SW 361: Child Welfare
Fall 2015
Distance Learning

Instructor: Sheri Weistaner, LCSW
Office Phone: 208-292-1378
Email: ssweistaner@lcsc.edu
Office Hours: Tuesdays: 10:00am-12:30pm****
Thursdays: 10:00am-12:30pm**** or by appointment.

****Due to obligations in the field, it would be prudent to contact instructor through email prior to coming in for meeting to ensure availability.

Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the inclusion of non-traditional aged, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects, in the community in which they live, by conducting program evaluations and needs assessments through our research sequence which culminates in a public symposium.

Note: Last day to add class/es or to drop on-line is August 28, 2015; last day to drop class without “W” grade on transcript is September 4, 2015. Last day to withdraw from class/es or college for the semester is November 5, 2015.

Required Video Rental: Rabbit Proof Fence
http://www.imdb.com/title/tt0252444/

Additional Readings will be posted on Blackboard.

Course Description: This course is designed as an introduction to the field of family, children and youth services in the United States. The focus of this course will be on the consumers of services: children and their parents. The goal is to familiarize students with the scope and practice of services that are available to help children and families. This course will explore critical issues facing families in our society including ethnic and cultural issues. Evidence-based practices in child welfare will be presented as a way to intervene with children and families involved in the child welfare system.

Course Objectives and EPAS Competencies:
1. Understand and describe children and family services from an historical perspective. (2.1.3, 2.1.7) Achieved through: exams, childhood paper, discussion posts and Knowing Who You Are activity.
2. Discuss and describe the impact of diversity as it applies to family function and system response in child welfare services. (2.1.4, 2.1.5, 2.1.7) Achieved through: exams, classroom exercises and Knowing Who You Are journals.
3. Build a knowledge-base and summarize information about the child welfare system and other systems with which it interacts. (2.1.6, 2.1.7, 2.1.9) Achieved through: exams, discussion posts, Child Welfare in the News, Knowing Who You Are activity.
4. Describe the continuum of child welfare services to children and families. (2.1.6) Achieved through: exams, discussion posts and Knowing Who You Are activity.

COURSE EXPECTATIONS

Course Methodology: Learning activities will include readings, PowerPoints, discussions and activities, video clips, and case examples.

Assignment Due Dates:
1. Written Assignments must be completed by the date noted on the assignment outline unless otherwise arranged. Faxing class assignments is NOT permitted.
2. Assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Assignments are due by 11:59 p.m. Pacific Standard Time via Blackboard on the date due. Late assignments will not be accepted. On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. The grade on the assignment will automatically be reduced by half a grade per day that assignment is late.
3. Only work submitted before the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that semester.
4. Extra-Credit: Tough Love Paper
   If earned, will only count towards your final grade if ALL assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained – for this online class, this means no more than two missed Discussion Board activities.

5. Attendance will be calculated in this class by regular posting of discussion materials.

No assignment will be accepted if late by 7 or more days. All papers and tests should be kept until the end of the semester and the final grade has been assigned. Assignment rubrics can be found on blackboard under “resources.”

You can expect me to be prepared and ready to teach class. It is your responsibility to discuss any concerns regarding the course, assignments, or grades with me at the initial time the concern is experienced. If circumstances arise which affect your ability to complete assignments or attend to class activities, it is expected that you will contact me as soon as possible to discuss the situation.

READING
Required Reading: Students are expected to complete all reading prior to posting discussion material. The discussions will build upon the assigned reading material. At points in the semester, materials will be placed on Blackboard. It is the responsibility of the student to ask questions when the reading assignments are not clear or if questions arise about the readings.

Students with Special Needs: The Americans with Disabilities Act of 1990 requires that the College provide reasonable accommodations to persons with disabilities as defined by the Act. Students with a disability seeking an academic accommodation must contact the Office of Student Life, 111 Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations.

If course adaptations or accommodations are needed because of a disability, if you need to make the instructor aware of emergency medical information, or if you will need special arrangements in case of building evacuation, please contact the instructor by the 10th day of the semester.

Shared Client and Agency Information: In the virtual classroom, students and instructors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

Confidentiality: Due to the nature of this class, it is expected that confidentiality will be of utmost concern. It is expected that all classroom behavior conforms to the NASW Code of Ethics, 1.07 Privacy and Confidentiality. The use of “client” will include the privacy and confidentiality of students participating in this class. Any violations of this will be viewed as unprofessional class conduct and is likely to result in a lowered grade.
Policy Regarding GPA
Students may apply for admission to the Social Work program when:

1. Students have completed 30 credits of the General Ed core including Math 123 and English 101.
2. Students have completed SW140/240 (Intro to Social Work) and SW241 (Generalist Practice) with a B- or better in each course.
3. Students have achieved a minimum overall cumulative college GPA of 2.5.
4. Students must maintain a cumulative Social Work GPA of 2.7 (It is expected that students earn a B- or better in the Social Work practice courses: SW341 (Micro), SW342 (Mezzo), and SW443 (Macro) to apply to and remain in the program.)

Policy Regarding Course Incompletes
Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student’s control. It is the responsibility of the student to request an Incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the next term, excluding summer session. Students who fail to complete the required work will be assigned a grade of “F”.

Social Work Program Attendance Policy
Students are expected to participate in all scheduled weeks. Those students unable to participate are responsible for all work and class material. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade. This policy applies to all classes taught as part of the social work curriculum. Rare exceptions to this policy may be made at the discretion of the instructor.

Academic Honesty and Plagiarism*
The following acts of academic dishonesty are not acceptable:

- **Cheating:** using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- **Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- **Plagiarism:** representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- **Facilitating academic dishonesty:** helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).
*In addition to action by the instructor, all incidents will be reported to the Office of Student Affairs.

**Professional Writing Standards**

All printed work submitted to this instructor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (6th ed.). (Recommended for SW140 and SW241, required of all others.) Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

**Special Guidelines:**

Child welfare concerns in society are widespread, and as a result, it is likely that individuals taking this course may have personal experience and knowledge about issues related to discussion topics. Due to the sensitive nature of the course content, I ask that students respect and follow the following guidelines for class conduct and discussion:

1. PRIVACY—no one in this course is obligated to share personal experiences with the class. In some cases, this may be uncomfortable or have emotional consequences. Please use discretion and share only that which you feel comfortable having the entire class know.

2. CONFIDENTIALITY—any revelation that individuals disclose in class will be considered confidential and should not be repeated outside of class.

3. REMINDER THIS IS A CLASS—therapeutic issues cannot and should not be addressed within this course.

4. RESPECT—it is extremely important that we honor and respect the opinions and experiences of others. This is a value that must be used regularly within the practice when we encounter clients who have issues related to child welfare.
Determination of Course Grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1: Discussion Board</td>
<td>200</td>
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<tr>
<td>Assignment 2: Child Welfare In The News</td>
<td>200</td>
</tr>
<tr>
<td>Assignment 3: Childhood Paper</td>
<td>200</td>
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<tr>
<td>Assignment 4: Knowing Who You Are</td>
<td>150</td>
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<td>Assignment 5: Exams (2)</td>
<td>150</td>
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<td>Assignment 6: Rabbit Proof Fence</td>
<td>100</td>
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<td></td>
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<tr>
<td>Extra Credit: Tough Love</td>
<td>50</td>
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<td></td>
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<tr>
<td><strong>Total Possible</strong></td>
<td><strong>1000</strong></td>
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</table>

Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
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<td>87-89</td>
<td>B+</td>
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<td>84-86</td>
<td>B</td>
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<tr>
<td>80-83</td>
<td>B-</td>
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<td>77-79</td>
<td>C+</td>
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<td>70-73</td>
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<td>67-69</td>
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<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>63-below</td>
<td>F</td>
</tr>
</tbody>
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LEARNING ACTIVITIES

ASSIGNMENT 1 DISCUSSIONS

20 points per week for 10 weeks **Total Points: 200 points**

Issues regarding child welfare are extremely relevant to any work in the human services and are prevalent through our society. Everyone taking the course comes to the course with previous beliefs and attitudes about the topics we are addressing, and much of the content of the course will prompt strong reactions from each of us. Participation will be essential in helping us develop an understanding of the perspectives of others as well as develop critical thinking skills necessary for working with this topic.

**Due:** By 11:59 p.m. PST (Pacific Standard Time) on the dates indicated in the weekly learning modules.

**Points:** 10 points each per initial post and 10 points for responses.

All students are expected to participate in class by posting responses to weekly discussion topics. Discussions must be completed in the week that they are assigned. Because the discussions are part of the attendance and part of the learning of the week, **THERE WILL BE NO MAKE-UPS FOR DISCUSSION BOARDS!!!** It is not possible to go back to a module and have a discussion with students who are not monitoring the discussions because they have moved on to another module. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY.**
Each week’s discussion will open on Sunday, the first day of the learning module, and it will close on Saturday at 11:59 p.m. Pacific Standard Time (PST), the last day of that particular learning module. Remember, it is each student’s responsibility to submit assignments correctly and on time.

In order to ensure adequate opportunity to express your point of view, and to allow for a richer discussion, your original post responding to the topic **MUST be posted by Thursday by 11:59pm for full credit.** This will allow your colleagues time to respond to your thoughts, as well as give you time to thoughtfully respond to other postings. Please note, if you wait until Saturday to post and respond to your colleagues, you have not actively participated in the discussion in any meaningful way and therefore will not receive credit for your initial post for the week. You are expected to respond to a minimum of **TWO** of your fellow student’s posts throughout the week. If you are looking for full credit, **THREE** response posts are mostly required. Some of our greatest learning moments come from rich discussions with others as we are exposed to different perspectives and life experiences. Please note, participation in discussions at the minimum requirements, will not earn the maximum points.

*I will be looking at both the quantity and quality of the postings. These postings must add substantively to the discussion by building upon classmates' ideas or posing critical questions to further the discussion.* For example, a posting of "I agree with what people are saying" is not sufficient.

I will monitor these discussions and provide input and clarification as necessary. Points for participation in the discussions will be based on your promptness in posting your response and responding to your colleagues, your ability to clearly express yourself (this includes accurate spelling and grammar), and relevance of your postings to the posted topic.

**While posts are not a formal paper, please remember that grammar and punctuation will be graded. Posts should not include slang, appear as text messages with abbreviations, be treated as informal email or instant messaging with a friend, etc.**

Please see the rubric below for exact grading criteria:
## Discussion Assignments Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Original Post</th>
<th>0-5 points</th>
<th>6-8 points</th>
<th>9-10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of posting</strong></td>
<td>Postings are not relevant to the questions posed.</td>
<td>Postings reflect the reading and some outside source material but outside source material not cited. Original is posted by Thursday at 11:59pm.</td>
<td>Postings reflect the readings and outside information with proper outside source material citation. Original is posted by Thursday at 11:59pm.</td>
<td></td>
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<tr>
<td><strong>Understanding of reading and outside source material</strong></td>
<td>Responds to the question posted but does not mention materials from the readings.</td>
<td>Responds to the question posted and makes reference to readings.</td>
<td>Responds to question posted and demonstrates understanding of material and outside source material and properly cites with exceptional grammar.</td>
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<td><strong>Replies</strong></td>
<td>Response not relevant to original posting</td>
<td>Response relevant to posting but fails to support position</td>
<td>Response relevant to posting and supports position with factual information. And/or More than 2 Replies</td>
</tr>
<tr>
<td><strong>Quality of reply</strong></td>
<td>And/or 0-1 Replies</td>
<td>And/or 2 Replies</td>
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<td><strong>Understanding of reading and outside source material</strong></td>
<td>Responds to the question posted but does not mention materials from the readings and/or assignments.</td>
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<td>Responds to question posted and demonstrates understanding of material and outside source material and properly cites with exceptional grammar. Posts are respectful to the opinions of others.</td>
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ASSIGNMENT 2
CHILD WELFARE IN THE NEWS
Due: Modules 6,7,10 and 15. Initial posts will be due by Thursday at 11:59pm and the response posts will be due by 11:59pm on Saturday.

Points: 30 points each per initial post and 20 points for responses for each of 4 Modules throughout the semester (Modules 6,7,10 and 15). Total Points: 50x4 = 200

Preparation for this assignment:

During the first day or two of class, you will need to go to the Child Welfare Information Gateway and sign up for Child Welfare in the News. Please do not wait to do this as there is sometimes a delay before emails begin!

The link is below:

https://www.childwelfare.gov/subscribe/

Scroll down to the “Subscribe to Child Welfare in the News” (the third option) and click on the box next to the listing. Scroll down further and enter the email address to which you would like your information sent. Please note you will need to monitor your email as you will receive a confirmation email shortly for Child Welfare in the News. You will need to reply to the confirmation email to complete the subscription process. Each business day or once a week, you will receive an email with links to many stories in the news regarding child welfare. These stories are national and international news. They will assist in bridging what is being learned through the readings and applying that to real world situations.

You can also look at the stories by RSS feed. If you look at the tabs towards the top of the link above, you will see a tab called, “Subscribe to RSS Feed.” The third choice down is Child Welfare in the News.

You are responsible for ensuring that you have access to these stories. Please make sure you are able to find the stories right away so you will be able to participate in this assignment. There will be no late assignments permitted because you were unable to find the stories. If you have issues, please connect with me very early so you are ready to go.

By Thursday of each applicable module, (Modules 6,7,10 and 15) each student will post a reaction to one of the stories posted in the previous two weeks.

Discussions for Child Welfare in the News must be completed in the week that they are assigned. Because the discussions are part of the attendance and part of the learning of the week, THERE WILL BE NO MAKE-UPS FOR CHILD WELFARE IN THE NEWS DISCUSSION BOARDS!!! It is not possible to go back to a module and have a discussion with students who
are not monitoring the discussions because they have moved on to another module. **There will be no exceptions to this policy.**

Please note that the story MUST have been from Child Welfare in the News from the past two weeks. **These discussions will need to be linked to either something in the current module or something that has been studied in a previous module.** Also, as you are graded on thoroughness of your initial post, it might be wise to find an article that has enough information OR you are able to do enough research to follow through on a shorter story to prepare a thoughtful and thorough post. Please do not expect full points on a post that states something like, “It was a really short story. I wonder……” If you are thinking that, it probably is not a sufficient story or you need to do a little more work to find out the information you are wondering about.

Discussions must be completed in the week that they are assigned. Each week’s discussion will open on Sunday, the first day of the learning module, and it will close on Saturday at 11:59 p.m. Pacific Standard Time (PST), the last day of that particular learning module. Remember, it is each student’s responsibility to submit assignments correctly and on time.

In order to ensure adequate opportunity to express your point of view, and to allow for a richer discussion, **your original post responding to the topic MUST be posted by Thursday by 11:59pm for full credit.** This will allow your colleagues time to respond to your thoughts, as well as give you time to thoughtfully respond to other postings. Please note, if you wait until Saturday to post and respond to your colleagues, you have not actively participated in the discussion in any meaningful way and therefore will not receive credit for your initial post for the week. You are expected to respond to a minimum of **TWO** of your fellow student’s posts throughout the week. If you are looking for full credit, **THREE response posts are mostly required.** Some of our greatest learning moments come from rich discussions with others as we are exposed to different perspectives and life experiences. Please note, participation in discussions at the minimum requirements, will not earn the maximum points.

**I will be looking at both the quantity and quality of the postings. These postings must add substantively to the discussion by building upon classmates' ideas or posing critical questions to further the discussion.** For example, a posting of "I agree with what people are saying" is not sufficient. Please see the rubric below:
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<tr>
<td><strong>Replies</strong></td>
<td>0-14 points</td>
<td>14-17 points</td>
<td>18-20 points</td>
<td></td>
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<td><strong>Quality of reply</strong></td>
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<td>Response relevant to posting but fails to support position completely.</td>
<td>Response complete and relevant to posting. Supports position with factual information gathered from sources from activities as well as other information.</td>
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ASSIGNMENT 3
CHILDHOOD PAPER
Due by October 3, 2015 at 11:59pm Pacific Standard Time
Total Points: 200 Points

Think about your childhood from birth to eighteen. What child welfare needs did you or your immediate family have even if you did not receive them? For example, did you or any of your siblings have a disability? Were your parents divorced? Did you or a sibling have difficulty in school? Was there any point in your or your sibling(s) development that caused problems for your family? All of these issues may have necessitated family adjustment and/or services. So, examine the spoken and unspoken rules, roles in your family and how you were raised. This is a process to help you to get to know yourself, really think about your childhood, and how you may react to different situations regarding children, based on your own background. Or, you may feel that you had an ideal childhood with no issues at all. Even developmental milestones create family imbalance and may have necessitated brief counseling. Or, did your family deny problems as a form of maintaining balance? How do you believe your experiences may influence your work as a social worker in the child welfare field?

Maybe your family didn’t require social services or have any major issues. That is wonderful! The point of the paper is for you to explore your past and how your family may influence your work as a social worker in the child welfare field.

Outline these issues and consider:
- What were these issues within your family?
- Did you receive services for them?
- If so, what type of services?
- If not, why not? Did your family choose not to do so? Were there no services? Did the family feel they could handle their own issues? Did your family qualify? Etc.
- What was the outcome of receiving or not receiving services?
- Were there any cultural biases involved?
- How do you believe your experiences might influence your experiences as a social worker in child welfare situations?

In completing this paper, feel free to talk with parents, siblings, or other relatives for their perspectives. The purpose of the exercise is to help you to recognize that most families do need some help at some time and we, as professionals, must learn to recognize this and remove the barriers that might prevent them from getting the help they need.

This paper can range from 4-10 pages, must be double-spaced, and typed. Please refer to the section on APA formatting expected in all written communication. This assignment should be turned in on Blackboard on the date specified.

Note: This may be a difficult paper to complete if your family issues are still painful. However, if you choose to pursue a career in child welfare services, your own childhood issues will surface as you help others. Therefore, it is important to consider them in your training for the field. The
content of this paper will be kept confidential between you and the instructor and the paper will be returned directly to you.

ASSIGNMENT 4
KNOWING WHO YOU ARE
Total Points: 150 points
FULLY COMPETED BY November 7, 2015 at 11:59 p.m. Pacific Standard Time

****This is a time consuming activity that takes extreme thought and participation. DO NOT WAIT until the last minute to complete this activity. You will not be able to complete this with full points if you wait. You will need to fax/mail/email your certificate to me and this will not be possible if you do it the day it is due. I expect all certificates to be in my office by November 7, 2015 – NOT postmarked by this day.

This is an easy way to receive the full 150 points if you spend the time on the activity to thoughtfully participate. This is about personal thoughtful insight. The questions will only be graded for completeness, relevance and honesty – not for political correctness. There are no “right answers.” I will grade on thoroughness and thoughtfulness.

The e-learning guides you through activities in 9 different modules regarding disproportionality in foster care. These are not easy lessons. It will take insight to really benefit from this assignment. Throughout the sections, there will be a journal button with an opportunity to answer some thoughtful questions. These questions have been listed in the syllabus section of Blackboard. I will need you to record your answers separately. These answers and a copy of the certificate issued at the end of the e-learning will be what are submitted for completion of the assignment.

The journal has a print button; however, it was not working when I recently visited the website. I suggest you have a copy of the questions open to write your answers in both places. ****Last semester, the website crashed and some students lost their content because they did not keep a backup on the Word document. IT IS MOST IMPORTANT TO COMPLETE THE QUESTIONS TO EMAIL TO THIS INSTRUCTOR. IT IS NOT COMPLETELY NECESSARY TO ANSWER THE JOURNAL QUESTIONS ONLINE. I will NOT have access to your learning activity. The only way I will know that you have completed the activity is by the certificate and your submitting your journal answers separately.

You will get out of this what you put in to it.

*****PLEASE NOTE THAT YOU WILL NEED TO PRINT THE CERTIFICATE AND MAIL/FAX/EMAIL A COPY TO ME.
DIRECTIONS TO ACCESS THE ACTIVITY:

Please go to the following link:

http://www.casey.org/resources/initiatives/KnowingWhoYouAre/

***You will be completing Sections 1 and 2 for this assignment.***

Section 1

1. Click on Part I: Video
2. Scroll to “Watch the video” and choose the internet connection that best suits your system. This should start the video.
3. This is a 24 minute video.

Section 2

1. After viewing the video, return to the link.
2. Scroll down to Part II and click on “Access to elearning.”
3. Click on Individual Registration
4. Fill in the registration information
5. Begin the module

ASSIGNMENT 5

EXAMS
75 points each
Total Points: 150 points

There will be two exams in this class which will incorporate all lectures, assignments, discussion, exercises, and readings. The exams will include multiple choice, true/false, and short answer essay questions. Exams can be found on blackboard on the date specified in the course outline. Exams will be posted in Modules 8 & 16. You must complete these by the close of the Module – Sunday night at 11:59 p.m. Pacific Standard Time. More information regarding exams will be posted in the module prior to the exam (Module 7 & 15) including study guides and instructions for the exams.
ASSIGNMENT 6
RABBIT PROOF FENCE DISCUSSION POST
100 points possible – 60 points maximum for initial post and 40 points possible for response posts.

The Movie Rabbit Proof Fence is available on several different streaming services - including Netflix and Amazon Rental. I also have a copy in my office available to borrow. You will need to contact me to check it out if necessary so everyone has access to it. If you need assistance in finding a way to find a copy, please let me know. This assignment is worth 100 points. 60 points for your initial post - expected to be expanded from other discussion posts and 40 points possible for response posts. The rubric is similar to the other discussion assignment but you can find it in the syllabus. PLEASE NOTE the additional points possible and the expectation that the posts shall be more in depth.

<table>
<thead>
<tr>
<th>Discussion Assignments Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Original Post</strong></td>
</tr>
<tr>
<td><strong>Quality of posting</strong></td>
</tr>
<tr>
<td><strong>Understanding of reading and outside source material</strong></td>
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</tbody>
</table>
### EXTRA CREDIT ASSIGNMENT
TOUGH LOVE VIDEO AND RESPONSE QUESTIONS
50 Points Possible
Due: December 12, 2015

I sent out an email regarding this POV special during the summer. If you did not record it, or if you cannot find it on the POV website, I have copies you can check out. Please email me for further information.

There is a tab on Blackboard named “Tough Love.” This is where you can find the questions to answer for extra credit as well as information regarding the film. Please complete the answers and submit via the Assignment Tab on Blackboard.

Please remember that this assignment is meant as an opportunity for students to enhance learning and therefore, grades. It is not meant to be a last minute assignment to bring up a grade when attendance throughout the semester has not been ideal. Therefore, the extra-credit policy is as follows:

<table>
<thead>
<tr>
<th>Replies</th>
<th>0-20 points</th>
<th>21-25 points</th>
<th>26-30 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of reply</td>
<td>Response not relevant to original posting.</td>
<td>Response relevant to posting but fails to support position completely.</td>
<td>Response complete and relevant to posting. Supports position with factual information gathered from sources from activities as well as other information.</td>
</tr>
<tr>
<td>And/or 0-1 Replies</td>
<td>And/or 2 Replies</td>
<td>And/or More than 2 Replies</td>
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<tr>
<td>Understanding of reading and outside source material</td>
<td>Responds to the question posted but does not mention materials from the readings and/or assignments.</td>
<td>Responds to the question posted and makes reference to readings.</td>
<td>Responds to question posted and demonstrates understanding of material and outside source material and properly cites with exceptional grammar. Posts are respectful to the opinions of others.</td>
</tr>
</tbody>
</table>
If earned, will only count towards your final grade if **ALL assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained** – for this online class, this means no more than two missed Discussion Board activities.

<table>
<thead>
<tr>
<th>Week/Module</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Assignments Due &amp; Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 24</td>
<td>Introduction to Course History of Child Welfare</td>
<td>Chapter 1</td>
<td>Discussion Board 1</td>
</tr>
<tr>
<td>2</td>
<td>August 30</td>
<td>The Changing Family</td>
<td>Chapter 2</td>
<td>Discussion Board 2</td>
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<tr>
<td>3</td>
<td>September 6</td>
<td>Children and Poverty</td>
<td>Chapter 3</td>
<td>Discussion Board 3</td>
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<td>4</td>
<td>September 13</td>
<td>Impact of Violence and Addiction on Children</td>
<td>Chapter 4 Bb Readings</td>
<td>Discussion Board 4</td>
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<td>5</td>
<td>September 20</td>
<td>Children against the Backdrop of War</td>
<td>Chapter 5</td>
<td>Discussion Board 5</td>
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<tr>
<td>6</td>
<td>September 27</td>
<td>Counseling for Families and Children</td>
<td>Chapter 7 – Bb Readings</td>
<td>Child Welfare in the News Discussion Post 1</td>
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<td>Childhood Paper Due by the end of this module – October 3 at 11:59pm PST</td>
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<td>7</td>
<td>October 4</td>
<td>Teen Pregnancy and Parenting</td>
<td>Chapter 11 Bb Readings</td>
<td>Child Welfare in the News Discussion Post 2</td>
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<td>8</td>
<td>October 11</td>
<td>Child Abuse and Neglect</td>
<td>Chapter 8 Bb Readings</td>
<td>Exam 1 Discussion Board 6</td>
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<td>9</td>
<td>October 18</td>
<td>Family Preservation – Child Placement</td>
<td>Chapter 9</td>
<td>Discussion Board 7</td>
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<td>10</td>
<td>October 25</td>
<td>Family Foster Care</td>
<td>Chapter 12</td>
<td>Child Welfare in the News Discussion Post 3</td>
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Discussion Board</th>
<th>Notes</th>
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<tr>
<td>11</td>
<td>November 1</td>
<td>Family Court</td>
<td>Chapter 10</td>
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<td>Knowing Who You Are Module due by November 7 at 11:59pm PST.</td>
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<td>12</td>
<td>November 8</td>
<td>Cultural Implications of Foster Care</td>
<td>Bb Readings</td>
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<td>Discussion Board 9</td>
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<td>13</td>
<td>November 15</td>
<td>Permanency and Adoption</td>
<td>Chapter 13</td>
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<td>Discussion Board 10</td>
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<td>14</td>
<td>November 22</td>
<td>Thanksgiving Break</td>
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<td>15</td>
<td>November 29</td>
<td>Residential Services</td>
<td>Chapter 14 Bb Readings</td>
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<td>Exam 2</td>
<td></td>
<td>Child Welfare in the News Discussion Post 4</td>
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This syllabus constitutes a contract between the instructor and the students. Terms in this syllabus may be subject to change in order to accommodate unforeseen events/concerns, and promote flexibility in learning and teaching. Such changes will be discussed openly in class and students will be informed of them in a timely fashion.
Additional References


**Syllabus Addendum**

**Consumer Information**
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at [http://www.lcsc.edu/student-consumer-information/](http://www.lcsc.edu/student-consumer-information/)

**Disability Accommodations**
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities**
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog ([http://webdev.lcsc.edu/catalog](http://webdev.lcsc.edu/catalog)) and the LCSC Student Handbook ([http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf](http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf)) for more information.

**Accidents/Student Insurance**
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Illegal File Sharing**
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page ([http://www.lcsc.edu/student-affairs/student-code-of-conduct/](http://www.lcsc.edu/student-affairs/student-code-of-conduct/)).

**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

**Disclosures**
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities. Updated January 2014