Violence and aggression in the lives of homeless children: A review. *Aggression and Violent Behavior, 10*, 129–152.

Ryan, K., & Kelly, T. (2012). *Almost home: Helping kids move from homelessness to hope*. New York: Wiley. Ch. 6

Week 8

- **Mental Health and Homelessness I**
  - The homeless mentally ill: A distinct sub-population of homeless adults
  - Introduction to children's mental health: What do children need to grow up sychologically healthy?
    - Brief intro to Attachment Theory
  - The impact of poverty on family functioning
  - Impact of early adversity of the brain

Shinn, M. B., Schteingart, J., Williams, N., Carlin-Mathis, J., Bialo-Karagis, N., Becker-Klein, R., et al. (2008). Long-term associations of homelessness with children's well-being. American Behavioral Scientist, 51, 789–804. Center on the Developing Child. InBrief: The impact of early adversity on children's development. Harvard University (a 2 page report). http://developingchild.harvard.edu/index.php/resources/briefs/inbrief_series/inbrief_the_impact_of_early_adversity/

Shonkoff, J.P. & Phillips, D.A. (Eds). (2010). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC : The National Academy Press. Ch. 12, *Neighborhood and Community.*

Week 9

- **Mental Health and Homelessness II**
  - Mental health issues affecting homeless children
  - Childhood trauma: the effects of acute and chronic traumatic stress
  - The impact of poverty on family functioning

Bassuk, E., & Friedman, S. (2005). Facts on trauma and homeless children. Los Angeles, CA: The National Child Traumatic Stress Network. www.NCTSNet.org.

Gil, E. (1991). *The healing power of play: Working with abused children.* New York: Guilford.(pp. 123-144). Washington DC: American Psychological Association. Ch. 6

Baggerly, J. & Jenkins, W. (2009). The effectiveness of child-centered play therapy on developmental and diagnostic factors in children who are homeless. *International Journal of Play Therapy, 18(*1), 45-55.

Week 10

- **Interventions: Responding to the Needs of Homeless Children and Families**
  - Invited Speaker from Horizons for Youth

Olivet,J., Bassuk, E., Elstad, E., Kenney, R., & Jassil, L. (2010). Outreach and Engagement in Homeless Services: A Review of the literature. *The Open Health and Policy Services Journal, 3,* 53-70

Week 11

- **Interventions: Responding to the Needs of Homeless Children and Families**
  - The shelter system, Supportive housing
  - Visit from local area shelter staff
  -

Lindsey, E. (1998). The impact of homelessness and shelter life on family relationships. *Family Relations*, 47, 243–252.

Week 12

- **Interventions: Responding to the Needs of Homeless Children and Families**
    - Policy-level Interventions
    - Affordable housing: Promise and Challenges

Caplan & Nelson. (1996) On being useful: The nature and consequences of psychological research on social problems. In R. Lorion, I. Iscoe, P. DeLeon,& G. VandenBos (Eds.), *Psychology and public policy* (pp. 123-144). Washington DC: American Psychological Association.

Schorr, L. (1997). *Common purpose: Strengthening families and neighborhoods to rebuild America.* New York: Anchor Books. Ch. 1

Week 13

- **Ending Homelessness**
- **Changing Public Attitudes Towards Homelessness**
    - The elements of effective social change processes

Alinsky, S. (1989). *Rules for Radicals*. New York: Vintage. Ch. TBA

Ryan, K., & Kelly, T. (2012). *Almost Home: Helping Kids Move from Homelessness to Hope*. New York: Wiley. Ch. 8

Week 14

- Student presentations

Week 15

- Student presentations

References, Resources, and Bibliography

Anooshian, L. J. (2005). Violence and aggression in the lives of homeless children: A review. *Aggression and Violent Behavior, 10*, 129–152.

Baggerly, J. & Jenkins, W. (2009). The effectiveness of child-centered play therapy on developmental and diagnostic factors in children who are homeless. *International Journal of Play Therapy, 18(*1), 45-55.

Bassuk, E., & Friedman, S. (2005). Facts on trauma and homeless children. Los Angeles, CA: The National Child Traumatic Stress Network. www.NCTSNet.org.

Caplan & Nelson. (1996) On being useful: The nature and consequences of psychological research on social problems. In R. Lorion, I. Iscoe, P. DeLeon,& G. VandenBos (Eds.), *Psychology and public policy.*

Gil, E. (1991). *The healing power of play: Working with abused children.* New York: Guilford.(pp. 123-144). Washington DC: American Psychological Association.

Gillis, L., Dickerson, G., & HansonJ. (2010). Recovery and homeless services: New directions for the field. *The Open Health and Policy Services Journal, 3,* 71-79.

Hendricks, K. (2010), Open our eyes: Seeing the invisible people of homelessness. CreateSpace Independent Publishing Platform.

Hing, S., & Piescher, K. (2012). The role of supportive housing in homeless children's well-being: An investigation of child welfare and educational outcomes. *Children and Youth Services Review, 34,* 1440-1447.

Kozol, J. (2012). *Amazing Grace: The lives of children and the conscience of a nation.* New York: Broadway.

Liebow, E. (1995). *Tell them who I am: The lives of homeless women*. New York: Penguin.

Lindsey, E. (1998). The impact of homelessness and shelter life on family relationships. Family Relations, 47, 243–252.

Obradovic, J., Long, J. D., Cutuli, J. J., Chan, C. -K., Hinz, E., Heistad, D., et al. (2009). Academic achievement of homeless and highly mobile children in an urban school district: Longitudinal evidence of risk, growth, and resilience. *Development and Psychopathology, 21,* 493–518.

Park, J. M., Metraux, S., Brodbar, G., & Culhane, D. P. (2004). Child welfare Involvement among children in homeless families. *Child Welfare, 83,* 423–436.

Olivet,J., Bassuk, E., Elstad, E., Kenney, R., & Jassil, L. (2010). Outreach and Engagement in Homeless Services: A Review of the literature. *The Open Health and Policy Services Journal, 3,* 53-70.

Rog, D., Holupka, C., & Patton, L. (2007). Characteristics and dynamics of homeless families with children. Washington, DC: U.S. Department of Health and Human Services.

Ryan, W. (1971). *Blaming the victim* .New York: Pantheon Books. Shonkoff, J.P. & Phillips, D.A. (Eds). (2010). *From neurons to neighborhoods:*

The science of early childhood development. Washington, DC : The National Academy Press.

Shinn, M. B., Schteingart, J., Williams, N., Carlin-Mathis, J., Bialo-Karagis, N., Becker-Klein, R., et al. (2008). Long-term associations of homelessness with children's well-being. American Behavioral Scientist, 51, 789–804.

Schorr, L. (1997). *Common purpose: Strengthening families and neighborhoods to rebuild America.* New York: Anchor Books.

Swick, K. (2010). Responding to the voices of homeless preschool children and their families. *Journal of Early Childhood Education, 38,* 299-304.

T3: A Project of the Center for Social Innovation and The National Center on Family Homelessness. http://www.center4si.com/training/index.cfm