Locator Information:
Instructor:
Course Number and Name: SWRK 480 Child Welfare Services
Semester Hour of Credit:
Day/Time Class Meets:
Email:
Class Location Building:
Office Phone:
Fax: (910) 672-1755
Office Location:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.

BSW Program Mission:

The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the
impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

BSW Program Goals:

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<tr>
<th>BSW Program Goals</th>
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<tr>
<td>1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work</td>
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<td>2. To develop social workers who advance and promote social justice</td>
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<td>3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.</td>
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<td>4. To inculcate in students respect diversity and an appreciation of difference as they prepare for service in a multicultural society and global community.</td>
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<td>5. To produce social workers who will be effective consumers and producers of research for evidence based practice</td>
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<td>6. To produce students who will embrace the concept of lifelong learners</td>
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Course Core Competencies and Related Practice Behaviors

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<tr>
<th>Competencies (2008 EPAS)</th>
<th>Practice Behaviors</th>
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<td>Educational Policy 2.1.1-Identify as a professional social worker and conduct oneself accordingly</td>
<td>1. Practice personal reflection and self-correction to assure continual professional development</td>
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<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>12. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
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<tr>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
<td>22. Critique and apply knowledge to understand person and environment</td>
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II. COURSE DESCRIPTION

This course will cover knowledge, concepts and tools associated with contemporary child welfare practice. The course reflects a strengths-based family-centered or family-based approach to child welfare practice. This means that we cannot consider the welfare of children separately from the families and communities of which they are a part. For each topic area, major social work roles, activities, tasks and skills will be explored, along with concerns and issues in implementation. Additionally, agencies, programs and systems that serve as a part of the children’s environment and cadre of resources are also explored. Program examples and case studies will be used for illustration purposes and application of the skills and techniques presented. The different developmental stages of families and children and related needs will be explored. Culturally competent social work practice is stressed throughout the course for each content area. The course will focus on micro, mezzo, and macro considerations in providing
child welfare services. Particular emphasis will be paid to the identification of child maltreatment, reporting procedures, and continuing professional interaction with children and families from a community-based and multidisciplinary perspective.

Social work with children and families places emphasis on child welfare programs, policies and the development of assessment and case planning skills. Methods of protective services, adoption, and foster care are studied. The objectives of this child welfare course are in keeping with UNC Tomorrow goals: **4.1.1 Improve student efficiency in soft skills including oral and written communication, critical thinking and analytical reasoning, 4.1.3. Focus on global competitiveness in a changing world…Problem solving, 4.2.3 is addressed in preparing students to work toward the accommodation of persons with disabilities; and 4.5.1. Prioritization of programs and interventions in UNC’s health care systems and through its leadership in UNC’s schools of social work to help improve the health (welfare) of all North Carolinians.**

**COURSE OVERVIEW**

This course will focus on further development of social work and case management skills within the context of public child welfare practice. Case management will be explored as an intervention in its own right in addition to its use as a mechanism for linking children and families to other social systems, professions, and forms of intervention. The development of social policy as it impacts children and families from different multicultural backgrounds will be explored, with special emphasis on poverty, foster care and child maltreatment.

**III. REQUIRED TEXTBOOK:**


**IV. SUPPLEMENTAL TEXTBOOK**


BOOK OF CHOICE *(1 required)*


V. RECOMMENDED INTERNET RESOURCES:

FSU Blackboard: [http://blackboard.uncfsu.edu](http://blackboard.uncfsu.edu)

National Association of Social Workers: [http://www.socialworkers.org](http://www.socialworkers.org)


METHODS TO ATTAIN OBJECTIVES
The primary learning format will be lectures and classroom activities, which involve all students as active learners and encourage class discussion. Class lectures and exercises are based on the understanding that all readings assigned for that topic have been completed prior to class. The instructor will be responsible for organizing and presenting primary course material, assisting any student with course-related material and assignments, and for assessing student progress.

The student in SWRK 480 will be responsible for attending all classes, facilitating his/her own learning and that of others in class, sharing ideas, making observations, initiating discussion and asking questions.

ACADEMIC INTEGRITY
All members of FSU’s community are expected to follow the academic Honor Code. Please read the FSU Honor Code carefully (as covered in the FSU Student Handbook). Academic dishonesty in any form will not be tolerated in the class. Please be especially familiar with FSU’s position on plagiarism as outlined in the FSU Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else’s ideas and represent them as your own. Here are some examples of plagiarism:

a. You write about someone else’s work in your paper and do not give them credit for it by referencing them.
b. You give a presentation and use someone else’s ideas and do not state that the ideas are the other person’s.
c. You get facts from your textbook or some other reference material and do not reference that material.
V. SPECIFIC COURSE OBJECTIVES:
1. Demonstrate an understanding of the historical development and structure of the child welfare system and the roles social workers played in its development (UNC Tomorrow 4.1.1).

2. Explain the structure of the child welfare system (UNC Tomorrow 4.1.1).

3. Critically evaluate major child welfare service programs of supportive, substitute and supplemental services (UNC Tomorrow 4.1.1).

4. Examine child welfare social worker roles within public and private agencies, including intake, assessment, case management, prevention, intervention, and evaluation.

5. Explore the values associated with the care of children and youth and how these are influenced by specific population groups to include class, age, race, ethnicity, gender and mental and physical health (UNC Tomorrow 4.2.3; 4.51).

6. Exhibit an understanding permanency planning, family preservation and family reunification movement.

7. Develop an understanding of ethical, legal dilemmas, and political issues encountered by child welfare social workers.


9. Demonstrate interviewing and assessment skills with children through actual interviews and the use of role play and demonstrate the ability to document findings (UNC Tomorrow 4.1.1; 4.1.2).

10. Utilize and integrate theoretical frameworks into an interview with a young school-aged or preschool child (UNC Tomorrow 4.1.1; 4.1.2).

11. Demonstrate ability to identify child maltreatment and interpret legal responsibilities of social workers (UNC Tomorrow 4.1.1; 4.1.3).

12. Demonstrate appropriate use of interventions and develop safety plans when child abuse and domestic violence are present (UNC Tomorrow 4.1.1; 4.1.3).400.1.1

COURSE OUTLINE

Week 1
Child welfare defined
Child welfare practice today with a focus on practice aimed at achieving safety, permanency and well-being for children, youth and families

Diversity and multiculturalism
What is a family?
Involving families in decision-making throughout the casework process

**Week 2**
Chapter 1, Children: Our Most Important Resource
Historical overview of family and child welfare services

**Week 3**
Chapter 2, The Changing Family
Current social problems and their impacts on children, poverty, violence, addiction and homelessness

**Week 4**
Chapter 3, Children and Poverty
Needs of adolescents in the child welfare system
Practice strategies for youth transitioning out of care
**Exam #1:**

**Week 5**
Chapter 11, Teenage Pregnancy and Parenting
Teen pregnancy

**Weeks 6 & 7**
Chapter 8, Protecting Children When Families Cannot: Child Abuse and Neglect
Chapter 9, Family Preservation or Child Placement: Serving the Child’s Best Interest
Child maltreatment and neglect
Sexual abuse of children
Emotional abuse of children
Child fatalities
**Exam #2: Book Review Due:**

**Week 8**
Chapter 9, Family Preservation or Child Placement: Serving the Child’s Best Interest
(Outside Reading)
Family-centered services
Who are or should be members of the child welfare team? Why?
Elements of collaboration at the case, service and organizational levels

**Week 9**
Chapter 13, The Adoption of Children
Chapter 12, Children in Family Foster Care
Family preservation
Foster care
Adoption
Residential care
Permanency planning
400.1.1

**Weeks 10 & 11**
*(Outside Reading)*
Child Welfare and African American Families
Child Welfare and the American Indian Community
Child Welfare: Asian and Pacific Islander Families
Child Welfare and Hispanic Families

**Exam #3:**

**Weeks 12 & 13**
Chapter 10, Court Services on Behalf of Children
The child and the court
Juvenile Court
Truancy Court
Drug Court
Roles, responsibilities, processes
Using the Courts to enforce and or create policy
History of the juvenile court
Court procedures

**Court Assignment Due:**

**Weeks 14 & 15**
Chapter 4, The Impact of Violence and Addiction on Children
Child Welfare and Substance Abuse: Toward Partnerships with Parents and Communities

**Week 16**
*(Outside Reading)*
Rights and responsibilities of children, parents and guardians

**Child Welfare Portfolio Due:**
**Final Exam Scheduled for:**

**Evaluation:**
a. Comprehensiveness in addressing assignment outline
b. Neatness, grammar, spelling and sentence structure
c. APA Format (if applicable)
Papers with severe misspelling and poor grammar will be returned to students. Students will be expected to correct errors and submit paper back to the instructor. If paper is returned to student, the highest grade student may receive is a —B.
Assignments

1. Child Welfare Practice Portfolio:
In order to demonstrate your mastery of practice knowledge and written/verbal skills, you will complete a series of assignments that includes information assembling, interviewing and documentation components. These assignments will require you to establish a relationship that is characterized by collaboration and respect with a classmate who will become your consumer. The process should focus on "consumer's" strengths and challenges within a child welfare context. Through these assignments, you will demonstrate your ability to characterize an appropriate referral for investigation, identify and define issues, to collect and assess data, identify primary and alternative interventions, select and implement an appropriate intervention/service plan, monitor progress, provide documentation for administrative requests and terminate consumer relationships. The primary goal is to introduce /or strengthen the identified skills within the child welfare agency setting. Completed Portfolios will be due on last class date. Due:

2. Juvenile Court Assignment: Due:
Students will be required to attend at least one dependency/neglect, juvenile delinquency hearing in Juvenile Court and write a summary of the hearing.

3. A book critique will explore the various feelings, facts and issues regarding child abuse and neglect. Due:

BOOK CRITIQUE

Exercise Objectives:
The primary purpose of this exercise is to familiarize students with current and historical issues regarding child abuse and neglect. The secondary purpose of the exercise is to provide students an opportunity to express feelings and thoughts evoked during their readings. Thirdly, students will apply knowledge of course material to their readings and describe relationship between the two.

Methods:
Students will choose a book from a list provided (see required reading on this syllabus). Students may choose a book not listed with prior instructor approval. Students are expected to read the book in its entirety and produce a typed paper.

**Procedures/Requirements:**
Students will write a paper (No less than 2 ½ pages and no more than 4 pages) on their thoughts / reactions to their book of choice. The following requirements must be included in the book critique;

- A discussion of how this book impacted you emotionally and cognitively. (Be specific about the particular points that caught your attention and your reactions to them)
- A discussion of the books main points as relates to class lecture, readings and in class discussions. Please use SWRK 480 terminology, perspectives, policies, etc.
- A discussion of the instances in this story where people could have stopped the maltreatment but did not. Why do you think these individuals did not report? What are your reactions to the individuals / organizations who failed to offer assistance? Could you envision yourself in a similar circumstance?
- A discussion of your thoughts on what prevented help from being given to this child at different points in time; and, your ideas on whether and under what circumstances any of these reasons is sufficient for failure to protect the child;
- Has this book changed your thinking about child abuse/neglect?
- Discuss how this book will impact your professional responses to children and families with similar issues.
- Find one scholarly article that relates to issues presented in this book. Present a short overview of the main points from the resource and how it relates to this story. Use resources from the bibliography at the end of this syllabus.
- Be sure to properly site resources APA style and include a cover page

4. See exam information below

**Attendance and Class Participation Policy**

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences.

If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an
entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.

Class attendance and participation mean students will come to class having read the assigned materials and be prepared to discuss them. Regular and punctual class attendance is essential to the enhancement of student performance. Students are expected to notify the instructor of absences from class immediately before or after the absence. Absences beyond three may result in a reduction in students’ attendance and classroom participation grade. A class attendance and participation grade of zero may be given for three or more absences.

**Exam Policy**

There will be five exams throughout the course of the semester. Students must take examinations when they are scheduled. Make-up examinations will only be administered for legitimate university business, documented medical emergencies, or deaths. Make-up examinations will be scheduled with prior approval and arrangement with the instructor only.

**Final Exam Policy**

Make up final exams will normally not be given. A final exam may be given early under very extraordinary circumstances. Students who miss a final exam without giving the instructor prior notification will be assigned a final grade including a zero for the final. If a student has a legitimate, documented reason for missing the final exam, he or she should contact the instructor as soon as possible after the examination. During the next semester the instructor will arrange with the student a time to take the final exam, and submit a change of final grade form.

THE INSTRUCTOR WILL NOT GIVE AN “I” (INCOMPLETE) GRADE FOR STUDENTS WHO MISS THE FINAL EXAMINATION UNLESS THE STUDENT HAS MADE A PRIOR AGREEMENT TO DO SO.

**Course Expectations**

Students are responsible for all material assigned and discussed in the course. Students are expected to submit their assignments in a timely manner. Late submission of assignments will receive a letter grade reduction per day, (day count includes weekends). Students are expected to complete assigned readings and review web sites prior to class to promote participation in classroom discussions. Students are expected to participate in classroom discussions, and group exercises. All students are required to have an e-mail address. Cellular phones and beepers are not allowed to be turned on or used during class time. ACCORDING TO UNIVERSITY POLICY VISITORS AND CHILDREN ARE NOT ALLOWED IN CLASS.

**VI. ACCESSING THE WEB ENHANCED COURSE ON BLACKBOARD**

Students enrolled in SWRK 480 Child Welfare Services during spring semester will have access to this web-enhanced course on Blackboard. Students will have access to syllabus, handouts, study guides, related websites, lecture notes, and chat rooms.
VII. WEBSITES OF INTEREST:

FSU Blackboard: http://blackboard.uncfsu.edu

National Association of Social Workers: http://www.socialworkers.org


NC Department of Social Services: http://childrensservices.dhhs.state.nc.us/index.html


Social Work Access Network: http://www.sc.edu/swan


Social Work Resources on the Net: http://www.chas.uchicago.edu/ssa/links.html


Children’s’ Defense Fund: http://www.childrensdefensefund.org


Children Now: http://www.childrennow.org

American Humane Association: http://www.americanhumane.org

Child Abuse Prevention: http://www.stopitnow.com

National Resources: http://www.calib.com

Munchausen’s By Proxy: http://www.mindspring.com
VI. TEACHING STRATEGIES

Research indicates that learning among adults occurs when cognitive, affective and experiential methods are utilized concurrently in the learning process. In order to address all of these domains, the following strategies will be utilized in this course:

A. **Cognitive Methods**

This course will utilize assigned readings, classroom handouts, lecture materials, videos, and classroom discussions to foster students’ cognitive learning.

B. **Affective Methods**

This course will utilize classroom discussions, group work, and classroom exercises to foster students’ affective learning.

C. **Experiential Methods**

This course will utilize computer applications, Blackboard, and student presentations to foster students’ experiential learning.

**Disabled Students Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

VII. SUGGESTED READINGS


References: Military Behavioral Health


Hoge, C. W. (2010). *Once a warrior, always a warrior: navigating the transition from combat to home--including combat stress, PTSD, and mTBI.* Globe Pequot.


**References: Rural Social Work Practice**


