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

Course Learning Objectives: This course is designed 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.


Evaluation of Learning Process and Grading:
1. Two exams (mid-term and final 25 points each for a total of 50 points).
2. Literature Review – (25 points). Students will complete a literature review, including an annotated bibliography, of the current literature about a children services topic of their choice. The review will include qualitative and quantitative research related to current interventions.
3. A paper addressing/analyzing issue relevant to course content (choices to be selected in class) - (25 points). The paper is intended to focus on a macro-level issue related to child welfare (for example, teen parenting, Shaken Baby Syndrome). The issue is to be addressed in terms of prevalence, effects on children, the role of the professional social worker in addressing the issue, and implications for practice (10 - 15 pages maximum). More specific directions will be provided in class.
4. Mandatory Attendance: Students who miss 3 or more classes for whatever reasons will automatically lose 10 points off their final grade. There will be no opportunities to make up absences.

Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
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<tr>
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<td>B+</td>
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<td>B</td>
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<td>C+</td>
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<td>F</td>
<td>59 or less</td>
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Tentative due dates for assignments

1. Exam #1-(mid-term) – February 28, 2005  25 points - Session 7
2. Literature Review – March 28, 2005  25 points - Session 9
3. Analysis Paper – April 25, 2005  25 points - Session 13
4. Exam #2 (final) – May 2, 2005  25 points - Session 14

Total 100 points


The following also apply:

1. **Papers are due in class on the date specified by instructor.** One letter grade will be deducted from late papers. No papers will be accepted after the last day of class. No extra credit assignments will be given at any time during the semester.

2. **Exams are to be taken only on the day that they are scheduled.** 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 and will be taken during final exam week. Out of town vacations, trips, mild colds, and other circumstances similar to this do not qualify as extreme.

3. **Student class participation and attendance.** Social Work students are expected to attend ALL class sessions. Professional functioning involves collegial sharing therefore class participation is important. Ten points will be deducted from your final grade for three (3) or more absences regardless of the reason. Three late arrivals to class (more than ten minutes) will count as one absence.

4. **Student papers.** Effective written expression is essential for professional practitioners whose records and reports in the field often influence a client's service delivery. Thus, students are expected to always present their ideas clearly and properly when writing papers. Grammar, punctuation, and spelling are to be correct in all papers submitted. Papers are to be typed, double-spaced, and conform to professional standards of writing. Papers not conforming to these standards of exactness and style will be returned ungraded. Papers demonstrating serious deficiencies in common English usage will be returned ungraded. No extra credit assignments will be given at any time during the semester

5. **Papers will be graded according to the following criteria:**
   1) 50% - **Content:** Is the student applying concepts as covered in the course? Are the student's conclusions logical and clinically sound? Is the student thorough in his or her analysis?
   2) 50% - **Clarity:** Is the material presented in a professional manner? Is the student demonstrating a mastery of spelling, grammar, and a general use of the English language as will be required in a professional social work setting.

**Classroom Behaviors and Expectations:**

1. All students are expected to arrive **ON TIME** for class. If this becomes a frequent occurrence students will lose at a minimum 5 points off their final grade.

2. Students are **EXPECTED TO BEHAVE PROFESSIONALLY** and this requires that each student listen to and respect different perspectives. Students are not to use profanity, be disrespectful, yell, use physical contact against another student or intimidate other students in class. Students who present with ANY of these difficulties will be asked to leave the course and receive a Failing grade for the course.

3. Side conversations and other disruptive behaviors will **NOT BE TOLERATED** in class. Students who engage in this behavior will be asked to leave the course and receive a Failing grade for the course.

4. In order to maintain a classroom atmosphere where all students are free to share their opinions and experiences, students are **PROHIBITED FROM AUDIO TAPING ANY PART OF THE CLASSROOM EXPERIENCE.**

5. **STUDENTS ENGAGING IN PLAGIARISM, OR CHEATING** on exams or papers will be asked to leave the course and receive a Failing grade for the class.
6. If a student requires any special disabilities arrangements when taking exams, it is the student's responsibility to make those arrangements with the university office.

**Course Outline & Readings**

**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.

**Reading:** Downs et al., (2004). Chapter 1, An Introduction to Family & Child Services, pp. 1-38 and Chapter 3, Services to Prevent Maltreatment and Support Families, pp. 77-118.

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

**Content:** Possible library research session
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

**Reading:** Downs et al. (2004). Continue with Chapter 3, Services to Prevent Maltreatment and Support Families, pp. 77-118, Chapter 4, Supporting Families with Day Care and Child Development Programs, pp. 124-154 and Chapter 5, Family Income Security, pp. 158-179.

**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.

**Reading:** Downs et al., (2004). Chapter 7, Protecting Children from Neglect and Abuse, pp. 221-280.

**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.


**Session 7: Mid-term Exam**

**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.


Sessions 9: Foster Care, (Contd.): Issues in Permanency Planning

Content:
Literature Review DUE TODAY
1. Rationale for permanent planning.
2. Role of permanent planning worker.
3. Significant components of permanent 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.
10. Cultural issues in adoption.


Session 10: 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: Other readings will be assigned.

Session 11: Mental Health Services (Contd.)

Content:
1. Mental health services (continued)
2. Case management services (continued)

Readings: Other readings will be assigned

Session 12: The Child and the Court

Content:
1. Background of juvenile court.
2. Court as a community institution.
3. Process leading to court appearance.
5. Role of guardians, kinds of guardians.


Session 13: Ethics and Advocacy

Analysis Paper DUE TODAY

Content:
1. Background of child advocacy.
2. Components of child advocacy.
3. Issues in child advocacy.
4. Professional responsibilities.
5. Course review & wrap-up


Session 14 Final Exam Week
Final exam date and time to be announced.

Selected Bibliography


