Course Description: Study of societal responses to children's needs. Development of skills for preventing family breakdown, placing children in alternative care, and reuniting children with their families.

Course Learning Objectives: By the end of the term, students should be able to:
1. Enhance the student's development of a professional identity through an overview of past and current child welfare philosophies and policies; and of current practices, standards, and issues;
2. Heighten the student's sensitivity to racial, cultural and religious factors that affect the provision of child welfare services to various populations and the implication this has for practice;
3. Provide the student with a framework for understanding and critically analyzing the social and organizational systems that are responsible for the delivery of child welfare services;
4. Expand upon the student's knowledge of varying family structures, lifestyles and needs with emphasis on identifying strengths and resiliency.
5. Familiarize the student with the range of child welfare services and approaches that determine the social worker's tasks and responsibilities.

Required Reading:
2. Reserve readings where indicated on the Course Outline and Schedule are required reading for all students. Copies of required reserve readings are available in a binder at the main UCF library and as electronic reserve readings through the UCF library website. From the http://library.ucf.edu/ under "UCF Library Catalog," click on "Course Reserves" and then search by instructor name or course number for the electronic reserve readings for this course.

To access the library's resources from off-campus, use the EZProxy login, which is found on many of the library's web pages including the "Ask a Librarian" page. Enter your activated library ID number in the EZProxy login box, and then click "Yes" to accept the Security Alerts. You will then be redirected to the library's homepage to begin your search. For questions about using EZProxy access, stop at the library reference desk or contact the Ask a Librarian Reference Service at 407-823-2562 or toll-free at 1-866-271-7589.

Evaluation of Learning and Grading: All assignments will be discussed in class. The final course grade will be based on the following assignments:

1. Exams – Midterm 25%, Final 25%
Exams will consist of some combination of multiple choice, true/false, and short answer questions. Material to be tested includes readings (even if not directly covered in class) and class lectures, presentations, and discussions.

2. Case Analysis – 25%
The case analysis is intended to engage the student in the critical thinking process with respect to identification of problem issues; family structure, needs, and risk factors; child and family strengths;
and problem-solving strategies that a social worker might use. The case is to be analyzed using a systems perspective. Guidelines for the case analysis will be distributed to students in class.

3. **Analysis of Community Services Paper – 25%**
   Students will examine the available services in community-based clinical practice that provide assistance and treatment to abused children and families. Specifically, the student will identify one program or agency in the local community that provides services specifically to this population. The student will arrange to learn about the specific services and write a short paper describing the program’s services. In addition, the student will critically analyze the program and identify any gaps in service that may exist. Guidelines for the paper will be distributed to students in class.

4. **Attendance and Participation**
   Professional functioning typically involves collegial sharing and peer support. By being present in class, students develop a commitment to, and a skill in, mutual problem solving and team work. For these reasons, class attendance is mandatory. Students who miss 3 or more classes for any reason will automatically lose 10 percent from their final course grade. There will be no opportunities to make up absences. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

   Additionally, unscheduled quizzes may be given at the instructor's discretion to ensure students are coming to class prepared for discussion by completing assigned readings *prior* to class.

**Important Dates:**

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<tr>
<th>Date</th>
<th>Session</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>2/10/05</td>
<td>6</td>
<td>Paper Proposal Due</td>
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<tr>
<td>2/17/05</td>
<td>7</td>
<td>Midterm Exam</td>
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<tr>
<td>3/10/05</td>
<td>10</td>
<td>Paper Peer Review – During class</td>
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<td>3/17/05</td>
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<td>Spring Break – NO CLASS</td>
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<td>3/24/05</td>
<td>11</td>
<td>Case Analysis Due</td>
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<tr>
<td>4/7/05</td>
<td>13</td>
<td>Analysis of Community Services Paper Due</td>
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<tr>
<td>4/28/05</td>
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<td>Finals Week Final Exam</td>
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**Grades:** Achievement of learning objectives will be measured as follows:

- A  = 95-100 (4.0)
- A- = 90-94 (3.75)
- B+ = 87-89 (3.25)
- B  = 84-86 (3.00)
- B- = 80-83 (2.75)
- C+ = 77-79 (2.25)
- C  = 74-76 (2.00)
- C- = 70-73 (1.75)
- D+ = 67-69 (1.25)
- D  = 64-66 (1.00)
- D- = 60-63 (.75)
- F = 59 or less (0.00)

   If the student believes the instructor has made an error in grading an assignment, such errors should be brought to the instructor's attention within the week following the return of the graded assignments. Otherwise, the grade assigned will be considered correct and final.

**Teaching Methods:** This course will incorporate a variety of teaching methods. These methods may consist of lecture, discussion, audiovisual materials, small group exercises, guest speakers, and student presentations. A variety of case examples will be used to exemplify issues discussed. Students are expected to be active in the learning process. This implies substantive class participation: **quality of participation will be judged over quantity.** Not all readings will be reviewed directly in class. Students are expected to demonstrate their mastery of course content, including reading material, through class discussion, written assignments, and quizzes.

**Course and Classroom Policies:** In addition to the information below, please see the School of Work Student Handbook and The Golden Rule Handbook for UCF Students for policies for all Social Work classes.
Attendance and Participation: Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments prior to class); it is also expected that students will be attentive and respectful in class (e.g., no off-task behavior, no talking among themselves). If a student fails to demonstrate prompt attendance and/or appropriate and professional participation and classroom behavior, the student will be asked to leave class for the day, and it will be recorded as an absence. Furthermore, make-up exams will be given ONLY in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme.

Written Assignments: Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments. All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or http://www.uwc.ucf.edu/.

Late Assignments: All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor’s mailbox before class starts on the due date. It is the student’s responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor’s mailbox. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor. No assignment will be accepted after the last day of class. It is the student’s responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades: In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity: Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, including not acknowledging sources of information appropriately and in accordance with APA guidelines, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment and may also receive a failing grade for the course. Students who observe others violate this policy are expected to report this to the instructor.

Student Disability Services: UCF and the School of Social Work are committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services (SDS), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the instructor. Students who are registered with SDS and need accommodations in this course must contact the
professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. This syllabus is available in alternate formats upon request.

**Instructor Office Hours:** The instructor is available to meet with students during the office hours listed on this syllabus and by appointment. The instructor can be contacted by phone or email with the contacts listed at the top of the syllabus. Please include “SOW 4654” in the message line of your email, as I do not open emails from addresses I do not recognize. *It is the student’s responsibility to initiate contact with the instructor about due date extensions or other concerns.*

This syllabus is not a legal document. Typographical and other errors may be present. In addition, the instructor reserves the right to make announced changes in course requirements, schedule, reading requirements, assignment due dates, and other expectations at her discretion. Whenever possible, such changes will include student input.

<table>
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<tr>
<th>The UCF Creed</th>
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<tr>
<td>Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.</td>
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<tr>
<td><strong>Integrity</strong></td>
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<td><strong>Creativity</strong></td>
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<td><strong>Excellence</strong></td>
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**Course Outline and Schedule:** All assigned readings are from the course text unless otherwise noted.

**Sessions 1 & 2: Introduction to Child Welfare System**

**Content:**
1. Historical development of child welfare system
2. State child welfare systems
3. Review of major components, structure, and interrelationships of child welfare system
4. Culturally competent family and child services

**Readings:**

**Session 3: Early Childbearing and Family Support**

**Content:**
1. Impact of early childbearing on parents and children
2. Developmental risks to children
3. Cultural, racial, and religious issues
4. Effects of day care and early preschool programs on children
5. Regulation of out-of-home care
6. Family Income Security

**Readings:**
**Sessions 4 & 5: Child Protective Services/Abuse and Neglect**

**Content:**
1. Review of federal laws and standards for child protective services
2. Review service system models
3. Investigation process
4. Legal mandate to report
5. Abuse and neglect indicators and at risk factors
6. Process of assessing and critically analyzing family needs and strengths and providing appropriate services

**Readings:**

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**Session 6: In-home Services to Prevent Out-of-home Placement**

**Content:**
1. Characteristics of in-home services
2. Current models of home-based services
3. Range of services; kinship care
4. Stress factors and resiliency among high-risk families

**Readings:**

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**Session 7: Mid-term Exam – 2/17/05**

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**Session 8: Foster Care**

**Content:**
1. Impact of separation on parents and children
2. Service response to prevent separation
3. Criteria for decisions
4. Barriers to reunification
5. Planning for reunification

**Readings:**
1. Chapter 9, "Foster Care for Children and Their Families", pp. 319-363.

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**Session 9: Permanency Planning**

**Content:**
1. Rationale for permanency planning
2. Role of permanency planning worker
3. Significant components of permanency planning
4. Issues in separation of child and parents
5. Role of social worker, birth parents, and foster parents in process of separation and reattachment
6. Visits between parents and child
7. Services to foster parents; culturally competent foster care
8. Development of treatment plan for returning child to birth parents or alternative permanent placement
9. Termination of parental rights
10. Cultural issues in adoption

**Readings:**
Sessions 10 & 11: Mental Health Services
Content:
1. The child and mental health services
2. Types of mental health services available for children
3. Planning comprehensive services for children and families
4. The role of case management in children's services
Readings:
Reserve readings to be assigned

Sessions 12 & 13: The Child and the Court
Content:
1. Background of juvenile court
2. Court as a community institution
3. Process leading to court appearance
4. Parent's and children's rights
5. Role of guardians, kinds of guardians
Readings:

Session 14: Ethics and Advocacy
Content:
1. Background of child advocacy
2. Components of child advocacy
3. Issues in child advocacy
4. Professional responsibilities
Readings:

Session 15: Course Review

Finals Week: Final Exam
Date, time, and location TBA
Selected Bibliography


