

SW# 361: Child Welfare
3 Semester Hours

Lewis-Clark State College
Social Work Program

Revised: August 2009

Office Hours: To be announced

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Location: SPH 107

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Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its' students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological and liberal arts based background and strengths based perspective; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to 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.

Note: Last day to add or drop class without "W" grade on transcript is 9-4-09. Last day to withdraw from class or college for the semester is 11-6-09.

COURSE DESCRIPTION

This course presents to the social work student a fundamental model of social work practice that addresses a multi-systemic approach to intervention for families that emphasizes safety, permanence and well-being. The class explores best practice methods of intervention with diverse populations that are a blend of policy changes and practice applications in the domain of child welfare practices.

INTRODUCTION AND OVERVIEW

The course explores neglected, abused, sexually mistreated, and delinquent children and the social worker's role in service delivery in the child welfare system to these children and their families. Although this is an elective Social Work Course, Social Work 361 is required of all students wishing to participate in the Social Work Program's Title IV-E Child Welfare Training Collaboration with the Idaho Department of Family and Community Services.

PURPOSE OF THE COURSE IN THE CURRICULUM

The purpose of this course is to explore child welfare services in this country, from the least intrusive into family life to the more intrusive, and finally those that substitute care for the family. This course seeks to address ways to reverse the alarming, upward trend in Child Maltreatment and better protect children and families at risk through family based services. Areas of focus include the causes of neglect and abuse, current social policies impacting the child welfare system, training needs of child protective workers and foster parents, and culturally sensitive ways to approach a variety of people from many different backgrounds.

PROGRAM GOALS & COURSE OBJECTIVES

This course addresses the following Social Work Program Goals:

2. To educate students on the ethical foundation of social work as stated in the NASW Code of Ethics where self reflection of ones own values and the understanding of how they influence relationships are emphasized.

4. Relying on a liberal arts foundation, teach generalist practice social work knowledge and skills that prepare students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.

6. Ensure students have learned to develop and apply assessment, intervention, and evaluation skills differentially based on diversity with a strengths-based perspective from an ecological point of view.

Course Objectives: Upon completion of this course, students will be able to:

- A. Discuss how services to children and families are provided along a continuum from least intrusive (support services), to somewhat more comprehensive (supplemental services), to services that substitute, either temporarily or permanently, for their natural family (substitute services).

- B. Discuss the history of the provision of services for children and their families in the United States.

- C. Recognize the concepts of family preservation, family support and permanency planning and explain what each means to children and families.

- D. Explain the role of the child welfare worker in various types of services for children and families.

- E. Demonstrate an understanding of how such social issues as poverty, violence, drug abuse and homelessness impact children and families.

- F. Identify problems necessitating family and children services, see how these problems are related to gaps in the provision of appropriate services.
- G. Become familiar with the policies, practices and goals of current family and child welfare programs and acquire a basis for evaluating them.
- H. Learn how services to families and children interact with the larger social and political structures and American cultural values and the profound way these affect the goals and implementation of social policies.
- I. Gain a working knowledge of various ethnic and cultural groups in the United States and how their customs and beliefs affect the way child welfare services are perceived, planned, implemented and delivered.

TEXTS AND REQUIRED READING

REQUIRED: Crosson-Tower, C. (2009). Exploring child welfare: A practice perspective (5th Ed.). Boston: Allyn & Bacon.

Recommended: American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, D.C.: Author.

TEACHING METHODS/CLASS CLIMATE

The primary teaching approach in this class will be a combination of lecture and self-directed, experience-based and problem-centered activities. Teaching methods include: lecture, discussion, quizzes, exams quest speakers and small group exercises.

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade.

Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Disabilities: Coeur d'Alene

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, LCSC provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional/psychiatric, physical, visual or hearing disabilities. For more information please contact LCSC-CdA located at 1000 W. Hubbard Street, Suite 144, Coeur d'Alene, ID (208)666-6707..

Disabilities: Lewiston

The Americans with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the act. Students with a disability seeking an academic accommodation must contact the Office of Disability Services at 792-2211. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

Shared Client and Agency Information: In the classroom, students and professors 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.

CLASS ASSIGNMENTS AND GRADING PROCEDURES

Child Welfare Case Scenarios, Genogram and Reaction Papers: Throughout the course, students will complete a reaction paper on four brief case scenarios, including genogram, and focusing on child welfare course content. Case scenarios will be provided to the students.

Course exams: Students will take two exams covering reading assignments and classroom discuss

Team Assignment – Teams of 3 or 4 persons will work on a group research project. Teams may suggest their own topic, subject to the instructor's approval.

The project will consist of:

- ☞ A presentation in class that gives background on the topic or issue, the significance of the topic in relation to child welfare and a summary why the topic is important.
- ☞ A summary paper on the project that answers the questions: How did the subject of your topic contribute to a child welfare issue in the United States? Who benefited or benefits for this, and who pays for it? Summary paper will be five to seven pages long with eight to ten references from peer reviewed journal articles.
- ☞ Presentations will take place on the last two class periods.

Family Assessment, Service Plan, & Genogram: Students will be provided an intake summary and comprehensive risk assessment for the Williams family. After critically reviewing the case study, they will create an assessment, service plan and genogram from the information provided.

Course reading: Students are responsible for all assigned readings in the text as well as any additional readings distributed.

<u>Grades based on:</u>	<u>Points Possible:</u>	<u>Course Objectives:</u>
4- Reaction Papers (10 points each)	40 points	C, D, E, F
Mid-term Exam	30 points	A, B, C, D, E, F, G, H, I
Team Presentation	50 points	C, D, E
Family Assessment Case Assignment	30 points	C, D, E, F
Final Exam	50 points	A, B, C, D, E, F, G, H, I
Total Possible Points	200 Points	

Grading Scale:

A:	186 – 200 points
A-:	179 – 185 points
B+:	173 - 178 points
B:	165 - 172 points
B-:	159 - 164 points
C+:	154 – 158 points
C:	145 – 152 points
C-:	139 – 144 points
D+:	133 – 138 points
D:	119 – 132 points
F:	118 points and below

1. Assignments must be submitted to the instructor during class sessions unless otherwise arranged. Faxing class assignments is NOT permitted.
2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late papers and tests 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. Grade will automatically be reduced by 10% per day.
3. In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup work is due within 7 days of the test, or the student will receive a failing grade for the test.

4. 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.
5. Extra-Credit: This credit, 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.

Policy Regarding GPA

Social work majors must achieve a C- in all required social work courses. In the event that a student does not achieve at least a C- in the course, they will be required to retake the course. Additionally, student must maintain an overall GPA of 2.5 and a 2.7 cumulative GPA in social work courses.

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 be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control. It is the responsibility of the student to request, in writing, an Incomplete prior to the end of the term and to complete, with the instructor, the University required, Petition for Incomplete Grade. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who do not complete the Petition for Incomplete Grade, or who fail to complete the required work, will be assigned a grade of "F".

Academic Honesty and Plagiarism**

Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The University expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. 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 professor, all incidents will be reported to Student Affairs.

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (5th Ed.).* Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors. All work must be completed in 12 font, Times New Roman style.

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.

*Recommended for 140/240/241. Required for all others.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

TENTATIVE CLASS SCHEDULE

Week 1: August 24th Location: Lewiston
Topics: Children: Our Most Important Resource (Course Objectives A)
Readings: Crosson-Tower: Ch. 1
Assignment: Read Ch: 2
Activity: Class Discussions

Week 2: September 2nd Location: CDAL
Topics: The Changing Family (Course Objectives A B, C, F, H, I)
Readings: Crosson-Tower: Ch. 2
Assignment: Read Ch: 3
Activity: Class Discussions

Week 3:	September 9th	Location: Lewiston
Topics:	Children and Poverty (Course Objectives C, D, E, F)	
Readings:	Crosson-Tower: Ch. 3	
Assignment:	Read Ch: 4	
Activity:	Guest Speaker – Jim Downey	
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Week 4:	September 16th	Location: CDAL
Topics:	Current Societal Problems and Their Impact on Children: Violence, Addiction, and Homelessness (Course Objectives C, D, E)	
Readings:	Crosson-Tower: Ch. 4	
Assignment:	# 1 Reaction Paper due September 16th., Read Ch: 5	
Activity:	Family Risks and Strengths Factors	
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Week 5:	September 23rd	Location: Lewiston
Topics:	Early Education and Care: School Based Services (Course Objectives C, D, E)	
Readings:	Crosson-Tower: Ch. 5	
Assignment:	Read Ch: 6	
Activity:	Class Discussions	
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Week 6:	September 30th	Location: CDAL
Topics:	Counseling for Families and Children (Course Objectives A, B, F)	
Readings:	Crosson-Tower: Ch. 6	
Assignment:	Read Ch: 7	
Activity:	Family Characteristics	
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Week 7:	October 7 th	Location: Lewiston
Topics:	Protecting Children When Families Cannot: Child Abuse and Neglect (Course Objectives A, B, C, D, E, F)	
Readings:	Crosson-Tower: Chapter 7	
Assignment:	Read Ch: 8	
Activity:	Anger Exercise	
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Week 8:	October 14 th	Location: CDAL
Topics:	Family Preservation or Child Placement: Serving the Child's Best Interests (Course Objectives A,B,C,D,E,F)	
Readings:	Crosson-Tower: Ch. 8	
Assignment:	# 2 Reaction Paper Due October 14 th , Read Ch: 9	
Activity:	Class Discussions	
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Week 9:	October 21 st	Location: Lewiston
Activity:	Mid-Term/ Guest Speaker- Jennifer Lewis	

Week 10: October 28th Location: CDAL
Topics: Court Services on Behalf of Children (Course Objectives D, E, F)
Readings: Crosson-Tower: Ch. 9
Assignment: Reaction paper # 3 Due October 28th, Read Ch 10
Activity: Class Discussions

Week 11: November 4th Location: Lewiston
Topics: Teenage Pregnancy and Parenting (Course Objectives A, B, C, E)
Readings: Crosson-Tower: Ch. 10
Assignment: Read Ch: 11
Activity: Guest Speaker – Steve Lindsley

Week 12: November 11th Location: CDAL
Topics: Children in Family Foster Care (Course Objective B, C, D, E)
Readings: Crosson-Tower: Ch. 11
Assignment: Reaction paper # 4 Due November 11th, Read Ch: 12
Activity: Permanency Exercise

Week 13: November 18th Location: Lewiston
Topics: The Adoption of Children (Course Objectives A, B, C, D, E)
Readings: Crosson-Tower: Ch. 12
Assignment: Read Ch: 13
Activity: Guest Speaker – Kopper Blunt

Week of November 23rd. Thanksgiving Break: No Classes

Week 14: December 2nd Location: CDAL
Topics: Children in Residential Settings (Course Objectives C, D, E)
Readings: Crosson-Tower: Ch. 13
Assignments: Family Assessment Case Study due December 2nd
Activity: Team Presentations

Week: 15: December 9th Location: Lewiston
Activity: Team Presentations

Week: 16 December 16th Location: CDAL
Activity: Final Exam

Attendance Policy

Students are expected to participate in all scheduled classes throughout the semester. Missing fifteen percent (15%) or more of the scheduled class, (2 sessions), is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade.

Final Examination Policy

Final Exam is December 20th at 3pm for Lewiston students.

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